



Special Educational Needs Information Report

Member of staff responsible: Miss L. Tomlinson

Date policy written: September 2026

Date to be reviewed: October 2027

What kinds of special educational needs does the school/ setting make provision for?

St. Luke's C of E (Aided) Primary School is a mainstream primary school providing education for children aged 5 to 11 years. We are a fully inclusive community that supports a wide range of additional needs.

We believe that every child has the right to a high-quality education, regardless of disability, race, gender, or culture.

We recognise that Special Educational Needs (SEN) are diverse, and for pupils who experience difficulties, these may include:

- **Communication and Interaction** – speech, language and communication needs, autism
- **Cognition and Learning** – dyslexia, literacy, numeracy and learning difficulties
- **Social, Emotional and Mental Health** – emotional regulation, anxiety, social difficulties
- **Sensory and/or Physical** – hearing, visual, physical and sensory needs

How does the school/ setting know if pupils need extra help and what should I do if I think that my child may have special educational needs?

A child or young person has special educational needs (SEN) if they have a learning difficulty or disability that calls for special educational provision to be made for them (Section 20, *Children and Families Act 2014*).

A child of compulsory school age, or a young person, is considered to have a learning difficulty or disability if they:

- Have a significantly greater difficulty in learning than the majority of others of the same age, or
- Have a disability that prevents or hinders them from making use of the educational facilities provided for children of the same age.

At St. Luke's C of E (Aided) Primary School, assessment is an ongoing process in which parents are actively encouraged to participate. Children who are identified as falling significantly behind the expected level of academic achievement for their age will be closely monitored.

When a child is identified as possibly having SEN, staff will continue to monitor their progress closely in order to identify specific areas of difficulty. The class teacher will provide differentiated learning opportunities to support the child's academic development, and the SENCO will be consulted for advice and support. The SENCO may also observe the pupil in class. Following this process, the child may be added to the SEN Register if additional provision is required.

Parents and carers will be kept fully informed throughout this process and notified of any changes. Staff at St. Luke's actively encourage parents to share information or insights about their child to help support their progress and well-being.

Pupil progress meetings are used to monitor and review each child's development. The frequency of these meetings depends on the child's individual needs and rate of progress. Regular reviews help determine whether a pupil should be placed on the SEN Register and have a specific Provision Plan.

Children's social, emotional, and behavioural needs are discussed with parents at consultation evenings, and tailored plans are created to support these needs. This may include additional interventions or a behaviour plan, depending on the nature of the support required.

Children with medical, physical, or sensory needs will have a care plan that outlines how the school will meet these needs. Parents and carers are asked to review and sign this plan.

If a parent or carer believes their child may have special educational needs, they are encouraged to speak with the class teacher or the school SENCO, Miss L. Tomlinson.

How does the school/ setting evaluate the effectiveness of its provision for pupils with special educational needs?

When a child is identified as having a Special Educational Need, the school ensures that appropriate support is put in place. This support follows a four-part cycle: Assess, Plan, Do, Review.

Children's progress is monitored every half term, and provision for SEN is mapped and reviewed in line with the school's pupil progress systems. This information is used to evaluate the effectiveness of support and to inform next steps.

Where a pupil is not making the expected progress or their needs change, the provision will be reviewed and adapted. This may include changing the strategies or interventions being used, adjusting the pupil's targets, seeking further advice, and working with the pupil and their parents/carers to identify the most appropriate next steps. The impact of any changes is then monitored through the Assess, Plan, Do, Review cycle.

At St. Luke's C of E (Aided) Primary School, staff work collaboratively with parents, pupils, and one another throughout the year to ensure consistent progress. Regular meetings between the SENCO, class teacher, and parents ensure that provision is appropriate and information is effectively shared. Where additional support is required, multi-agency meetings are arranged to coordinate wider services.

How will both the school/ setting and I know how my child/ young person is doing and how will the school/ setting help me to support their learning?

At St. Luke's C of E (Aided) Primary School, we use a range of systems to ensure that the progress and attainment of all our children are closely monitored. Staff take part in termly pupil progress meetings to review each child's development and to evaluate the effectiveness of current provision. Parents are also invited to meet with class teachers each term to discuss their child's progress.

In addition, SEN reviews are held according to agreed schedules. These reviews evaluate the impact and quality of support and interventions, while taking into account the views of pupils and their

parents. The class teacher and SENCO work together to adjust support and outcomes based on each pupil's progress and development, making any necessary changes in consultation with families. Where appropriate, external agencies involved with the child are also invited to participate in review meetings to ensure a coordinated approach to support.

What is the school's approach to teaching pupils with special educational needs?

At St. Luke's C of E (Aided) Primary School, we are a fully inclusive community that welcomes and supports children with a wide range of additional needs. We believe that every child should be encouraged and supported to achieve their full potential, regardless of any additional needs they may have.

