SEND Information Report 2026-2027

At St Luke's Primary school, we strive to provide our children with a bespoke enriched curriculum to ensure they can be successful in whatever they inspire to do. We encourage everybody to believe in themselves and welcome new challenges so they can achieve in life, now and in the future.

'Together we will flourish'

Introduction

The following document is an information report detailing relevant information about SEND and Inclusion at St Luke's Primary School.

The information contained within the report is also to be considered alongside the schools Inclusion Strategy, SEND Policy and Local offer.

Our School	At St Luke's Primary the wellbeing and development of each pupil underpins all that we do. Our aim is to develop children into confident and resilient learners. St Luke's primary currently has 210 pupils on role. There are currently 58 pupils (27.6%) on the SEND register. 41 pupils (19.5%) receive SEN support, which is above the national average of 14.8%. 17 pupils (8.1%) have an EHC Plan, which is above the national average of 6%.
What types of SEND do we provide for? 	St Luke's Primary School believes that all children should have equality of opportunity and access to a broad and balanced curriculum. Our role is to help children make progress and raise standards of achievement both academically and behaviourally. We believe in consistently encouraging achievement to promote self-esteem and self-confidence. Central to the successful achievement of children is the involvement of parents/carers with the school.

	St Luke's Primary School supports the four broad 'areas of need' as outlined in the SEN Code of Practice which are: • Communication and Interaction • Cognition and Learning • Social, Emotional and Mental Health Difficulties • Sensory and Physical Needs.
How do we identify and assess pupils with SEN? 	We have adopted an inclusive approach to SEND policy and practice. Pupils identified as having SEND are, as far as practicable, fully integrated into mainstream classes. Every effort is made to ensure that they have full access to the National Curriculum and are integrated into all aspects of the school. The SEN code of practice 2014 makes it clear that all teachers of pupils with additional needs receive Quality First Teaching (QFT). Children may require further support and intervention at SEND Support level. Children who are still not making progress will require a referral to the SCIL team or a referral into CDC or CAMHS. This may lead to a requirement of further funding for additional support, adult intervention or specialist equipment in the form of Education Health Care Assessment (EHCA) leading to a legal document an Educational Health and Care Plan (EHCP). The SEN code of practice 2014 states that this must be completed using the Graduated Approach – Assess, plan, do, review model. The SEND Policy can be found on the school website.
The named school SENDCO	Rachel Spencer
Our approach to teaching children with SEND	We are an inclusive school. Wherever possible pupils are taught alongside their peers. Teachers adapt their high-quality teaching to cater for their pupils' needs and plan individual timetables where necessary.

	When appropriate, staff are deployed to deliver pupils additional interventions in small groups outside the classroom in our Nook or Haven provision, or to provide one to one support. Every effort is made to ensure that they have full access to the National Curriculum and are integrated into all aspects of the school. We use the EEF guidance 'Five a Day' and embed the key principles into all our lessons.
The arrangements for consulting parents of children with SEND and involving them in their child's education.	Parents and carers are kept fully involved in situations around SEND and their children. We operate many systems to engage parents including: • Pupil Passport Reviews • Health and Care Plan Reviews • Consultation Days • Communication Books • Telephone Consultations • Additional meetings arranged with the class teacher and/or PIW • Additional meetings arranged with the SENDCO • Annual Reviews • Regular SEND coffee mornings with outside agencies
The arrangements for consulting your children with SEND and involving them in their education.	Students are kept fully involved in situations around SEND and their education. This is obviously engaged at an age and ability appropriate level. We operate many systems to engage students including: Education, Health and Care Plan Reviews Pupil Passports Individual targets 1:1 Activities and Work Individual Conversations Pupil Voice
The arrangements for assessing and reviewing	The school uses a variety of assessment processes relevant to different pupils and different year groups.

