St. Luke's CE Primary School

SEND INFORMATION REPORT – Autumn 2025

St. Luke's School has a dedicated staff team who strive to support all children, to enable them to achieve at school. In order to do this many steps are taken in order to support them through their learning journey.

Quality first teaching is vital, however, for some children there are occasions when further additional support may be needed to help them achieve their targets and to enable them to reach their full potential in all areas of learning.

The Children and Families Act came into force in September 2014.

The government transformed the system for children and young people with special educational needs (SEN). The bill extended the services from birth to 25. There are 14 questions, devised in consultation with parents / carers and other agencies which reflect their concerns and interests. These are answered by agencies, schools and colleges to provide information to parents and carers. This is called the 'Local Offer'.

How do our schools know if children need extra help?

We know when pupils need help if:

- Concerns are raised by parents/carers, health professionals, teachers or the child
- Limited progress is being made generally, or in certain areas (this includes progress in one area of the curriculum being very different to other areas or when a child's social and emotional skills are very different to their academic ability)
- There is a change in the pupil's behaviour or progress

What should I do if I think my child has special educational needs?

- Talk to us – your child's teacher is the first point of contact.
- Contact Deborah East who is our SENCo (Special Educational Needs Co-ordinator). Deborah East can be contacted by telephoning St Luke's School on 01590 682431. Miss Lamb is also completing her National Professional Qualification for Special Educational Needs and supports Mrs East.

How is the decision made about what type of and how much support my child will receive?

- Our SENCo oversees all support and progress of any child requiring additional support across the school. Each class teacher is responsible for the day-to-day support.
- Your child's class teacher alongside the SENCo will discuss your child's needs and which type of support will be appropriate. It is likely that this support will be a combination of differentiated tasks and resources in lessons, alongside some focused work on specific targets.
- Different children will require different levels and types of support in order to bridge the gap in their learning and for them to continue to make progress in

their learning. Sometimes this additional support is provided within the classroom, or in a small group or 1:1.

- On some occasions a child may need more expert support from an outside agency such as; SALT (Speech and Language Therapy), the Children's Therapy Services or a Paediatrician. A referral will be made with your consent and forwarded to the most appropriate agency. After a series of assessments guidance is usually provided to the school and parents /carers and the school will work in partnership with families and external agencies to follow the advice given.

How will I know how St.Luke's Primary School supports my child?

- If a child is identified as having special educational needs, your child's class teacher will plan an individual education plan (IEP) for them. It will be personal to your child to suit his or her needs. This may include additional general support by the class teacher or teaching assistant in class.
- Children with an IEP may also receive additional resources that can support with targets being practised at home and in school.
- Some children will receive a St. Luke's Behaviour Management Plan; these plans support children's social and emotional development and are written with the pupil and family.
- These plans will provide precise information about the type and timescales of interventions.
- All plans will be shared and reviewed with pupils three times a year and each time these plans are reviewed parents will be invited into school to discuss the targets on the plan. This is mostly a meeting with your child's class teacher and /or the SENCo.
- For children with EHCP (Education, Health, Care Plans) families will also be invited to an annual review.

How will the curriculum be matched to my child's needs?

- When a child has been identified with special educational needs, their work will be adjusted by the class teacher to enable them to access the curriculum more easily.
- Staff members may be allocated to work with your child in a small focus group or one-to-one.
- If appropriate, specialist equipment may be given to your child e.g. writing slopes, concentration cushions, pen/pencil grips or easy to use scissors.
- For some children there may be variations in the weekly timetable so that the learning activities are suitable to the child's needs.

How will I know how my child is doing?

- Targets set on each child's IEP and general progress will be monitored by the class teacher, teaching assistant regularly and termly by the SENCo. IEPs will be discussed termly with parents and a copy given to them.
- You will be able to discuss your child's progress at our termly meetings.

- We will review your child's IEP (individual education plan) with you and we will plan the next steps for your child's learning development and share this with you.
- In addition, you are very welcome to make an appointment to speak in more detail with your child's class teacher to discuss your child's needs and/or progress.

How will you help me to support my child's learning?

- Your child's IEP will suggest ways of how you can support your child and the class teacher will talk to you about this.
- Our SENCo or your child's class teacher can meet with you to discuss how to support your child with strategies to use if there are difficulties with emotional/behaviour needs.
- If outside agencies have been involved, suggestions and programmes of study are normally provided that can be used at home.

How will my child be able to contribute his or her views?

- Your child will talk regularly with the class teacher and teaching assistant about how he or she feels about their learning, particularly celebrating his or her successes. We will listen to your child and take his or her ideas and feelings into account when planning next steps together.

- If your child has an Education, Health and Care plan, he or she will be asked his or her views before review meetings.

What support is there for my child's overall well being?

