



## **SEND Policy 2026-27**

<b>Approved by:</b>	FGB
<b>Last reviewed:</b>	March 2026
<b>Next review due:</b>	March 2027

St Luke's Primary School is committed to offering an inclusive curriculum to ensure the best possible progress for all our pupils whatever their needs or abilities. We are a fully inclusive school who strives to ensure that all pupils achieve their potential: personally, socially, emotionally and academically in all areas of the curriculum (regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational needs.) At St Luke's Primary School we recognise that all children are different and unique, therefore their needs are individual and unique. This document is intended to give you information regarding the ways in which we ensure we support all of our pupils, including those with SEND, in order that they can realise their full potential. It may not list every skill, technique and resource we employ in order to achieve this as these are continually developed and used to modify our provision to meet the changing requirements for individual pupils. We are committed to early intervention of SEND through a range of assessment tools and collaboration with all agencies and stakeholders.

### **What is a Special Educational Need or Disability?**

Children have special educational needs if they have a learning difficulty that calls for additional and different provision to be made for them.

#### **Children have a learning difficulty if they:**

- Have a significantly greater difficulty in learning than the majority of children of the same age
- Have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age
- Are under compulsory school age and fall within the definitions above or would do if special educational provision was not made for them

(SEND Code of Practice)

### **How are Special Educational Needs or Disabilities identified and assessed at St Luke's Primary School?** **(See appendix 1)**

#### **Initial concerns about a child's progress or development may come from:**

- Your child's class teacher expressing concerns that their progress has slowed or stopped or that they are finding learning, or any other area, especially difficult
- Our rigorous assessment cycle highlighting that a child has not made the progress expected or that they are falling behind other children of their age
- A health professional such as a GP or Health Visitor following a medical concern or diagnosis.
- Previous Educational settings such as Nurseries or Children's Centres
- You, speaking to the class teacher or SENDCO\* (Special Educational Needs Coordinator) about anything that you have noticed at home
- Your child expressing concerns about their own development or progress

Once it has been identified that there may be a Special Educational Need or Disability the class teacher, in consultation with the SENDCO, will identify where the need lies and what gaps in learning need to be addressed. From here we will consider what your child's short-term targets should be and what 'additional provision' should be put in place to help them meet their targets. The school will invite you and your child to contribute to this process and will ensure that your views are fully taken into account when considering what provision may be appropriate.

### **Who should I speak to about my child's difficulties with learning/ Special Educational Needs or Disabilities?**

#### **Your child's class teacher is responsible for:**

- Monitoring the progress of all children
- Providing Quality First Teaching that is carefully adapted to the needs of pupils to ensure that all

children reach their full potential

- Identifying, planning and delivering any additional support that may be needed. This might include targeted learning, small group work, tuition or a personalised curriculum
- Discussing any initial concerns with you and highlighting these concerns to the school's SENDCO
- Writing and evaluating Pupil Passports and sharing these with you at least termly.
- Ensuring that they follow the school's SEND policy
- Ensuring that any other adults who work with your child in school are aware of their strengths and difficulties, and helping other adults to deliver planned programs and interventions to help your child to meet their targets

**The SENDCO – Mrs Rachel Spencer is responsible for:**

- Writing the school's policy for Special Educational Needs and Disabilities. Coordinating all of the provision for pupils with Special Educational needs or Disabilities.

Ensuring that you are:

- Made aware of any concerns regarding your child's progress
- Involved in supporting your child's development
- Involved in evaluating and reviewing their progress towards set targets
- Liaising with any other people or agencies who may be coming into school to support your child's development
- Updating the schools SEND register (a system for ensuring that the needs of pupils with SEND are known)
- Ensuring that there are in-depth records of your child's needs, targets and progress
- Providing support to teachers and teaching assistants to ensure all children can reach their full potential

**The Head teacher- Miss Gemma Ackroyd is responsible for:**

- The day to day management of all areas of the school's work including provision for pupils with Special Educational Needs or Disabilities
- Working closely with the SENDCO and class teachers to delegate responsibilities and to ensure that the needs of all children are met
- Keeping the Governing Body informed of any issues related to SEND

**The SEND Governor – Mrs Nichola Towers is responsible for:**

- Determining the school's general policy and approach to provision for children with Special Educational Needs and Disabilities, in co-operation with the Head teacher
- Establishing the appropriate staffing and funding arrangements and maintaining a general oversight of the school's work

**What should I do if I have concerns about my child?**

If you have any concerns about your child's learning or development you should speak to your child's class teacher initially. This can be done informally at the beginning or end of day, at parents evening or by telephoning the office on 01274 639374 to make an appointment. If you continue to have concerns please ring to make an appointment with the SENDCO. If you are unhappy that your child's needs continue to be unmet please contact the Head teacher.

