



Special Educational Needs Policy

Member of staff responsible: Miss L. Tomlinson

Date policy written: September 2026

Date to be reviewed: September 2027

Definition of Special Educational Needs and Disabilities

This policy has regard to the **Children and Families Act 2014**, the **Special Educational Needs and Disability Regulations 2014**, the **SEND Code of Practice: 0 to 25 years**, the **Equality Act 2010**, and other relevant statutory guidance.

A child or young person has special educational needs (SEN) if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision were not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

At St. Luke's, we recognise that SEND can present in many different ways and that individual children may have more than one area of need. We recognise the importance of identifying needs early, understanding each child's strengths and barriers to learning, and providing appropriate support without unnecessarily waiting for a formal diagnosis.

Statutory framework and SEND reform

St. Luke's will comply with its current statutory duties relating to pupils with SEND and will have regard to the SEND Code of Practice: 0 to 25 years.

The school recognises that the Department for Education is undertaking significant reform of the SEND system during 2026. The Government's proposals include strengthening mainstream inclusion, improving access to specialist support, developing Individual Support Plans and establishing clearer expectations around inclusive practice.

As these reforms are currently being developed and implemented, the school will continue to monitor Department for Education guidance, legislation and local authority arrangements. This policy will be updated when new statutory requirements come into force.

Until any changes become statutory, St. Luke's will continue to operate within the existing legal framework and statutory guidance.

Mission Statement

At St. Luke's, we are a friendly, inclusive and hardworking school, dedicated to providing all our pupils with the best possible education.

We recognise and celebrate the diversity of additional needs and value the unique abilities, strengths and achievements of every child.

Our aim is to ensure that all pupils have access to a broad, balanced and ambitious curriculum which is adapted appropriately to meet individual needs and enable pupils to make progress and flourish.

The staff at St. Luke's are committed to providing high-quality teaching, identifying and reducing barriers to learning, making appropriate reasonable adjustments and ensuring that pupils with SEND are included fully in school life.

Our approach is rooted in our school ethos:

Work Together, Grow Together, Flourish Together.

Aims and Objectives

We aim to:

- provide a broad, balanced and ambitious curriculum in which pupils with SEND are valued equally alongside their peers;
- identify special educational needs as early as possible;
- understand pupils' individual strengths, needs and barriers to learning;
- provide high-quality teaching as the first response to pupils who may have SEND;
- make appropriate reasonable adjustments to teaching, learning, assessment, the environment and wider school activities;
- ensure that pupils with SEND have full and meaningful access to the curriculum and wider life of the school;
- provide additional provision where this is required to meet an identified special educational need;
- ensure that pupils with SEND are supported to achieve their potential and develop academically, socially, emotionally and personally;
- celebrate individual achievement, progress and success, including achievements outside the academic curriculum;
- ensure that pupils with SEND are able to participate in school trips, clubs, enrichment activities, leadership opportunities and other aspects of school life;
- work in partnership with parents and carers and value their knowledge and understanding of their child;
- listen to and act upon the views, wishes and feelings of pupils;
- work effectively with external agencies and specialist professionals where appropriate;
- ensure that staff have the knowledge, skills and confidence required to support pupils with SEND;
- regularly evaluate the effectiveness of SEND provision and make changes where provision is not having the intended impact.

Objectives

The school will:

- identify pupils who may have SEND through information gathered before admission, ongoing assessment, observation, pupil progress information, parental concerns and professional advice;
- monitor the progress and development of all pupils and use this information to identify where additional support may be required;
- use a graduated approach to SEND support;
- ensure that barriers to learning are identified and addressed;
- ensure that provision is matched to individual need rather than diagnosis alone;
- ensure that parents and pupils are involved appropriately in decisions about SEND provision;
- ensure that SEND provision is planned, delivered, monitored and evaluated effectively;
- provide staff with relevant information about pupils' needs, strengths, reasonable adjustments and agreed strategies;
- seek advice from external professionals when appropriate;
- ensure that pupils with SEND are supported to prepare for transitions between classes, phases and settings;
- work closely with governors to ensure appropriate oversight of SEND provision, inclusion and outcomes;
- ensure that SEND funding and resources are allocated appropriately and monitored for impact.

Responsibility for the Coordination of SEND Provision

The person responsible for overseeing SEND provision is:

Miss L. Tomlinson – SENCO

The SENCO coordinates the day-to-day provision for pupils with SEND and works closely with the Headteacher, Senior Leadership Team, class teachers, teaching assistants, governors, parents, pupils and external professionals.

