



**St Luke's**  
CE Primary School

# **SEND** INFORMATION REPORT

September 2026



At St Luke's CE Primary School, we are committed to establishing equality for all. To help us achieve this, we set the following priorities:

- We provide safe access throughout the school for all school users;
- We ensure the learning and teaching environment and resources used are suitable for all staff and pupils, tailoring the requirements to suit individual needs;
- We provide training to all staff to ensure children with SEND are able to enjoy the school experience as fully as possible.
- We continually look at ways in which we can improve access to the physical environment of the school, adding specialist facilities as necessary;
- We ensure access to all areas of the curriculum for pupils with SEND, expanding and making reasonable adjustments to the curriculum as necessary to ensure every child is prepared for life;
- We improve and make reasonable adjustments to the delivery of written information to pupils, staff, parents and visitors with SEND.

What do all the initials and acronyms mean?

How is teaching at St Luke's adapted for children with SEND?

How are my child and myself included when identifying Special Educational Needs and Disabilities?

How is the effectiveness of the provision made for children with SEND evaluated?

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How are children with SEND supported with their emotional and social development?

What adaptations are made to the curriculum and learning environment for children with SEND?



# What do all the initials and acronyms mean?

**SEND** – Special Educational Needs and Disabilities

**SENDCo** – Special Educational Needs and Disabilities Coordinator

**TA** – Teaching Assistant

**EP** - Educational Psychologist

**SSS** – Specialist Support Service for SEND

**OT** – Occupational Therapy

**ISP** – Individual Support Plan

**EHCP** – Educational, Health and Care Plan

**TaMHS** – Targeted Mental Health in Schools

**EHA** – Early Help Assessment

**ADHD** – Attention Deficit Hyperactivity Disorder

**ASD** – Autistic Spectrum Disorder

**SALT** – Speech and Language Therapy

**SEMH** – Social, Emotional and Mental Health

**HNF** – High Needs Funding

**IASS** – Information, Advice and Support Service





# What types of Special Educational Needs and Disabilities does St Luke's provide for?

Children at St Luke's may have additional needs in the following four areas:

## **Cognition and Learning**

e.g. dyslexia  
or moderate  
learning  
difficulties

## **Communication and Interaction**

e.g. Speech &  
Language, ASD

## **Social, Emotional and Mental Health**

e.g. ADHD,  
anxiety

## **Sensory and/or Physical needs**

e.g. Visual or  
hearing  
impairment





# How are my child and myself included when identifying and meeting Special Educational Needs and Disabilities?

You and your child are involved at every stage of the process. This may include:

- Meetings or conversations with your child's class teacher, the SENDCo (Mr McGill) or the Interim Headteacher (Miss Marks);
- Discussions with external agencies;
- Working with school staff to complete paperwork;
- Involvement in developing targets for your child's Individual Support Plan (ISP);
- Conversations regarding interventions, progress, targets and other achievements.





# How do you measure the progress of children with SEND at St Luke's?

Data is collected each term for every child at St Luke's. This is analysed by the class teacher, headteacher, deputy headteacher and assistant headteacher.

Children with SEND are also assessed at the end of any intervention. Individual Support Plans (ISPs) are evaluated regularly by class teachers and amended in conjunction with parents and children. Edukey is the computer system we use to support with this process and ensure progress of children with SEND is accurately monitored and evaluated.

We also work through the assess, plan, do and review process identified in the SEND Code of Practice (2015), which is cyclical and involves termly reviews.





# How will you support my child when they move classes or schools?

We work closely with parents, children and other schools (as appropriate) to ensure a smooth transition when a child with SEND moves class or schools.

School staff have transition meetings to share important information about children moving into their class.

If a child is moving schools, visits are arranged prior to the child starting.

Meetings are arranged between key members of staff, e.g. the class teacher or SENDCo.

Transition packs (including photos of key staff) are created for children who are feeling anxious about moving school or class.

These can be taken home to read over the holidays for additional reassurance.





