

SEND Annual Report June 2026– St. Luke's C of E Primary School

1	How does the school identify children with special educational needs?	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 places 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, higher level or an EHCP may already be in place. 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. A handover with pre-school providers occurs with the SENCO in April to ensure that needs of the new children are known, any one plans can be attended of TAF meetings.
2	How many children in the school have special educational needs?	June 2026 Current SEND We currently have 12 children with an EHCP within our setting (4.59%), and a further 2 children (both in year 3) who have had an EHCNA agreed. One of these children currently receives medical funding (band 4) and has received her Educational Psychologist assessment. In addition to this, one EHCNA has been refused with an illegal reason so parents are in the process of going to tribunal. This would then bring our total of EHCPs to 5.3%. Additional School Intervention-9.57% Overall, 16.09% pupils with SEND in the school.
3	How many children have met the exit criteria and no longer need that support?	It is extremely rare that a child that has been awarded an EHCP will stop needing additional support; none have been removed from this category. 3 children have been removed from Additional School Intervention due to speech and language now being in line with their age.
4	What types of special education needs does the school currently need to provide?	We have pupils with ADHD, ADD, GDD, ASD, Specific Literacy Difficulties, Moderate Learning Difficulties, Developmental Coordination Disorder, demand avoidance, Physical, Neurological, complex medical needs, ODD, communication and speech challenges and emotional and mental health difficulties. Below shows category of need, some children have multiple diagnoses, so this grid shows primary need. Communication and Interaction: 23 Cognition and Learning: 5

		Sensory/Physical: 2 Social, Emotional and Mental Health: 12 (mainly ADHD) 42 in total
5	How are pupils with SEN ensured access to the curriculum?	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 and 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. Interventions are reviewed every half term with a review of impact and next steps for the intervention moving forward. These are all very individualised to meet emerging needs. There are children on personalised timetables to meet their needs. Teachers are responsible for providing a range of scaffolds to pupils within their class to enable them to meet the learning objectives and narrow the gap. 3 children on reduced timetables We have secured Band 9 funding a child on a reduced timetable. We have one child on roll at St. Luke's but she attends GROW . The third child on a reduced timetable. All 3 of these involve PEP meetings, CLA reviews, TAP meetings and social care involvement.
6	How is their progress monitored?	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 Sonar, 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. Interventions are monitored every half term by the SENCO and the SEND LSA; this includes reviewing progress and impact, then the next steps for the intervention. The timetabling and resourcing are carried out by the SENCO. EPS Maths intervention is tracked with entry, mid and exit points by the SENCO. Each child's progress in reading, writing and maths is also recorded on one document by the SENCO. RWI tutoring progress is monitored by the phonics lead. Individual reading and Accelerated Reader comprehension progress is monitored termly by the SENCO, analysing increases in reading age, as well as prioritising readers for the termly ahead with is provided to the designated LSA and teaching staff. Each child on higher level one planning with a diagnosis of autism, now all have an individual highlighted progression framework to demonstrate progress. 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 (will be called Stage 1 One Planning from September). 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.
7	Are all the relevant plans in place? (provision maps, individual education plans, pastoral plans)	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 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. There are pyramid interventions and support at a universal and targeted layer which is published on the school website. We also have a SEND on a Page document which provides a narrative of the school journey that year. The SENCO has a detailed action plan which is checked by the allocated governor.
8	How are school resources deployed? ▪ How many LSAs ▪ Any external support ▪ Equipment and any adaptations	There are 3 HLTA's who cover PPA, ECT time, SEND meetings and carry out booster group interventions (focusing on year 6 from October- May, and year 5 in June and July this academic year). One of these is a lead for Maths No Problem for 10-15 pupils in year 1, 4 and 6. 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. We have LSAs who carry out Read, Write, Inc groups daily, a trained LSA delivering EPS Maths and a dedicated intervention LSA. We also have 2 dedicated RWI tutoring LSAs (job share). Additional staff have been employed when funding has been received for individual children (IPRA/medical funding). One LSA was contracted for IPRA funding between September-April IPRA). St.Luke's have an Inclusion Partner (Sarah Brennan), and a trainee Educational Psychologist, Tom Bayer) 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, school nursing service, PNI team, Social Care, GROW 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. An Inclusion Framework bid has been constructed by the SENCO and is being checked by the Inclusion partner, which focuses on mobile sensory environments for each triplet.