The SENCO will:

- oversee the identification and assessment of pupils with SEND;
- coordinate the graduated approach;
- support staff in developing appropriate provision;
- maintain accurate SEND records;
- monitor the effectiveness of SEND provision;
- support staff to understand individual pupils' needs;
- liaise with parents and external professionals;
- coordinate applications for additional support and, where appropriate, requests for EHC needs assessments;
- support effective transition arrangements;
- advise the Headteacher and governors on SEND matters;
- ensure that the school's SEND provision reflects current legislation and guidance.

Class teachers remain responsible for the education and progress of pupils in their classes, including pupils with SEND. Teaching assistants and other adults supporting pupils with SEND work under the direction of the class teacher and SENCO as appropriate.

Arrangements for Coordinating SEND Provision

The SENCO maintains appropriate SEND records, including:

- the SEND register;
- provision plans and/or individual SEND records;
- records of meetings;
- assessment information;
- professional reports;
- referrals;
- information regarding reasonable adjustments;
- records of interventions and their impact;
- EHC Plan documentation where applicable.

All relevant staff have access to the information they need to support pupils effectively, while maintaining confidentiality and following the school's data protection procedures.

Staff are provided with information regarding:

- individual pupils' SEND;
- strengths and areas of need;
- barriers to learning;
- agreed reasonable adjustments;
- teaching strategies and approaches;
- provision and interventions;
- outcomes and review information.

Information is reviewed regularly so that staff have access to current and relevant information.

Admission Arrangements

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010 and the School Admissions Code.

The school welcomes pupils with SEND, including pupils with EHC Plans and pupils without a formal diagnosis.

Where information regarding a pupil's SEND is available before admission, the school will work with parents, previous settings and relevant professionals to understand the child's needs and plan appropriate support.

The school provides additional transition opportunities where these are identified as beneficial. This may include visits, photographs, transition books, meetings with parents and professionals, additional information sharing and opportunities to become familiar with the school environment.

Specialist Provision and Facilities for Pupils with SEND

St. Luke's is committed to providing an inclusive mainstream education.

The school has a range of resources and facilities to support pupils with SEND, including:

- accessible toilet;
- trained teaching and support staff;
- access to appropriate resources and equipment;
- adaptations to classroom environments;
- visual and practical resources;
- access to intervention and targeted support where appropriate;
- reasonable adjustments to assessment and other school activities where required.

Provision is determined by individual need rather than diagnosis alone.

Where specialist advice or equipment is required, the school will seek advice from the appropriate professionals.

Allocation of Resources for Pupils with SEND

St. Luke's is committed to using its available resources effectively to meet the additional needs of pupils with SEND.

For mainstream schools, the notional SEN budget is an identified amount within the school's overall funding allocation. It is intended to guide spending on additional provision for pupils with SEN.

The current funding arrangements recognise a £6,000 threshold for additional provision costs for pupils with high needs. This does not mean that every pupil with SEN is allocated £6,000, nor is it a fixed amount available for each pupil.

Where the cost of a pupil's special educational provision exceeds the relevant threshold and the pupil meets the local authority's criteria, the school may apply for additional high-needs funding in accordance with local arrangements.

The SENCO and Senior Leadership Team are responsible for identifying and prioritising resources required for SEND provision. The SENCO reports to governors on SEND provision, funding and impact through the school's established reporting arrangements.

Identification of Pupils' Needs

At St. Luke's, we recognise the importance of identifying SEND as early as possible.

Identification may involve:

- information from parents and carers;
- information from previous educational settings;
- teacher assessment;
- observations;
- pupil voice;
- progress and attainment information;

- pastoral information;
- attendance information where relevant;
- behaviour and emotional regulation information;
- screening or assessment;
- information from health or social care professionals;
- advice from specialist services.

We recognise the four broad areas of need identified within the SEND Code of Practice:

Cognition and Learning

This may include specific learning difficulties, moderate learning difficulties and other difficulties which affect learning.

Communication and Interaction

This may include speech, language and communication needs and autism spectrum condition.

Social, Emotional and Mental Health

This may include difficulties relating to emotional regulation, mental health, behaviour, relationships and social or emotional development.

Sensory and/or Physical Needs

This may include visual impairment, hearing impairment, physical disability and other sensory or physical needs.

These categories are used to support understanding and planning. They do not determine the provision a child receives. Provision is based on the individual pupil's strengths, needs and barriers to learning.