# How will the school know if my child has a Special Educational Need or Disability?

The SEND Code of practice (2015) states a child has SEND if:

- They have a learning difficulty or disability which calls for special educational provision to be made;
- They have significantly greater difficulty in learning than the majority of their peers of the same age;
- They have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

All teachers closely monitor the progress of children in their class and ask the SENDCo for advice as soon as they have concerns. The SENDCo may suggest trying a small intervention group, additional resources or other forms of support. If, after intervention, there are still concerns, the SENDCo will suggest further assessment and/or additional support. This may then result in the child being placed on the SEND register. Parents are kept up to date throughout the whole process.





## What types of support are available for children with SEND at St Luke's?

The SEND Code of Practice (2015) states every teacher is a teacher of SEND. This is shown throughout our school through a focus on Quality First Teaching in every classroom, alongside continuous professional development for all school staff. All pupils with SEND are encouraged to join in all offered school activities.

### **Cognition and Learning**

Multi-sensory approach;  
Pre and post teach;  
Adapted curriculum;  
Differentiated resources;  
Interventions;  
Small group and 1:1 support;  
Equipment;  
Educational Psychology support and assessment;  
In class TA support;  
Specialist teaching support.

### **Communication and Interaction**

Interventions, e.g. Time to Talk, SALT support, Lego Therapy etc;  
External agency support;  
Social Stories;  
Comic Strip Conversations;  
Alternative communication systems;  
Visual timetables;  
Talk4Writing and Drama4Writing;  
Communication friendly learning environment.

### **Social, Emotional and Mental Health**

Mental wellbeing strategy in place;  
Interventions, e.g. Drawing and Talking, Sensory Circuits, All about me etc;  
Additional support for unstructured times;  
Time out spaces provided;  
Behaviour Management Plans and Pastoral Support Plans implemented as needed;  
External Agency support;  
Meet and Greet;  
Daily lunchtime nurture group.

### **Sensory and/or Physical**

External agency support;  
Individual health care plans as needed;  
Touch typing;  
Adapted curriculum and resources;  
Provision of specialised equipment;  
Careful seating plans;  
Modified learning environments;  
Audio books.





# How is teaching at St Luke's adapted for children with SEND?

Teachers are responsible and accountable for the progress and development of all the pupils in their class. As stated in the SEND Code of Practice (2015), “Every teacher is a teacher of SEND.”

Quality first teaching is our first step in responding to pupils who have SEND. This is evaluated and adapted as needed.

For some children, further adaptations may be needed. These may include some of the following:

Pre and post teaching

Visual timetables

Now and Next boards

Task lists and reminders

Word banks or prompts

Practical resources





# What adaptations are made to the curriculum and learning environment for children with SEND?

Additional adult support

Additional resources

Practical resources

Following advice sought from external agencies

Supporting the sensory environment  
e.g. light, visuals or space etc.

Small group and 1:1 learning opportunities

Smaller learning spaces

Breakdown rules

Robins Provision Space

Recommended aids, e.g. laptops, coloured overlays etc.

Individual workstations

Following guidance from medical care plans

Visual timetables





## How are the staff at St Luke's supported to work with children with SEND and what training do they have?

Staff at St Luke's take part in frequent professional development sessions. These cover a range of topics, including those relating to SEND. Members of staff have also attended additional training in relation to specific needs of children within St Luke's. We have a number of members of staff who are trained to deliver evidence-based interventions. The SENDCo works alongside staff to support as necessary. We also access support from external agencies as and when needed.





## How is the effectiveness of the provision made for children with SEND evaluated?

The provision at St Luke's is regularly monitored by the SENDCo. Each term, data analysis takes place to further identify any changes needed. It is also monitored termly by our SEND governor (Jan Martin).

Teachers evaluate the effectiveness of interventions and additional support termly through Pupil Progress Meetings and data analysis.

The setting and evaluating of targets on ILPs enables us as a school to identify if provision is not helping children with SEND achieve these targets, and to ensure children and parents are included in this process.





# How are children with SEND supported with their emotional and social development?

St Luke's is a Mental Health Host School for Mental Health Support Teams in Northampton. We currently have three Educational Mental Health Practitioners on site to support and provide early intervention to children experiencing low mood and anxiety.

