

St Luke's CofE Primary School**SEND Information Report**

Action	Date	Signature
Policy Written	October 2025	J Maginnis
Policy Ratified	October 2025	
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This SEND Information Report has been written alongside the SEND Policy and Accessibility Plan and to comply with the revised SEND Code of Practice 2014, Children and Families Act 2014 and the Equality Act 2010.

St Luke's CofE Primary School is a mainstream school, which is part of DEMAT (Diocese of Ely Multi Academy Trust).

We make every effort to meet the needs of all pupils, including when necessary, additional provision for children with Special Educational Needs and Disabilities. We work with the Trust and a range of outside agencies who support and advise school staff.

High-Quality Teaching is the universal provision made for all children and young people. This consists of high-quality teaching in an inclusive environment. Class Teachers plan lessons according to the specific needs of all groups of children in their class. Planning and teaching will be adapted daily to meet your child's individual learning needs.

Identification of SEND at our School	
What kind of Special Educational Needs is provision made for?	The school makes provision for pupils with difficulties in the four broad areas of need (Including examples of some of the needs under each umbrella): • Communication and Interaction ◦ Speech, Language and Communication needs ◦ Autism Spectrum Disorder (ASD) • Cognition and Learning ◦ General learning difficulties ◦ Specific learning difficulties such as Dyslexia, Dyspraxia and Dyscalculia. • Social, Emotional and Mental Health ◦ ADHD ◦ ODD ◦ Anxiety and other mental health issues • Sensory and/or Physical Difficulties ◦ Visual impairment ◦ Hearing impairment ◦ Sensory Processing Disorder At St Luke's CofE Primary School, children who have a Special Educational Need may not have a disability and similarly those children with a disability may not have Special Educational Needs. Sometimes, however, these can overlap.
How do we identify that a child has a special educational need?	At St Luke's CofE Primary School Primary School, we will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress: • is significantly slower than that of their peers starting from the same baseline. • fails to match or better the child's previous rate of progress. • fails to close the attainment gap between the child and their peers. • widens the attainment gap. This may include progress in areas other than attainment, for example, social needs. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND. When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed. Additional support is tracked via class provision maps and the graduated approach (assess, plan, do, review) using SEND Support Plans (SSPs). The impact of the chosen approach will be monitored by the class teacher, and the impact of this support will be discussed with parents and the child before deciding whether or not to add the child to the SEND register.

How does the school know if my child needs extra help?	We know when a child needs help when: - Concerns are raised by parents/carers, the class teacher or the child. Parents and carers are welcome to make contact with school at any time to discuss any issues they feel their child is having, whether academic or social. - Little or no progress is being made recognised through the tracking of pupils' progress and discussion at Pupil Progress meetings. - There is a change in the child's usual behaviour or progress.
Consulting and involving pupils and parents. If my child is having difficulty with an area of learning, how will staff deal with this issue?	We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that: - Everyone develops a good understanding of the pupil's areas of strength and difficulty. - We take into account the parents' concerns. - Everyone understands the agreed outcomes sought for the child. - Everyone is clear on what the next steps are. Notes of these early discussions will be added to the pupil's SEND Support Plan (APDR). We will formally notify parents when it is decided that a pupil will receive SEND support.
How do we encourage you to raise your concerns?	Your first point of contact should always be the class teacher who will monitor and possibly put strategies in place. After this meeting the class teacher will speak to the SENDCo, and another meeting can be arranged if required. The school SENDCo is Mrs Jenny Maginnis, who can be contacted through the school office office@stlukes.cambs.sch.uk
Who will oversee the education plan for my child and explain it to me and my child?	- All children on the SEND register have a SEND Support Plan that is written by the class teacher and this is monitored by the SENDCo. This plan outlines their needs and strategies that are used to meet those needs. This is known as an assess, plan, do, review (APDR) cycle. These will be shared with you and you will be asked for your views and we hope that you will talk to us about any concerns or successes at any time through the school year. - Children with an Education, Health and Care plan (EHCP) will have a provision plan to ensure that all the outcomes on the EHCP are being worked towards becoming achieved. The class teacher ensures the plan is being carried out and the SENDCo will oversee and monitor that this is effective and is having the desired outcome.
Assessing and reviewing pupils' progress	At St Luke's, we gather baseline information to enable us to put in place the necessary provision. Class teachers and learning assistants meet to discuss the impact the planned adapted work is having on any child with SEND in the classroom.