12. The Graduated Approach

St. Luke's follows the graduated approach of:

Assess – Plan – Do – Review

This is an ongoing cycle through which provision is developed and refined in response to the pupil's needs and the impact of support.

High-Quality Teaching

High-quality teaching is the first response for all pupils, including pupils with SEND.

Teachers will consider:

- the pupil's prior learning;
- identified strengths and needs;
- barriers to learning;
- appropriate scaffolding;
- clear and concise language;
- processing time;
- visual and practical support;
- modelling and guided practice;
- opportunities for retrieval and repetition;
- appropriate adaptations to tasks;
- reasonable adjustments;
- appropriate use of technology and resources;
- classroom organisation and the learning environment.

Additional intervention should not replace high-quality teaching. Where intervention is provided, it should complement classroom teaching and be evaluated for impact.

Where a pupil is experiencing difficulties, the class teacher will discuss concerns with the SENCO as appropriate and consider whether additional assessment, adjustments or support are required.

Parents will be informed and their views will be considered.

13. SEN Support

Where it is identified that a pupil has SEN, the school will work with the pupil and their parents/carers to determine appropriate support.

Support will follow the **Assess – Plan – Do – Review** cycle.

Assess

Assessment will consider:

- the pupil's strengths;
- their identified needs;
- current attainment and progress;
- previous progress and provision;
- classroom observations;
- information from parents;
- pupil views;
- information from other professionals where appropriate;
- barriers to learning;

- the effectiveness of strategies already implemented.

The school will avoid relying solely on a diagnosis or waiting for a formal diagnosis before putting appropriate support in place.

Plan

Planning will involve the class teacher, SENCO, parents/carers and, where appropriate, the pupil.

The plan will identify:

- the pupil's needs and barriers to learning;
- the desired outcomes;
- reasonable adjustments;
- classroom strategies;
- additional provision or intervention;
- who will provide the support;
- how frequently it will be provided;
- how the impact will be monitored;
- a review date.

Parents and pupils will be involved as appropriate in deciding what support is required.

Do

The class teacher remains responsible for the pupil's day-to-day learning and provision, even when additional support is delivered by a teaching assistant or specialist professional.

Teaching assistants and other support staff will work under the direction of the class teacher and SENCO as appropriate.

Support should be linked to classroom learning and should enable pupils to become increasingly independent wherever possible.

Review

Provision will be reviewed at agreed intervals and at least in accordance with the school's established SEND review arrangements.

Reviews will consider:

- progress towards agreed outcomes;
- the pupil's views;
- parents' views;
- staff observations;
- assessment information;
- the impact of interventions;

- whether reasonable adjustments remain appropriate;
- whether provision should continue, change or cease.

Where provision is not having the intended impact, the school will consider alternative approaches rather than continuing ineffective intervention.

14. Reasonable Adjustments

St. Luke's is committed to identifying and reducing barriers to participation and learning.

Reasonable adjustments may be made to:

- teaching approaches;
- classroom environments;
- communication;
- resources;
- tasks and activities;
- assessment arrangements;
- sensory demands;
- routines and transitions;
- the organisation of the school day;
- participation in educational visits and wider school activities.

Adjustments will be considered in relation to the individual pupil and will be proportionate and appropriate.

Staff will be made aware of agreed reasonable adjustments and these will be reviewed regularly to ensure that they remain effective.

15. Requests for an Education, Health and Care Needs Assessment

Where a pupil has significant or complex needs and it is considered that the provision ordinarily available in a mainstream setting may not be sufficient to meet those needs, the school may request an **Education, Health and Care (EHC) needs assessment** from the local authority.

Parents/carers can also request an EHC needs assessment.

The decision to request an assessment will be informed by evidence, including:

- the pupil's strengths and needs;
- progress and attainment;
- provision already put in place;
- the impact of interventions and reasonable adjustments;

- the views of the pupil and parents;
- professional advice where available;
- the nature, extent and complexity of the pupil's needs.

The school will work with parents, the pupil and relevant professionals throughout the process.

16. Education, Health and Care Plans

Where a pupil has an EHC Plan, the school will ensure that the specified provision is implemented as set out in the plan.

The school will:

- ensure relevant staff understand the pupil's needs and provision;
- incorporate the outcomes and provision identified in the EHC Plan into school planning;
- work with parents and the pupil;
- liaise with relevant professionals;
- monitor progress towards outcomes;
- participate in annual reviews;
- contribute to the review of the EHC Plan;
- implement agreed amendments to provision where required.