At St. Luke's, quality first teaching, led by the class teacher, is delivered to all pupils. Support within the classroom is essential in helping pupils with Special Educational Needs and Disabilities (SEND) make good progress. Teachers use a range of adaptive strategies to remove barriers to learning and support pupils to access the curriculum. These may include reducing cognitive overload, using clear and concise language, providing additional processing time, breaking learning and instructions into manageable steps, using visual supports and modelling, pre-teaching key vocabulary, providing appropriate scaffolding and repetition, and making adjustments to support pupils' communication, sensory and emotional regulation needs. Teaching Assistants provide additional support within lessons and deliver targeted interventions where appropriate.

We use a variety of evidence-based intervention programmes to help pupils with SEND make strong progress. These include SNIP Literacy, Toe by Toe, Power of 2 Maths, and Time to Talk.

If further support is required, the SENCO will consult with parents before seeking advice or involvement from external agencies. These may include the Healthy Families Team, Educational Psychologist, Speech and Language Therapy Service, and Behaviour Partnership and Behaviour Panel (BPBP).

How will the curriculum and learning be matched to my child/ young person's needs?

Children registered as receiving SEN Support have an Individual Provision Document outlining their specific needs and achievable targets, which are reviewed regularly. In addition, termly review meetings are held and formally minuted to ensure progress is closely monitored.

At St. Luke's C of E (Aided) Primary School, we believe that quality first teaching and effective adaptation are key to supporting the progress of pupils with Special Educational Needs. Staff work closely with parents to identify each child's needs, plan appropriate provision, and ensure that learning opportunities are tailored to promote success and independence.

How are decisions made about the type and amount of support my child/ young person will receive?

All pupils with Special Educational Needs and Disabilities (SEND) have access to Element 1 and Element 2 of the school's budget, which together equate to up to £6,000 of support. Some pupils with more significant needs may require additional funding beyond this amount.

This additional funding may come from a budget that is devolved to and moderated by the Family of Schools. For pupils with the most complex needs, further funding can be allocated directly by the Local Authority. In such cases, the Family SENCO submits an individual application to a multi-agency panel, administered by the Local Authority, which determines whether the level and complexity of need meet the threshold for additional funding.

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

At St. Luke's C of E (Aided) Primary School, we are committed to ensuring that all children have access to a broad range of experiences beyond the classroom, including educational visits, school trips including residential, lunchtime activities, sports, performances and as part of our pupil leadership teams such as school council. We make every reasonable adjustment to ensure that all pupils are fully included and able to participate in the activities we offer. Where necessary, individual risk assessments are completed so that staff are aware of and can plan appropriately for any additional needs.

All after-school clubs and extracurricular activities at St. Luke's are open to every pupil. Children who require additional support to take part will be provided with the necessary assistance to ensure they can participate safely and confidently.

What support will there be for my child/ young person's overall well-being?

At St. Luke's C of E (Aided) Primary School, the wellbeing of our children is of great importance to us. We strive to ensure that every child feels safe, valued, and supported, and that they have every opportunity to reach their full potential — whether or not they have additional needs.

All staff are trained in Take 5 Breathing, a strategy designed to promote wellbeing and readiness for learning. In addition, our Child Ambassadors help lead this practice across the school, encouraging mindfulness and emotional regulation among their peers.

Our Emotional Literacy Support Assistants (ELSA), Mrs. Butterfield and Miss Halpin, deliver tailored programmes designed to meet the specific emotional and social needs of individual pupils including friendships, self-esteem, anxiety and bereavement.

Our SENCO, Miss Tomlinson, is also the school's Mental Health Lead and has completed specialist training to support children, staff, and parents. Where appropriate, families may be signposted to relevant external services, such as NottAlone, and referrals can be made on their behalf to ensure the right support is accessed.

How do we support children with SEND to attend school?

At St. Luke's C of E (Aided) Primary School, we recognise that some children with Special Educational Needs and Disabilities (SEND) may experience barriers to regular school attendance. We work closely with children and their parents/carers to understand any difficulties affecting attendance and to identify appropriate support. Attendance is monitored regularly, and any emerging concerns are discussed with families at the earliest opportunity. Where appropriate, we may make reasonable adjustments to support a child's attendance, such as providing additional transition support, adapting routines, supporting emotional regulation, or working with external professionals. Attendance is also considered as part of SEND reviews, and provision is reviewed where attendance is affecting a child's access to learning or progress. Our aim is to work collaboratively with families to ensure that children with SEND are supported to attend school regularly, feel safe and secure, and access their education successfully.

Who is the school/ setting's special educational needs co-ordinator (SENCO) and what are their contact details?