towards outcomes	• In order to plan support for your child we implement a ‘graduated response’; a four-stage cycle based on the principles of Assess, Plan, Do, Review. This cycle is based on the principle of revisiting earlier actions and refining what is being done as we develop a growing understanding of your child. (SEND Support Plan (SSP)) Your child’s academic progress is continually monitored by the class teacher along with other responsible adults within the class as part of a graduated response. • High-quality teaching is in every class and when a child requires more than this level of support, tasks will be adapted to allow the child to access Quality First Teaching. • Each child’s provision will be tracked by the class teacher. Provision offered will compliment the individual child’s needs. • Every effort is made to allow all children to access all activities provided. On some occasions additional adult support or resources may be needed to make this possible. • School-based Targeted Support. Depending on need, the child may take part in an intervention. The effectiveness of the intervention will be monitored and reviewed informing the impact on the child’s learning. • School-based Specialist Support. The class teacher along with the SENDCo, parents and carers will consider and use a range of effective teaching approaches in order to support your child’s progress and could include a variety of strategies which are planned into the school day to help them overcome a barrier to learning. Occasionally a child may need more expert support from an outside agency like Speech and Language Therapy, Occupational Therapy, Community Paediatrician etc. A referral will be made with parental consent and forwarded to the appropriate agency. After assessment, strategies may be recommended to the school and parents. The class teacher will work with the SENDCo to carry out a clear analysis of the pupil’s needs. This will draw on: • The teacher’s assessment and experience of the pupil. • Their previous progress and attainment and behaviour. • Other teachers’ assessments, where relevant. • The individual’s development in comparison to their peers and national data. • The views and experience of parents. • The pupil’s own views. • Advice from external support services, if relevant. The assessment will be reviewed regularly to check progress and update accordingly and formally reviewed at the end of every half term. All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil’s progress.
Who will be working	• The class teacher is responsible for ensuring your child’s needs are met. • Teaching Assistants (directed by the class teacher).

with my child?	• The SENDCo will be monitoring that your child's needs are being met in class and supporting the teacher and the child to achieve their goals. This will be carried out through meetings with you the parent, the child and the teacher. • If your child has a speech or language difficulty, one of our trained TAs will work with your child alongside the class teacher. And also a specialist practitioner from Speech and Language. • Outside agencies who may be offering support to your child may visit to give advice, feedback will be given to the child and the teacher to ensure your child's needs are being met. A full written report will be generated with suggested strategies to work from to support the child more within class/ school. All outside agencies are accessed through a referral process which requires your consent.
How will my child be taught?	At St Luke's, we hold the highest expectations for all our pupils - including pupils with SEND - in their academic outcomes, their personal conduct, and their contribution as members of the communities to which they belong. High quality teaching is our first step in responding to the needs of child with SEND. This will include adaptations and scaffolding for individual pupils to enable them to participate fully in all aspects of learning and make the best possible progress. Teachers will plan lessons according to the needs and requirements in their classroom. This may include additional scaffolding, pre-teaching vocabulary and key concepts, and directed questioning to ensure the child is able to practise and retain the information taught. Teachers will ensure that all children can access the learning by implementing small group work with an adult if necessary, dual coding information with text and pictures, and using word banks with images. Some children may require additional tools and/or resources, such as laptops, coloured overlays, larger fonts, writing slopes, writing frames, pencil and pen grips or talking tins. We also provide the following interventions: • Social, emotional and mental health support. • 1:1 reading - for extra reading practise and support • Sounds Write Phonics Catch Up - for children who have gaps in their early phonics knowledge. • Sounds Write Phonics Keep Up - for children who require extra practise to retain phonics knowledge. • Other personalised interventions based around the child's individual needs. • Acorn Project – Creative Therapy Sessions
What other support might my child receive?	<i>We understand in some instances outside expertise or help will be necessary to best support your child. In Cambridgeshire, these experts or agencies may include:</i> • Local authority support services • DEMAT Central Team • Speech and Language Therapy

	• Specialist Teachers and Specialist Practitioners • Educational Psychology • Occupational Therapy • Physiotherapy • Community Paediatrician • CAMHS (Child and Adolescent Mental Health Service) • Early Intervention Family Worker • Sensory Support Service (for pupils with hearing and visual impairments) • Play Therapist • Emotional Health and Wellbeing Trust • S.E.M.H (Social emotional mental health support) • Cogwheel Trust • Church Schools for England • CHUMS • Pin point • SENDIASS • S.A.T (Statutory Assessment Team) • Liquid logic for EHA and recording TAF meetings
Which staff will be working with my child?	We work to the saying 'First and Best'. This means pupils on the SEN register or needing additional support will have the First response and ultimately the Best interactions to ensure their needs are met. This will include: • Class teacher interaction which will ensures your child's needs are met • Learning assistants will be directed by the class teacher to ensure the class teacher is involved in all learning activities for the child • The SENDco will be monitoring that your child's needs are being met in class and supporting the teacher and the child to achieve their goals. This will be carried out through regular meetings and observations with you the parent, the child and the teacher • The SENDCo role is carried out by an experienced teacher within the school. They are allocated protected time each week to manage and oversee SEND provision. • If your child has a speech or language difficulty the Speech and Language therapist may be visiting school (or use ICT) each half term to review the progress with a specific programme and adapt the programme as your child makes progress • Outside agencies who may be offering support to your child may visit (or use ICT) to give advice, feedback to the child and the teacher to ensure your child's needs are being met. All outside agencies are accessed through a referral process which requires your consent • DEMAT Central Team of specialist support teachers may visit and support the teaching and SENDco staff improve provision where it is felt it is not meeting the child's needs. • We have support from the Local Authority SEND Support and Educational Psychology teams who work with the SENDco, teacher and parents to unpick needs to help improve your child's attainment, progress and wellbeing. • We also work with the NHS Paediatricians and therapists from external agencies who both offer different levels of support to both the child and family. • Our support staff also includes a trained Mental Health First Aider.