The annual review process will consider the pupil's progress, changing needs, aspirations and future provision.

17. Access to the Curriculum and Wider School Life

St. Luke's is committed to ensuring that pupils with SEND have meaningful access to a broad, balanced and ambitious curriculum.

The school will seek to educate pupils with SEND alongside their peers wherever appropriate and will avoid unnecessary separation from the mainstream classroom.

Curriculum adaptations may include:

- scaffolding;
- visual support;
- adapted resources;
- reduced cognitive overload;
- additional processing time;
- pre-teaching;
- alternative recording methods;

- adapted tasks;
- targeted intervention;
- additional adult support where appropriate;
- reasonable adjustments.

The school will also consider access to:

- educational visits;
- clubs;
- sporting activities;
- assemblies;
- performances;
- leadership opportunities;
- residential experiences;
- lunchtime and playtime activities;
- wider enrichment opportunities.

The aim of additional support is to enable pupils to participate as fully and independently as possible.

18. Inclusion of Pupils with SEND

Inclusion is the responsibility of the whole school.

St. Luke's recognises that inclusion is more than physical presence in the classroom. It means that pupils with SEND are able to:

- access an ambitious curriculum;
- participate meaningfully in learning;
- develop positive relationships;
- contribute to school life;
- have their views heard;
- experience belonging;
- develop independence;
- make progress from their individual starting points.

The Leadership Team and SENCO will regularly review the curriculum, teaching, environment and wider school provision to identify and reduce barriers to inclusion.

The school will consider the experiences of pupils with SEND when reviewing:

- curriculum planning;
- teaching and learning;
- assessment;
- behaviour and relationships;

- attendance;
- pastoral support;
- enrichment;
- educational visits;
- transition;
- the physical environment;
- staff training.

The school will use feedback from pupils, parents and staff to evaluate the effectiveness of its inclusive practice.

19. Pupil Voice

St. Luke's recognises that pupils with SEND have the right to have their views, wishes and feelings considered.

Pupil voice will be sought in an age- and need-appropriate way when:

- identifying strengths and needs;
- planning provision;
- setting outcomes;
- reviewing support;
- considering reasonable adjustments;
- preparing for transitions;
- reviewing wider school experiences.

Pupils will be supported to communicate their views using appropriate methods where necessary.

Pupil participation may also take place through wider opportunities in school life, including the School Council, Worship Leaders, Take Five Ambassadors, Diversity Leaders and Eco-Committee Leaders.

20. Evaluating the Success of SEND Provision

St. Luke's places great importance on evaluating the impact of SEND provision.

The effectiveness of provision will be considered through:

- assessment and progress information;
- pupil progress meetings;
- SEND reviews;
- provision-plan reviews;
- intervention records;

- observations;
- work scrutiny;
- pupil voice;
- parent/carer feedback;
- staff feedback;
- professional advice;
- attendance information where relevant;
- behaviour and wellbeing information where relevant.

The school will consider not only whether an intervention has taken place, but whether it has made a meaningful difference to the pupil.

Where provision is not effective, the school will consider:

- whether the identified need remains accurate;
- whether the provision is appropriately matched to need;
- whether the intervention is evidence-informed;
- whether it is being delivered consistently;
- whether reasonable adjustments need to change;
- whether additional specialist advice is required;
- whether a different approach should be implemented.

Provision will be adapted where necessary.

21. Staff Development and SEND Training

St. Luke's recognises that effective SEND provision depends on staff having appropriate knowledge, skills and confidence.

The SENCO will identify staff development needs through:

- staff questionnaires;
- professional discussions;
- observations;
- pupil needs;
- SEND monitoring;
- provision reviews;
- external professional advice;
- changes in legislation and guidance.

Training may be provided by:

- the local authority;
- specialist services;
- the SENCO;

- external agencies;
- recognised training providers;
- professional networks and the Family of Schools.

Training will be purposeful and linked to the needs of pupils and the priorities of the school.

The school will seek to ensure that staff understand how to identify and reduce barriers to learning and implement agreed reasonable adjustments and strategies consistently.

The impact of SEND training will be evaluated through observations, professional discussions, pupil outcomes and staff confidence.

22. Links with Support Services

St. Luke's works collaboratively with external professionals where this is appropriate and beneficial to the pupil.