In February 2021, St Luke's was awarded a Silver Award from TaMHS (Northamptonshire's Targeted Mental Health in Schools Programme) for good practice in promoting, delivering and embedding interventions for children's mental Health.

At St Luke's, we have a Mental Well-being Strategy which details how support is increased depending upon the needs of the children. This includes additional support in relation to bullying, what bullying is and how they can report this through working with our Family Support Worker (Paula Irwin) and SENDCo.





# Who are the other people who can provide services to children with SEND at St. Luke's?

School nurses

Educational Psychologist

Jogo behaviour support

HARPS

Mental Health Team

Inclusion & Intervention Support team (IIST)

Play therapist

Community Paediatrician

Sensory Support

Strengthening Families Team

Social, Emotional and Mental Health support

Speech and Language Therapists

CAMHS





# How is St Luke's accessible to all?

Please see <https://www.stlukesprimaryschool.org.uk/statutory-information/school-policies> for further information

The Equality Act 2010 states: “A person has a disability for the purposes of this Act if (s)he has a physical or mental impairment which has a substantial and long-term adverse effect on his/her ability to carry out normal day-to day activities.” Section 1(1) Disability Discrimination Act 1995.

This definition of disability in the Equality Act includes children with long term health conditions such as asthma, diabetes and cancer. Children who have these illnesses do not necessarily have Special Educational Needs, but there can be an overlap between disabled children and those with SEN. Children and young people may therefore be covered by both SEN and disability legislation. For further information, please see our Accessibility Policy and Plan.





# Who are the best people to talk to in my school about my child's Special Educational Needs and Disabilities?

Please speak to your child's class teacher in the first instance.

Mr Daniel McGill, Assistant Head teacher and SENDCo, will also be happy to talk to you about any questions or concerns you have regarding your child and their Special Educational Need or Disability (SEND).

She can be contacted via the school office on 01604 592008, or by email:

[d.mcgill@stlukes.pdet.org.uk](mailto:d.mcgill@stlukes.pdet.org.uk)

[senco@stlukes.pdet.org.uk](mailto:senco@stlukes.pdet.org.uk)





## Who should I talk to if I have concerns about my child's progress or possible SEND?

- First, talk to your child's class teacher about your concerns.
- A meeting may then be arranged with the Special Educational Needs Coordinator (SENDCo) to discuss your child's needs and any additional support required. At our school, this is Mr McGill.
- If concerns continue, then a referral may be made to an outside agency for further support.





## Who should I talk to if I have a complaint about my child's progress, possible SEND or the SEND provision being offered?

- Complaints about the SEND provision at St Luke's should be raised with your child's class teacher or SENDCo (Daniel McGill).
- If you still have concerns, the complaint should then be forwarded to the Interim Headteacher (Katie Marks). If, despite everyone working together to answer a complaint, concerns are still felt, parents/carers will be referred to the school's complaints policy, which can be found on our website at [www.stlukesprimaryschool.org.uk/Policies/](http://www.stlukesprimaryschool.org.uk/Policies/)
- If you feel St Luke's has discriminated against your child with SEND, you have the right to make disability discrimination claim to the first-tier SEND tribunal. You can make a claim about alleged discrimination regarding:
  - Exclusions;
  - Provision of education and associated services;
  - Making reasonable adjustments, including the provision of auxiliary aids and services.





## Where can I find out more information about Special Educational Needs and Disabilities?

- Northamptonshire's Local Offer can be accessed at: [www.northamptonshire.gov.uk/localoffer](http://www.northamptonshire.gov.uk/localoffer). This website publishes information about services available for children and young people with special educational needs and disabilities in Northamptonshire.
- Impartial, confidential and free information, advice and support about matters relating to Special Educational Needs and Disabilities can also be obtained from the Information Advice and Support Service for SEND in Northamptonshire at: [www.iassnorthants.co.uk](http://www.iassnorthants.co.uk).





This SEND Information Report will be reviewed by the SENDCo every year. It will also be updated if any changes to the information are made during the year. It has been created using feedback from parents and is approved by the governing board.

Agreed by the Governors

Date: September 2026

Next Review Due: September 2027