How do you evaluate the effectiveness of SEND provision?	We evaluate the effectiveness of provision for pupils with SEND by: • Regularly assessing all pupils' individual progress. • Reviewing the impact of interventions each term. • Pupil voice. • Using parent questionnaires. • Monitoring by the SENDCOs, Headteacher, and DEMAT. • Using class and whole school provision maps to measure progress. • Holding annual reviews for pupils with EHC plans. • Children's views are sought when producing and reviewing Education Health and Care Plans.
How do you ensure all children with SEND feel included?	All of our extra-curricular activities and school visits are available to all our pupils, including After School Club. All pupils are encouraged to participate in trips, and support will be put in place to enable every pupil to get the most out of these. All pupils are encouraged to take part in sports day, swimming lessons, and school plays. No pupil is ever excluded from taking part in these activities because of their SEND or disability.
Support for improving emotional and social development	We provide support for pupils to improve their emotional and social development in the following ways: • The PSHE curriculum includes opportunities for circle time and explicit teaching on friendships, emotional wellbeing, and mental health. • We run SEMH sessions that promote emotional wellbeing and self-regulation. Children may also work on their confidence and self-esteem either one-to-one or as part of a group. • We have a member of staff who is trained as a Mental Health First Aider who is able to suggest ideas and signpost to appropriate services. We have zero-tolerance approach to bullying and any reports will be dealt with through our behaviour policy. We follow the St Luke's Way, a consistent codified approach to behaviour throughout or school. Consequences are clearly linked to a ladder of escalation that can be found in our behaviour protocols. All adults working in our school use the steps and share these with the children on a regular basis to support reflections and discussions. We also work with students on an individual level and they may have an individual risk assessment and behaviour plan to support their needs.
How do you manage transitions for children with SEND?	When children are preparing to join or leave the school, we will share information or request it from the school or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this. At the end of Year 6, pupils will have transition visits to their secondary school. Pupils with a SEND need are offered additional visits to our feeder schools and class teachers meet with parents and teachers/ staff at the new school to discuss any additional transition arrangements needed.

	All pupils have transition days in their new classes at the end of the summer term to prepare them for changing classes or phases within the school. If required, teachers will arrange extra visits to classes to get to know pupils with SEND who may need additional time to establish relationships. For children moving to the school from nursery, staff will visit settings to meet the children in a familiar environment and may conduct home visits to introduce themselves to families. Teachers will communicate with each other to ensure that provision for children with SEND needs is consistent between classes. For children moving schools to specialist placements transition days are arranged with parent and child, and communication between both schools are shared from day 1. All paperwork is shared, including the most up to date annual review information. Meetings are also arranged with staff of the new setting to support a smooth transition.
Complaints about SEND provision	Complaints about SEND provision in our school should be made to the class teacher in the first instance, who will bring it to the attention of the SENDCo and/or the Headteacher if appropriate. Many issues can be sorted out quickly with either the class teacher and/or SENDCo. If the complaint is unresolved then you should refer to the DEMAT complaints policy https://www.demat.org.uk/policies To fully understand the pathways for making a complaint, please refer to pages 246 and 247 of the SEND code of Practice https://www.gov.uk/government/publications/send-code-of-practice-0-to-25. If you feel that our school discriminated against your child because of their SEND needs, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: https://www.gov.uk/complain-about-school/disability-discrimination You can make a claim about alleged discrimination regarding: • Admission • Exclusion • Provision of education and associated services • Making reasonable adjustments, including the provision of auxiliary aids and services Before going to a SEND tribunal, you can go through processes called mediation, where you try to resolve your disagreement before it reaches the tribunal. Cambridge SENDIASS https://send.cambridgeshire.gov.uk/kb5/cambridgeshire/directory/site.page?id=MR9QIFVa_9Q
What SEND support services	• Pinpoint https://pinpoint-cambs.org.uk/ • SENDIASS (Parent Partnership)

are available for my child and my family?	https://send.cambridgeshire.gov.uk/kb5/cambridgeshire/directory/site.page?id=MR9QIFVa_9Q • SPECTRUM https://spectrum.org.uk/ • IPSEA (Independent Parent Support) https://www.ipsea.org.uk/pages/category/education-health-and-careplans
Links to other policies	This report links to our policies on: • SEN • Accessibility plan • Behaviour • Equality information and objectives • Supporting pupils with medical conditions