Our Special Educational Needs Coordinator (SENCO) is Miss Laura Tomlinson, who can be contacted by phone on 01909 475821. Alternatively, emails can be sent to office@st-lukes.notts.sch.uk

What training have staff supporting special educational needs had and what is planned?

At St. Luke's C of E (Aided) Primary School, we are committed to ensuring that all staff remain up to date with the latest training, guidance, and best practice in supporting pupils with Special Educational Needs (SEN). Training for teachers and teaching assistants is organised regularly and as required, in response to the needs of our pupils and school community.

The SENCO attends relevant SEN courses, Family SEN meetings, and coordinates both internal and external training opportunities for all staff. In addition, we provide regular in-house training to ensure staff have the knowledge, skills, and confidence to support children with a wide range of additional needs effectively.

Recent staff training has included:

- BPBP- Understanding and supporting children with SEMH needs: creating a positive school experience.
- Adverse Childhood Experiences (ACEs) and Trauma-Informed Practice
- ELSA (Emotional Literacy Support Assistant)
- Demand Avoidance
- Understanding Autism
- Fun Fit (motor skills programme)
- AET (Autism Education Trust)
- Pupil Voice and Participation
- Safeguarding
- Paediatric First Aid
- Using B Squared (assessment tool for SEND)
- Interoception (understanding internal body signals and emotional awareness)

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

The school works with any necessary outside agencies as required by the needs of the children, including:

- Occupational Therapists
- CAMHS
- Educational Psychology Team
- Healthy Family Team
- SFSS – Schools and Families Specialist Support Services includes specialist autism team, cognition and learning team, visual impairment team, hearing impairment team, early years team, a dyslexia specialist and an ICT/SEN specialist
- PDSS – Physical Disability Support Service
- Speech and Language Therapists
- Autism Team
- Paediatricians

The SENCO attends termly 'springboard' meetings, where there is an opportunity to gain advice and support from other SENCO's.

How will equipment and facilities to support pupils with special educational needs be secured? How accessible is the school/ setting?

The school has disabled access including toileting and changing facilities. When children who require special access arrangements are admitted, the school requests a site visit by the appropriate service via Nottinghamshire County Council. The school may gain advice in physical access, communication, curriculum resources, trips and technology. More information on this can be found in our accessibility policy- <https://www.st-lukes.notts.sch.uk/attachments/download.asp?file=906&type=pdf>

What are the arrangements for admitting disabled pupils to the school?

St. Luke's C of E (Aided) Primary School is committed to providing an inclusive education for all pupils, including children with disabilities. Admission arrangements for disabled pupils are the same as for other pupils and are made in accordance with the school's published admission arrangements and the requirements of the Local Authority.

Where a child with a disability is offered a place, the school works in partnership with parents and carers to understand the child's individual needs and identify any reasonable adjustments, adaptations or additional support required to enable them to access the school safely and successfully.

Where appropriate, the school will work with relevant professionals and specialist services to assess the child's needs and identify suitable equipment, resources, adaptations or support. This may include seeking advice from the appropriate Local Authority specialist services before or following admission.

The school welcomes prospective parents and families to visit the school so that individual needs can be discussed and appropriate arrangements can be considered in advance of the child starting.

How does the school prevent disabled pupils from being treated less favourably?

St. Luke's C of E (Aided) Primary School is committed to ensuring that disabled pupils are not treated less favourably because of their disability. We promote an inclusive culture in which all children are valued, respected and supported to participate fully in school life.

Staff consider the individual needs of disabled pupils when planning teaching, learning, activities, trips, events and wider school experiences. Where necessary, reasonable adjustments are made to remove or reduce barriers to participation. These may include adaptations to the environment, communication, teaching approaches, resources, routines, timetables or arrangements for activities and visits.

We work closely with pupils and their parents/carers to understand individual needs and to identify appropriate adjustments and support. Where specialist advice is required, the school works with relevant external agencies to ensure that appropriate strategies, equipment and resources are considered.

All pupils are encouraged to participate in the full range of school opportunities, including educational visits, clubs, sports, performances, pupil leadership and other enrichment activities. Where additional support or adjustments are required, these are considered in advance to enable the pupil to participate safely and meaningfully.

The school monitors the effectiveness of adjustments and provision and will review arrangements where a pupil continues to experience barriers to accessing education or participating fully in school life.

What facilities and equipment are available to support pupils with SEND?

St. Luke's C of E (Aided) Primary School is committed to ensuring that pupils with SEND can access the school environment, curriculum and wider school experiences as independently and safely as possible.

The school has disabled access, including accessible toileting and changing facilities. Where a pupil has specific physical, sensory, communication or other access needs, the school considers what reasonable adjustments, equipment or adaptations may be required.

