

SEND Annual Report June 2025– St. Luke's C of E Primary School

1	How does the school identify children with special educational needs?	<p>As a school, we have a clear process of raising concerns regarding pupils with possible special educational needs. The class teacher and/or LSA discuss any initial concerns with the SENCO. The Ordinarily Available Document (universal) is referred to (by the SENCO); this ensures that support has been offered appropriate to the needs of the child. A data analysis also takes place to identify progress from starting points as well as attainment in relation to Age Related Expectations. If the SENCO is satisfied that all of the support offered to the child is not having a positive impact on progress after a term then that child is placed on 'Initial Concerns.' Initial Concerns are not always due to academic progress and/or attainment, it can also be emerging needs in one of the four main areas of need. The progress and support is reviewed regularly and a child may then move onto 'Additional School Intervention' if additional targeted intervention is required. We also may have children transferring to school as a 'k' child or an EHCP. We have children starting from pre-school who may be placed straight under SEND due to their level of need and involvement of external agencies i.e. Speech and Language, Community Paediatrics.</p>
2	How many children in the school have special educational needs?	<p>June 2025</p> <p>Current SEND We currently have 9 children with an EHCP within our setting (3.5 %), and data shows that this is significantly more than our other local primary schools.</p> <p>At present we have a further 5 children (one in year 2 and one in year 1) who have had their EHCNA agreed and are awaiting an Educational Psychologist. This would bring our percentage of EHCP to 5.38% overall, excluding SEND K children, IPRA funded pupils and those with medical funding.</p> <p>We currently have 1 child in receipt of Band 4 medical funding due to many complex conditions (in year 2), as well as 3 children with IPRA funding (one in year 2).</p> <p>Additional School Intervention-9.4%</p> <p>Pre-School/EYFS 2025 Starting in EYFS September 2025, there are currently no significant needs that we know of after having carried out handovers with pre-schools. 2 children will be placed on Additional School Intervention due to communication and interaction difficulties. 3 other children will be placed on Initial Concerns due to pre-school discussions outlining behaviour and self-care concerns.</p> <p>We have 2 children moving on to Specialist Settings in September-Kingswood Hoe and Sit Geoff Hurst; both of these children will be starting in year 5.</p> <p>Within the current year 6, 4 children on Additional School Intervention will be attending Thurstable and Phillip Morant.</p>
3	How many children have met the exit criteria and no	<p>It is extremely rare that a child that has been awarded an EHCP will stop needing additional support; none have been removed from this</p>

	longer need that support?	<p>category.</p> <p>1 child has moved from Higher Level One Planning to Personal Provision Planning.</p> <p>2 children have been removed from Additional School Intervention due to speech and language now being in line with their age.</p>
4	What types of special education needs does the school currently need to provide?	<p>We have pupils with ADHD, ADD, GDD, ASD, Specific Literacy Difficulties, Moderate Learning Difficulties, Developmental Coordination Disorder, demand avoidance, Physical, Neurological, complex medical needs, communication and speech challenges and emotional and mental health difficulties.</p> <p>Below shows category of need, some children have multiple diagnoses, so this grid shows primary need.</p> <p>Communication and Interaction: 24</p> <p>Cognition and Learning: 6</p> <p>Sensory/Physical: 3</p> <p>Social, Emotional and Mental Health: 9 (mainly ADHD)</p>
5	How are pupils with SEN ensured access to the curriculum?	<p>All pupils are as fully included in the curriculum where possible, but the most important requirement is for the children to have the correct provision in order for them to make small steps of progress. Every child with an EHCP has a personal provision timetable. This is reviewed termly after their One Plan or Annual Review based on what is having a positive impact on progress and any recommendations from external agencies. Advice from the Inclusion Partner and external agencies form the basis of the interventions and strategies needed to meet individual needs. There are 5 children on personalised timetables (one is also on a reduced timetable) as advised by the Inclusion Partner and Lexden Springs Outreach. We have secured additional IPRA beyond the 2 terms for the child on a reduced timetable; this pays for him to attend KTM Care for 3 days per week x6 weeks (£6000).</p>
6	How is their progress monitored?	<p>Academic progress is monitored regularly using our tracking system and this focuses on attainment and steps of progress from starting points. Progress is also measured using Developmental Matters for pupils not in EYFS if this represents their current level of achievement. Data is triangulated from tracker, test scores, AR, Mathematics, TTRS in order to capture a true reflection of the child. Progress is discussed termly with parents, teachers and LSA's during formal meetings and the impact is recorded on the one planning/annual review documents. The progress of children with SEND is measured through a wide range of vehicles including attendance, running records, observations. Those children on Additional School Intervention have their progress and attainment monitored regularly and this is recorded on their Personal Provision Plan each term. It is important that 'progress' is not limited to academic tracking. It includes attendance, toileting, flexibility, following the adult agenda, behaviour, managing feelings, external specialist reviews etc. One child on a reduced timetable is assessed on the engagement model.</p>
7	Are all the relevant plans in place? (provision maps, individual education plans,	<p>All documents from any meetings, external support, phone calls and forms evidence for EHCP applications are held securely in school; some paper copies and some electronically. Children with an EHCP</p>