pupils progress towards outcomes and how parents and your people are involved as part of this assessment and review.	We review progress daily in lessons which informs our planning. There are more formal reviews through pupil passports and/or EHCP targets which are reviewed at least termly. Parents and carers are issued with an annual report on their child's progress.
The arrangements for supporting pupils moving between phases of education and preparing for adulthood.	We provide extensive support for students at all change points in their education. This includes the progression of both years and phases. There are detailed teacher handovers and SENDCO involvement where appropriate.
The adaptations that are made to the curriculum and the learning environment of pupils with SEND.	Our inclusive approach results in any amendments that can be made being implemented to ensure our inclusive approach gives every student as equal an opportunity as possible. We use a range of strategies across our lessons to ensure we offer an inclusive approach to learning and allow all pupils to access the classroom environment. We also seek advice and equipment from outside agencies as and when the need arises
The expertise and training of staff to support pupils with SEND, including how specialist expertise will be secured.	We have an extensive programme to ensure all our staff receive detailed and expert training in the area of SEND. This is not only delivered by our school staff but also with the support and expertise from our SCIL team SEND Consultant and other external professionals.
The securing of equipment and facilities to support children and young people with SEND.	The school works in partnership with other agencies to ensure that appropriate equipment is available to support our students.
The evaluation of the effectiveness of the provision made for pupils with SEND	The school and designated SENDCO have strong systems established to regularly review provision and effectiveness through the SEND reviews. The school uses EDUKEY to log SEND targets, provision and progress. Our named SEND governor (Louise Dempsey) meets termly with the SENDCO providing external review to ensure the effectiveness of all our systems.

The way pupils with SEND are enabled to engage in activities available with those in the school who do not have SEND	The inclusive approach to our student's education means that all students take part in all parts of school life that are available to them. If adaptations need to be made to allow for this full inclusive approach, then this will be arranged.
The support for improving emotional and social development, including extra pastoral support arrangements for listening to the views of pupils with SEND and measures to prevent bullying.	There are strong support systems in place across school to ensure the wellbeing of all students. There is also a large team of staff to support students' growth and development and who ensure that pupils with SEND are able to express any view or concerns. The Inclusion team consists of the SENDCO, Inclusion Mentor, PIW, Mental Health trained staff, forest schools lead and SEND support staff.
The school involves other bodies, including health and social care bodies, local authority, support services and voluntary sector organisations, in meeting pupils' SEND and supporting their families. 	The school has developed strong links with external agencies and organisations. Some of these are listed below: Bradford Local Authority Speech and Language Service Educational Psychologist Bradford EEWP (Education Emotional Wellbeing Practitioners Team) Specialist Advisory Teachers from Local Authority e.g., learning difficulties teacher, autism specialists, specialist teachers for children with social, emotional, behavioural difficulties School Nurse CAMHS (Child Adolescent Mental Health Services) Bereavement, domestic violence support groups West Yorkshire Police Magic Programme
The arrangements for handling complaints from parents of children with SEND about the provision made at the school.	Any complaint should be referred through the school's complaints procedure available on the school website or in paper form from the school office.
The contact details of support services for parents of pupils with SEND	Please see the below list for some of the organisations and services who offer support to parents and cares of children with SEND:

	SENDIAS (Barnardo's) 01274 513300 Bradford SENDIASS | Barnardo's SENDIASS
The named contacts within the school for when young people or parents have a concern.	Safeguarding Team: Miss Ackroyd (Designated Safeguarding Lead) Mrs. Spencer (Deputy Designated Safeguarding Lead) Mrs Hodgson Mrs Dignam
The LA's local offer:	https://localoffer.bradford.gov.uk/kb5/bradford/directory/home.page
The arrangements for the admission of disabled people. 	The school has a fully inclusive approach and information on admissions can be found in the school's admission policy.
The steps you have taken to prevent disabled pupils from being treated less favorably than other pupils.	The school treats all students equally, in line with our inclusive approach to education.
The facilities you provide to help disabled pupils access your school.	The school has an accessibility policy to ensure appropriate facilities are in place within our school building. This information can be found in the accessibility plan Examples of some of our facilities include: Disability access to the school setting Ramps Changing area Disabled badge parking spaces
The school's accessibility plan.	The schools Accessibility Plan can be found under policies on the school website.