## **How will the school let me know if they have any concerns about my child?**

Initially your child's teacher will speak with you either at parents evening or at an arranged meeting to discuss their concerns. They will listen to your views on your child's learning. They will discuss with you any additional support that they feel would benefit your child and will discuss short-term targets for the coming term. Where further support is needed the SENDCO will contact you to review the provision that has been put in place and to gain your views on your child's progress. This may involve the implementation of further in-school interventions or discussion about referrals to outside professionals.

## **What support is available for my child to support their Special Educational Needs or Disabilities?**

### **Quality First Teaching- Class teacher input through specially targeted teaching**

- Teachers have high expectations for all learners
- Teaching is based on in-depth knowledge of a child's strengths and difficulties and builds on what they can already do or understand
- Teaching is carefully planned to help a child to meet their personalised targets or to fill an identified gap in knowledge or understanding
- Teaching takes into account a child's preferred way of learning and may include the use of additional equipment (Appendix 2)
- Use of specific strategies possibly identified by the SENDCO or outside agencies to fulfil your child's needs

### **Specific small group work**

- An intervention run by a teacher or teaching assistant which is specially focussed on helping a small group of children to meet their individualised targets
- May take place in or out of the classroom
- The adult leading this group will be trained to do so and will have a clear understanding of children's strengths and difficulties
- Carefully planned by a teacher to fill an identified gap in knowledge or understanding
- May include the use of additional equipment and will take into account pupil's preferred learning styles

### **Support from Outside Agencies**

- Where it is felt that a child has additional needs or barriers to learning that cannot be overcome through Quality First Teaching and specific small group interventions, advice may be sought from professional agencies outside of the school

#### **This might include:**

- Local Authority Services such as Learning Support Services, Educational Psychologist etc.
- Agencies such as the speech and language team (SALT)
- Medical professionals such as the school nurse

## **What would this mean for you and your child?**

- Your child will have been identified as having additional needs which the school feels requires more specialist input
- You will be contacted to discuss your child's needs and will be asked to give your permission for a referral to a specialist professional to go ahead
- The specialist professional will work with your child to more fully understand their needs and may make recommendations for strategies to meet their needs
  - The school will discuss with you the conclusions and recommendations of the professional and what support/ strategies will be put in place to support your child

### **Specified Individual Support**

Where your child is identified as needing a particularly high level of individual or small group support which cannot be provided from the budget available in school an Educational Health Care Plan (EHC plan) may be applied for.

#### **What would this mean for you and your child?**

- Your child has been identified as needing a high level of individual support
- Specialist professionals will have been involved in trying to meet your child's needs
- The school (or you) can apply to the Local Authority for a statutory assessment of your child's needs. This is a legal assessment in which your views and those of professionals who have worked with your child will be considered
- If the Local Authority agrees that your child's needs are severe and complex enough to need a Statutory Assessment, additional information will be gathered and will be used in the writing of an EHC plan
- You and your child will be asked to contribute to this
- An EHC plan will have long and short term goals for your child. It will set out the number of hours of support that will be provided by the Local Authority, how this support should be used and what strategies will be used to help your child to meet their goals
- You will be contacted to discuss a personalised budget for your child's additional provision
- The EHC plan will be reviewed at an annual meeting in which you and the professionals involved with your child's provision will discuss their progress and set new short term targets
- If the Local Authority **do not** agree that your child's needs are severe and complex enough to provide a statutory assessment then the school will be asked to continue to provide personalised support

#### **What 'additional provision' may be offered?**

We implement a graduated approach based on the guidance from Bradford Metropolitan District Council's Children's Services for SEN. This is based on an Assess-Plan-Do-Review 3 range structure. **If a child has an Education, Health and Care Plan, then we provide the support detailed in the plan.**

#### **How is additional provision recorded?**

The school uses a provision map to show the additional support that is given to all children with Special Educational Needs or Disabilities. This allows us to clearly see what additional provision has been put in place and to identify any gaps that there may be in the provision offered. Where a child is included in specific small group work they will usually be included in a group intervention plan which sets out their short term learning targets and the additional support that is being put into place to help them to reach their targets.

#### **How will my child's progress be assessed and reviewed?**

Children's progress will be assessed and reviewed against their personalised targets. This happens three times a year: December, March and June. Children at SEN support level will also have their small-step targets reviewed every term, and a new plan written, with new targets. This will be done in consultation with the child, and shared with parents. There is also an opportunity for parents' views or input to be recorded on the plan.