Depending on individual need, this may include:

- Educational Psychology;
- Speech and Language Therapy;
- Occupational Therapy;
- specialist sensory services;
- specialist communication and interaction services;
- cognition and learning services;
- physical disability services;
- behavioural support services;
- Child and Adolescent Mental Health Services;
- school nursing and health professionals;
- Early Help;
- social care;
- local authority SEND services;
- other relevant specialist services.

The school will seek advice where a pupil's needs cannot be fully met through ordinarily available provision.

Parents will normally be informed and involved in external referrals and meetings, unless there is a safeguarding or other lawful reason why this is not appropriate.

23. Working in Partnership with Parents and Carers

St. Luke's recognises parents and carers as important partners in supporting children with SEND.

The school will work with parents/carers to:

- identify needs early;
- understand their child's strengths and needs;
- plan appropriate support;
- review progress;
- consider reasonable adjustments;
- prepare for transitions;
- identify appropriate external support;
- plan future provision.

Parents/carers will be kept informed through appropriate methods, which may include:

- meetings;
- SEND reviews;
- parent consultation evenings;
- progress reports;
- provision-plan reviews;
- telephone calls;
- email;
- Arbor;
- school newsletters;
- other appropriate communication.

Parents and carers are encouraged to contact the SENCO, class teacher or Headteacher if they have concerns about their child's SEND provision.

24. Referrals

Where a referral to an external service is considered appropriate, the school will follow the relevant local authority or service pathway.

The school will gather appropriate information and evidence to support referrals, including information about:

- the pupil's needs;
- strategies already implemented;
- the impact of provision;
- progress and attainment;
- parental views;
- pupil views where appropriate.

The school will communicate with parents/carers regarding referrals and will keep them informed about progress wherever possible.

Specific referral timescales will be determined by the requirements of the relevant service rather than guaranteed by the school, as external agencies may operate their own waiting times and eligibility criteria.

25. Meetings and Reviews

SEND reviews will take place at appropriate intervals according to the needs of the pupil and the school's SEND procedures.

Meetings may involve:

- the pupil;
- parents/carers;
- SENCO;
- class teacher;
- teaching assistant;
- Headteacher or member of the Senior Leadership Team;
- external professionals where appropriate.

Meetings may take place in person or virtually where this is appropriate and accessible for those involved.

The school will provide reasonable notice of planned meetings wherever possible.

26. Transition

St. Luke's recognises that transitions can be particularly significant for pupils with SEND.

Transition planning may take place for:

- admission to school;
- movement between year groups;
- changes of class or teacher;
- movement between key stages;
- transition to secondary school;
- transition to specialist provision;
- significant changes in a pupil's circumstances.

Where appropriate, transition arrangements may include:

- additional visits;
- transition books;
- photographs;
- meetings between staff;

- information sharing;
- pupil visits;
- parent meetings;
- individual transition plans;
- liaison with external professionals.

The school will work with receiving settings to ensure relevant information is shared and that appropriate support is planned.

27. Links with Other Schools

St. Luke's works collaboratively with other schools and settings to share expertise, resources and good practice.

The school works with local primary and secondary schools to support:

- transition;
- information sharing;
- professional development;
- SEND practice;
- specialist advice;
- curriculum and inclusion development.

Where appropriate, the school will work with specialist settings to support pupils who require specialist provision or transition arrangements.

28. Complaints

St. Luke's encourages parents and carers to raise concerns at the earliest opportunity so that they can be addressed constructively.

Parents/carers should initially contact the class teacher and/or SENCO where their concern relates to SEND provision.

Where concerns cannot be resolved informally, parents/carers may contact the Headteacher and follow the school's formal Complaints Procedure.

The school's complaints procedure is available from the school office and on the school website.

Parents of children with SEND may also have access to independent SEND information, advice and support through the local SEND Information, Advice and Support Service (SENDIASS).

29. Monitoring and Review of this Policy

The Headteacher, SENCO and governing body will monitor the implementation and effectiveness of this policy.

The policy will be reviewed annually or earlier where there are significant changes to:

- legislation;
- statutory guidance;
- local authority arrangements;
- SEND provision;
- Department for Education SEND reforms.

The school will update this policy as the Government's SEND reforms progress and new statutory requirements come into force.

Signed: _____

Headteacher: Mr P. Phillips

Date: _____

Signed: _____

SENCO: Miss L. Tomlinson

Date: _____

Signed: _____

Governor

Date: _____

Policy reviewed: September 2026

Next review: September 2027