When a child with additional physical, sensory or access needs joins the school, we work with parents/carers and, where appropriate, relevant specialist services to identify the support required. This may include advice regarding physical access, communication, specialist equipment, curriculum resources, technology and participation in educational visits.

The school may request a site visit and advice from the appropriate specialist service through Nottinghamshire County Council. Recommendations are considered as part of the child's individual provision and care planning.

Resources and equipment are reviewed in response to the changing needs of pupils. Staff are also provided with relevant training to ensure that they understand how to use equipment, resources and strategies appropriately and safely.

Further information about the accessibility of the school can be found in our Accessibility Policy- <https://www.st-lukes.notts.sch.uk/attachments/download.asp?file=906&type=pdf>

What are the arrangements for consulting parents or pupils with special educational needs? How will I be involved in the education of my child/ young person?

At St. Luke's C of E (Aided) Primary School, we work in close partnership with parents to ensure the early and accurate identification and assessment of Special Educational Needs (SEN). Our aim is to put in place the appropriate interventions and support to enable every child to make meaningful progress.

Parents are kept fully informed about their child's progress through progress reports, parents' evenings, provision reviews, and end-of-year reports. Where more regular contact is needed, additional meetings will be arranged based on the individual needs of the pupil.

The SENCO may also signpost parents to the Local Authority's Ask Us service, which provides specialist advice, guidance, and support for families of children with SEN. If the involvement of an external agency is recommended, parents will always be informed and invited to attend meetings with these professionals to ensure a collaborative approach.

What are the arrangements for consulting young people with SEN and involving them in their education?

Children's views and opinions matter to staff at St. Luke's C of E (Aided) Primary School. When review meetings are due to take place the children's views are listened to and acted upon. Pupil voice focuses on children sharing what helps them learn, preferred strategies, their targets, what they want adults to know to name a few. If appropriate, children are able to attend their review meetings.

What do I do if I have a concern or complaint about the SEN provision made by the school/ setting?

If a parent or carer has concerns or complaints about their child's education then an appointment can be made to speak to the class teacher or Senior Leadership Team. The school's complaints procedure can be found on the school website. Where complaints relate to outside support and funding the school will explain procedures to the parents.

How does the governing body involve other organisations and services (e.g. health, social care, local authority supporting services and voluntary organisations) in the meeting the needs of pupils with special educational needs and supporting the families of such pupils?

The governing body is responsible for agreeing the school's policy in respect of special educational needs. If you would like to speak to someone regarding the school's policy, please contact Miss L. Tomlinson on 01909 475821.

The school invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, pupils with SEN. The SENCO is the designated person responsible for liaising with the following:

- Schools and Families Support Services
- Education Psychology Service
- Behaviour Support Service
- Speech and Language Service
- NHS Healthy Family Team
- Specialist Outreach Services
- Paediatrician

Plus, any other relevant outside agencies.

Outside agencies are invited to attend review meetings of a child that they work with. These representatives liaise with staff throughout the year to ensure that SEN provision and progress is maintained.

How does the school/ setting seek to signpost organisations, services etc who can provide additional support to parents/ carers/ young people?

The school works closely with a number of external organisations. At review meetings the school might suggest other organisations to support the child's learning. Parents are also signposted to the County Council's local offer website.

<https://www.yournottsdirectory.org.uk/send-local-offer/nottinghamshire/education>

How will the school/ setting prepare my child/ young person to:

- Join the school setting:

At St. Luke's C of E (Aided) Primary School, we offer a range of opportunities for you and your child to visit the school before joining. Additional transition visits can be arranged if required, depending on the individual needs of the child. Personalised transition plans, including transition books, will also be created to support each child's smooth and confident start.

- Transfer between phases of education:

All children will take part in transition visits to their new classrooms and spend time getting to know their new class teachers. During the summer term, meetings will be held between key staff and the SENCO to ensure that all documentation and planning for new provision are in place for September. Parents and carers will be invited into school for the summer term SEN review, and we aim to ensure that both the current and new class teachers are present at this meeting.

Children transferring to secondary school will take part in two transition days during the summer term. We work closely with local secondary schools to provide an extended transition for pupils who may need additional time to adjust. Staff from the secondary schools may visit the children at St. Luke's and attend meetings in the lead-up to their transition.

- **Prepare for adulthood and independent living:**

We aim to equip children with essential life skills such as independence and resilience. As part of our PSHE and Science curriculum, we teach them the importance of proper dental hygiene and maintaining a healthy lifestyle.

Where can I access further information?

Further information can be accessed by contacting the SENCO- Laura Tomlinson on 01909 475821 or using the office email address: office@st-lukes.notts.sch.uk

Information can also be found using our school website:

Visits to the school by prospective parents and families are encouraged and most welcome. Please contact the school office to make an appointment to meet with Miss Tomlinson and to see the school.