#### **How will St Luke's Primary School help my child in transitions between phases?**

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

**If your child is moving to another school:**

- We will contact the school SENDCO and ensure they know about any special arrangements or support that need to be made for your child
- We will make sure that all records about your child are passed on as soon as possible

#### **When moving classes in school:**

- Information will be passed on to the new class teacher IN ADVANCE and a planning meeting will take place with the new teacher. All Pupil Passports and relevant documentation about your child will be shared with the new teacher
- Your child will also visit their new class for a morning in the summer term – meeting all of the staff who will be working with them

#### **In Year 6:**

- The SENDCO will meet with and discuss the specific needs of your child with the SENDCO of their secondary school, and pass on any and all relevant documentation
- Your child will do focused learning about aspects of transition to support their understanding of the changes ahead
- Your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school
- Some children will be offered extra small group or individual visits to their new secondary school, accompanied by the learning mentor, if it is felt that this will be beneficial

#### **How will St Luke's Primary School ensure that my child has access to extra-curricular activities?**

All extra-curricular clubs are fully funded, and no charges are made. We make provisions for children to attend any clubs they wish, though due to high demand we do have to operate a 'first come, first served' policy. We are very experienced at including children with additional needs in our extra-curricular activities. We do not offer targeted extra-curricular activities for children with Special Education Needs, but instead actively try to ensure that all our extra-curricular activities, including our residential visits, are adapted for children's specific needs. We are delighted by the number of pupils with Special Educational Needs who participate fully in school trips, residential visits, extra-curricular clubs, sports teams and school committees (e.g. our School Council).

#### **How does St Luke's Primary School consult and work with parents and pupils?**

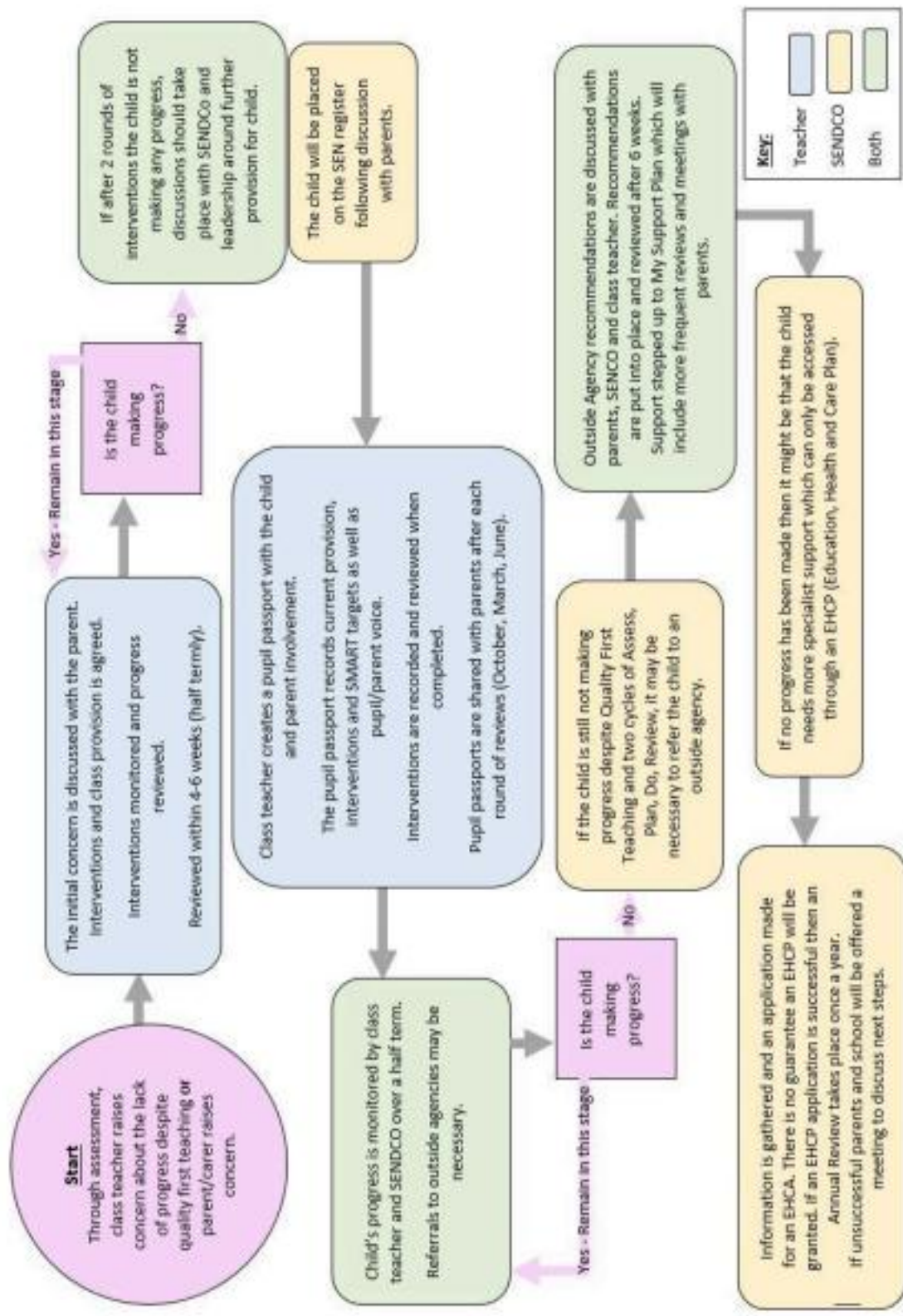
- If you have any concerns or questions about your child you can speak to their class teacher at the beginning or end of the day or at any other convenient time by making an appointment
- In addition to this, you will have an opportunity to speak to your child's class teacher at Parent Consultation meetings twice a year
- If your child has an Education, Health and Care Plan (EHC) you will also be invited to an annual review meeting where all of the professionals working with your child will contribute their views and make decisions about future provision
- Your views form an important part of this meeting. Your child's views will also be sought and will form an important part of this process
- Throughout the year your child's class teacher and the SENDCO may invite you to meetings to discuss your child's progress and provision or to meet with other professionals. It is very important that you attend these meetings
- If any changes are being considered to your child's provision or any concerns arise we will always seek your views and consult with you before any changes are made
- Other professionals will also seek your views e.g. the school nurse, educational psychologist or speech and language therapist
- Half-termly SEND coffee mornings are held in school to provide parents/carers the opportunity to informally meet with the SENDCO
- Weekly drop in sessions with pastoral staff (INCO and PIW) are held for parents to raise/discuss any concerns