	pastoral plans)	have a One Plan in two terms of the academic year and an Annual review in the third term. A One Plan is a detailed document consisting of approximately 6 pages and is supporting evidence for an Annual Review. An Annual Review is completed using a set format from Essex. It has been commented by the Inclusion Partner and Educational Psychologist that the One Planning, Annual reviews and supporting paperwork is clear, concise and demonstrates how we use the money to meet the needs of the children. Intimate health care plans may form part of the provision and these are completed by Sarah Lewis. Every EHCP that has been applied for has been agreed to assess first time.
8	<p>How are school resources deployed?</p> <ul style="list-style-type: none"> ▪ How many LSAs ▪ Any external support ▪ Equipment and any adaptations 	<p>There are 3 HLTA's who cover PPA, ECT time, SEND meetings and carry out specific SEND interventions. One of these is a lead for Maths No Problem for 15 pupils in year 2, 3 and 5. There are 3 English LSA's who across the school to support in those lessons, as well as SEND LSA's who support children directly and/or carry out direct skills interventions. Additional staff have been employed when funding has been received for individual children (IPRA/medical funding/social care transition). One LSA was contracted for IPRA funding between September-April, and is now on a zero hours contract for cover.</p> <p>St.Luke's have an Inclusion Partner (Sarah Brennan), and an Educational Psychologist (Emily Kenney) allocated to school. We have a designated termly meeting as well as a termly cluster meeting. If we need support, an email is sent to the Inclusion Partner and they will either provide advice or refer to another specialist in their team. In addition to this we are still working with the OT, SALT, physiotherapists, Continence team, epilepsy team, school nursing service, sensory team and PNI team, Lexden Springs Outreach and Children and Family Well-being Service for specific children. Specialist equipment for pupils continues to be purchased i.e. writing slopes, OT recommended pencils, pencil grips, sensory resources, foot rollers, wobble cushions. We also have two disabled changing rooms; one near to KS1 and the other in UKS2. The sensory room has continued to develop including lighting, music, sensory resources and gross motor skills equipment.</p> <p>Interventions 2025 *EYFS- speech and language (blanks), fine motor skills, RWI tutoring. *KS1- handwriting, RWI tutoring. *KS2- pre teaching maths groups, EPS Maths, 1:1 writing interventions, specialis spelling, LKS2 Read, Write, Inc.</p> <p>There are there many additional interventions for specific children/small groups of children.</p>
9	When was the SEN policy last reviewed and when will it be reviewed next?	The SEND Policy is reviewed and will be ratified this summer (2025) and is on a triannual cycle. This policy is initially reviewed by the SENCO and then it goes for consultation with staff for a period of two weeks for any comments to be made.
10	Has the SENCO undertaken the necessary training?	Awarded in October 2021.
11	Have the relevant staff members received	LSA's had their performance management interim meeting in February 2024 as well as observations. The targets also include

	appropriate training?	<p>online training modules from The National College online platform focusing on SEND and disadvantaged, scaffolding and national certification for teaching assistants.</p> <p>All staff delivering Read, Write, Inc and tutoring receive weekly coaching sessions from the phonics lead.</p> <p>All staff have completed Safeguarding training, Hate Crime, Prevent, CSE, FGM training and health and safety training.</p> <p>LSA Meetings- CPD LSA meeting focusing on supporting behaviour from EEF research LSA Meeting focusing on cascading training CW attended which focused on supporting pupils with EAL LSA meeting focusing on Sensory Processing</p> <p>Additional Training All LSAs and teachers- Essex Good Autism Training The Engagement Model Fully match funded HLTA course Gestalt Language Processing Supporting Children learning English as an additional language, Understanding ADHD Understanding Pathological Demand Avoidance</p>
12	What communication strategies are in place for parents/carers of children with SEN?	<p>Parents have access to the SENCO 5 days a week via phone, in person or direct email. Many parents email frequently with updates and questions. Every child with SEND has a termly meeting; if a child is on Higher Level or has an EHCP this will be led by the SENCO. Informal meetings between parents/carers and the SENCO are very frequent.</p> <p>Year 6 transfer- all of these have been completed by the SENCO (only Thurstable in person).</p> <p>Pre-School transfer into EYFS have all been completed by the SENCO in April 2025 to identify needs of the new children.</p> <p>This year, the first SEND Parent Survey has been carried out to gain an insight into views. The responses will be analysed and then responses provided.</p>
13	What is going well?	<p>Read, Write, Inc has been extremely successful with LSA's leading groups, as well as one dedicated LSA delivering 1:1 RWI tutoring for the bottom 20% in EYFS/yr 1/yr 2. We have also assessed children in LKS2, and they are receiving RWI booster x4 per week if identified as requiring phonics support.</p> <p>Individual progress data analysis and half termly reviews of impact focusing on 1:1 interventions.</p> <p>Support for parents is still working well, including beyond the school support.</p> <p>Transition with Pre- Schools has been successful after the SENCO has actively contacted all settings a week after offers.</p> <p>Direct skills interventions are successful which can be seen on documentation including One Plans and PPPs; LSAs seek out new resources, adapt delivery styles to meet the needs of the children and provide high quality feedback for SEND meetings as to what is working well and what is challenging.</p>

		<p>LSA observations focusing on promoting independence in children. 48% of all pupils with SEND are making accelerated progress in writing.</p> <p>Additional School Intervention (not EHCP): 40% pupils making accelerated progress in reading 64% pupils making accelerated progress in writing 40% pupils making accelerated progress in maths</p>
14	What is going less well and needs to be improved?	<p>Ordinarily Available Document training needs to be a focus for LSAs on the SEND Action Plan 2025-2026.</p> <p>Strategic ways to gain pupil voice and make this at the centre of documentation.</p> <p>Creating One Page Profile/Pupil Passports for children on Initial Concerns and not just those under formal SEND.</p> <p>Increased regularity of observation and feedback with specific LSAs when they are asked to implement new approaches/strategies for specific pupils.</p>