- We are an inclusive school and we welcome and celebrate diversity. We believe that children having high self-esteem is crucial to their wellbeing therefore there are many opportunities within the curriculum for pupils to develop their social and emotional skills. One example of this is our use of the Heartsmart programme for RHSE.
- Our school is firmly rooted in Christian Values and these form part of our rewards and celebrations programmes.
- We have a caring and understanding team who believe in looking after the 'whole child' and their family. If you have any questions or concerns, please contact us and let us know.
- In our school, the emotional support we offer is in line with our Mental Health and Wellbeing Policy.
- We have one teaching assistant who is trained as an ELSA (Emotional Literacy Support Assistant). Any child, whether identified as SEND or not, may spend time with the ELSA on a one-to-one or group basis according to need. This can be requested by the child, a parent or a member of staff (with parental knowledge).
- We work closely with the PSA (parent support advisor) from Priestlands School, our secondary school, to support families.
- We have a Supporting Pupils with Medical Conditions Policy and work with families to develop 'individual health care plans' when appropriate.

How will my child be included in activities outside the classroom including school trips?

- We plan a variety of enrichment activities for all children and invite all children to participate.
- A risk assessment is carried out prior to any off site activity to ensure everyone's health and safety will not be compromised. However, if it is deemed that an intensive level of one- to-one support is required a parent or carer may be asked to accompany their child during the activity.
- Some pupils will have individual health care plans and these will cover arrangements for extra-curricular activities.

How accessible is the school environment?

- Our school site is DDA (Disability Discrimination Act) compliant.
- A disabled parking bay is available at the entrance of the school.

What specialist services and expertise are available at or accessed by the school?

In our school, we work closely with any external agencies that we feel are relevant to individual children's needs within our school, including:

- Educational Psychologist
- CAMHS (Child & Adolescent Mental Health Service)
- Behaviour Support at the Clifford Centre
- The Early Support Hub
- Specialist Teacher Advisory Service; visual/hearing impairment
- Speech and Language Therapists
- Occupational Therapists
- School Nurse
- Outreach Teams from specialist schools such as Forest Park
- Paediatricians

The SENCO regularly attends SEND training, both within school in addition to training provided by external providers.

What training have the staff supporting children with SEND had or are currently having?

Different members of staff across the school have received training related to SEND.

- One teaching assistant is trained as an ELSA (Emotional Literacy Support Assistant) and receives regular support from the Educational Psychologist
- All staff have been trained in phonics and how to deliver a high quality phonics programme.
- One teaching assistant has had training in delivering Speech and Language programmes.
- One teaching assistant has received training for supporting children with hearing impairments.
- All teaching assistants and teaching staff have received additional Autism training and most staff have completed at least one cycle of training.

- A number of staff are trained in the use of Positive Handling.
- Our SENCo has received training from our Educational Psychologist regarding Precision Teaching.

How will the schools prepare and support my child when joining the school and transferring to a new school?

- We encourage all new children and their families to visit our school prior to starting with us. For children with SEND, we encourage further visits to assist with the acclimatisation of their new surroundings.
- Children new to Year R are provided with opportunities to visit the school before they start, for a range of activities with their parents/carers. At the beginning of the Autumn term, our Year R team also visit them at home.
- All children new to our school in July/September are invited to our 'Induction sessions' in the Summer term before their September entry.
- Our Year 6 leavers attend our 'feeder' secondary school, Priestlands. We have a good working relationship with our feeder school, Priestlands and plan for careful transition.
- We plan additional transition time to secondary schools for pupils who require this support.
- We use a range of resources to support children with transition, including the use of Social Stories and photo albums.
- We liaise closely with staff when receiving and transferring children to and from different schools ensuring all relevant paperwork is passed on and all needs are discussed and understood.

How are the school's resources allocated and matched to children's SEND needs?

- The SEND budget in our school is spent in full and targeted towards pupils on the school's SEND register to provide resources in the form of time, staff and materials.
- Children are supported by having adapted work whenever appropriate, access to additional resources when necessary, as well as individual help or small group work, in or out of the classroom.

Who can I contact for further information?

- Your first point of contact is your child's class teacher to share any concerns you may have.

- You are also welcome to arrange to meet our SENCo Mrs. East.

- Look at our SEND Information report on our website https://www.st-lukes.hants.sch.uk/policies/

- Consult Hampshire's Local offer – www.hantslocaloffer.info

- Contact Hampshire SENDIAS – a SEND charity set up to support parents of children with additional needs https://www.hampshiresendiass.co.uk/

- Contact Parent Partnership – www3.hants.gov.uk/parentpartnership

- Contact IPSEA (Independent Parental Special Education Advice) – www.ipsea.org.uk

What steps should I take if I have a concern about the school's SEND provision?

- Contact the school's SENCO and book an appointment to discuss your concerns.
- If your concerns are still not addressed, contact the Headteacher.

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