#### **Where can I get further information about services for SEND pupils in Bradford?**

Bradford has its own Local Offer website, which provides a way of giving children and young people with special educational needs and disabilities (SEND) and their parents or carers information about what activities and support is available in the area where you live. To visit this website go to <https://localoffer.bradford.gov.uk/>.

### **Complaints Procedure**

Should you wish to make a complaint about the support your child receives in school please telephone the school office on 01274 639374 or by email - [office@stlukes.bradford.sch.uk](mailto:office@stlukes.bradford.sch.uk).



**Appendix 2**

How teachers at St Luke's C of E Primary School support pupils with SEND in their daily practice – based upon the EEF 5 a day principles.

Communication and Interaction	Cognition and Learning	Social, Emotional & Mental Health	Sensory and or Physical
<ul style="list-style-type: none"> <li>• Pre teaching vocabulary</li> <li>• Word map vocabulary</li> <li>• Alternative means of recording – word process, talking tins</li> <li>• Visual supports               <ul style="list-style-type: none"> <li>• Now/next</li> </ul> </li> <li>• Visual timetables</li> <li>• Increased talking opportunities</li> <li>• Explicit instructions</li> <li>• Steps to success (task plans with one step at a time)</li> </ul>	<ul style="list-style-type: none"> <li>• Differentiated tasks</li> <li>• Alternative means of recording – word process, talking tins               <ul style="list-style-type: none"> <li>• Visual supports</li> </ul> </li> <li>• Word banks/phonic maps/spelling banks</li> <li>• Flexible grouping               <ul style="list-style-type: none"> <li>• Pre-teaching vocabulary</li> </ul> </li> <li>• Timers and chunked activities</li> <li>• Practical resources</li> <li>• Extra time to process instructions and rules</li> </ul>	<ul style="list-style-type: none"> <li>• Brain breaks</li> <li>• Movement breaks</li> <li>• Reward time               <ul style="list-style-type: none"> <li>• Fidget toys</li> </ul> </li> <li>• Flexible grouping</li> <li>• My Happy Mind meditation time</li> </ul>	<ul style="list-style-type: none"> <li>• Own learning space               <ul style="list-style-type: none"> <li>• Ear defenders</li> <li>• Brain breaks</li> <li>• Chew buddies</li> <li>• Fidget toys</li> </ul> </li> <li>• Adapted resources (pencil grips, seat wedge, chair bands)</li> </ul>