		Interventions 2026 EPS Maths RWI tutoring Handwriting and fine motor skills Year 6 booster groups Year 5 booster groups KS2 phonics 1:1 reading and comprehension There are there many additional interventions for specific children/small groups of children focusing on a range of areas i.e. emotional well-being, emotional predictions, maths pre-teaching, Thera Putty, speech and language, physiotherapy, occupational therapy, transition to secondary school.
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 (2026) as there are some small changes. This policy is usually reviewed every 3 years.
10	Has the SENCO undertaken the necessary training?	Awarded in October 2021.
11	Have the relevant staff members received appropriate training?	LSA's had their initial performance management meeting in September 2025, and then their interim meeting in February 2026. The targets also include online training modules from The National College online platform focusing on Building Independence for Children with SEND. All staff delivering Read, Write, Inc and tutoring receive weekly coaching sessions from the phonics lead and a day with an external advisor. All staff have completed the required safeguarding training. LSA Meetings- CPD Sensory Processing delivered by our Inclusion Partner. Therapeutic Thinking Training; train the trainer x4 twilight sessions TPP training delivered by Sarah Lewis (trained) Ordinarily Available (delivered by SENCO) Behaviour Strategies (based on Robin Lauder training from SENCO) Girls and Masking (individual LSA) The 3 HLTAs are part of the Maths No Problem coaching cycle led by Beca Bailey. STAY Project The SENCO has been part of the STAY project, which has supported the improved transition to Thurstable School and informed interventions. There have been regular meetings with the other primary school involved with the project and Thurstable. Additional training the SENCO has received through the project includes: neuro-affirming language, progression framework, reasonable adjustments, masking and Autistic Able and Anxious training. The SENCO has also carried out SDQ training via the virtual school, as well as SEND and worship through the diocese.
12	What communication	Parents have access to the SENCO 5 days a week via phone, in

	strategies are in place for parents/carers of children with SEN?	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. Year 6 transfer- all of these have been completed by the SENCO (only Thurstable in person). Pre-School transfer into EYFS have all been completed by the SENCO in April 2026 to identify needs of the new children. Communication was identified as a strength in the recent SIAMS Inspection between the SENCO and parent group.
13	What is going well?	Read, Write, Inc has been extremely successful with LSA's leading groups, as well as a job share 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. Only 1 child is now in need of this after 2 terms of additional phonics. 3 children with significant need attend the daily RWI hour lesson, and are making progress through the scheme. Individual progress data analysis and half termly reviews of impact focusing on 1:1 interventions. Support for parents is still working well, including beyond the school support. Transition with Pre- Schools has been successful after the SENCO has actively contacted all settings a week after offers. 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. Being a key leader in the local STAY project has had a very positive impact on the transition to Thurstable and interventions. This includes joint coffee mornings for parents, additional club offer, additional visits alongside a break and a lunch, as well as agreed transition activities for pupils. All of our children with SEND receive transition interventions this half term, and we are mirroring these for children attending a different secondary school. All children with autism on higher level one planning have an individual highlighted progression framework which includes what they have achieved and current targets. These are updated after the termly meetings. The SENCO has completed an Autism Progression Framework Trust for the whole school, and this will form the key part of the SENCO action plan next academic year. The SIAMS inspection highlighted the positive inclusion in our school, the relationship between the parents and SENCO, the individualised provision for pupils and tracking of progress. Data (spring 2) All SEND Pupils Reading- 63% expected progress and 19% accelerated Writing- 66% expected progress and 13% accelerated

		Maths- 66% expected progress and 19% accelerated SEND (not EHCP) Reading- 68% expected progress and 16% accelerated Writing- 60% expected progress and 16% accelerated Maths- 68% expected progress and 20% accelerated
14	What needs to happen next?	Ensuring all pupils on Initial Concerns have a One Page Profile, so the needs of the children and the support they require is clear. Ensuring all of the staff and classes are considering adaptations for autistic children- action planning from the already completed Autism Education Trust Framework. Ensuring the Inclusive Mainstream Fund is spent with the highest impact- consider Literacy Gold and other interventions which our intervention LSA can be trained in and deliver. Working alongside the reading subject lead to ensure scaffolds are provided to pupils in Whole Class Reading sessions. Explore Cherry Garden resources and assessment.