



Special Educational Needs and Disabilities (SEND) Information Report 2025-26

Introduction

The Quantum Academy Trust welcomes all children regardless of ability to engage fully in their own learning and to contribute equally to the school community. We invite all families to work with us to nurture enjoyment, success and independence.

St. Luke's Park Primary School welcomes all children whatever their ability. Our school endeavours to include all children in all aspects of school life and enables them to take part in, and contribute to, the school community. We ensure that all children have access to the curriculum and we support them in engaging fully in their own learning. We invite families to work with us in order to ensure and nurture their children's enjoyment, success and independence - unlocking their learning potential together. It is important for us to know all our children well and to address any additional needs as early as possible in order to break down barrier to learning.

It is important for us to know all our children well and to address additional needs as early as possible in order to minimise their long term impact.

We feel that children benefit enormously when school and home form a strong bond. To do this we invite ongoing dialogue with you and your children about their needs and how we can work together to best support them.

Talking about SEND

Who to talk to and how to contact us - SEND TEAM

Special Educational Needs Coordinator (SENCO)

The SENCO is responsible for the operation of SEND policy and the co-ordination of provision made to support individual pupils with SEND

At St Luke's Park, this role is held by Mrs Cato

Class-teachers

All class-teachers have had training on a range of Special Educational Needs. They are experienced and knowledgeable in providing for special educational needs and as such are members of the SEND team. If you would like to discuss your child's needs with their class-teacher you can request an appointment in person, by phone or email.

- Email: admin@stlukespark.essex.sch.uk

Class-teachers may also invite you in to discuss your child's needs as matters arise.

Class-teachers are not available for unscheduled meetings before school as they are involved in preparing for the day's activities at this time.

At St. Luke's Park Primary School we use the definitions for SEN and disability that can be found in the SEND Code of Practice (2015):

SEN: *"A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England"*

Disability: *"Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is '...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer."*

Children and young people with disabilities do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN when this is the case both definitions can be used.

Additional Needs in School

The Code of Practice identifies four areas of need and acknowledges that in many cases children will have needs in more than one area.

The areas are:

- communication and interaction;
- cognition and learning;
- social, emotional and mental health (SEMH);
- sensory /physical.

For some children their SEND can be identified at an early age but for others their difficulties only become evident as they progress through school. The Code of Practice makes it clear that the purpose of identification is not to simply label children but to inform the action the school needs to take and the provision it should make.

In the majority of cases, children's needs are addressed by high quality teaching which highlights their strengths and addresses their challenges.

Staff at St Luke's Park Primary School have had experience in providing for the following needs:

- Attention Deficit and Hyperactivity disorder (ADHD)
- Autism (ASD)
- General and cognitive learning needs – including working memory difficulties
- Motor skills difficulty – including developmental dyspraxia
- Specific learning difficulties – including literacy difficulties and dyscalculia
- Speech and Language difficulties – including receptive, expressive, social communication and verbal dyspraxia.
- Hearing impairment

What kind of special educational provision is made at St. Luke's Park Primary School?

Our experienced LSA team are trained in delivering interventions and to use a wide range of resources and strategies. They are continually extending their expertise by attending externally run courses and in-house training.

- Class LSAs – who help children with classroom activities and work closely with the teacher to support children at all levels of learning.
- Specialist SEN LSAs – who work with individuals and small groups on specific areas of learning.
- 1:1 LSAs – who are assigned to work with selected children who have particularly complex needs. These children may have 'Education, Health and Care Plans'. (See 'Graduated Response')

Depending on the nature of the child's difficulties, he or she may also be withdrawn from lessons for short periods of intensive specialised teaching. This will usually happen when:

- A child has an Education, Health and Care Plan (EHCP) or has been identified as having needs at the 'additional' level and needs time to work towards their specific targets.
- A child is following a short-term evidence-based intervention programme due to identification of a need to accelerate learning or target key skills.

How does St. Luke's Park Primary School identify, assess, provide provision and assess the effectiveness of support for children with SEND?

We know that not all children will progress at the same rate and that not all children falling behind their peers have SEN. The identification of SEN is built into the overall approach of monitoring the progress and development of all pupils. Where pupils are falling behind or making inadequate progress given their age and starting point they are given extra support. The pupil's response to such support may help identify their particular needs.

Adequate progress includes progress which:

- is similar to that of peers starting from the same baseline;
- matches or betters the child's previous rate of progress;
- closes the attainment gap between the child and their peers;
- prevents the attainment gap growing wider.

Where pupils continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness, the class teacher, working with the SENCO, will assess whether the child has a significant learning difficulty. If the answer is yes, the pupils will be put on the school SEND register at 'SEN Support' (SS).

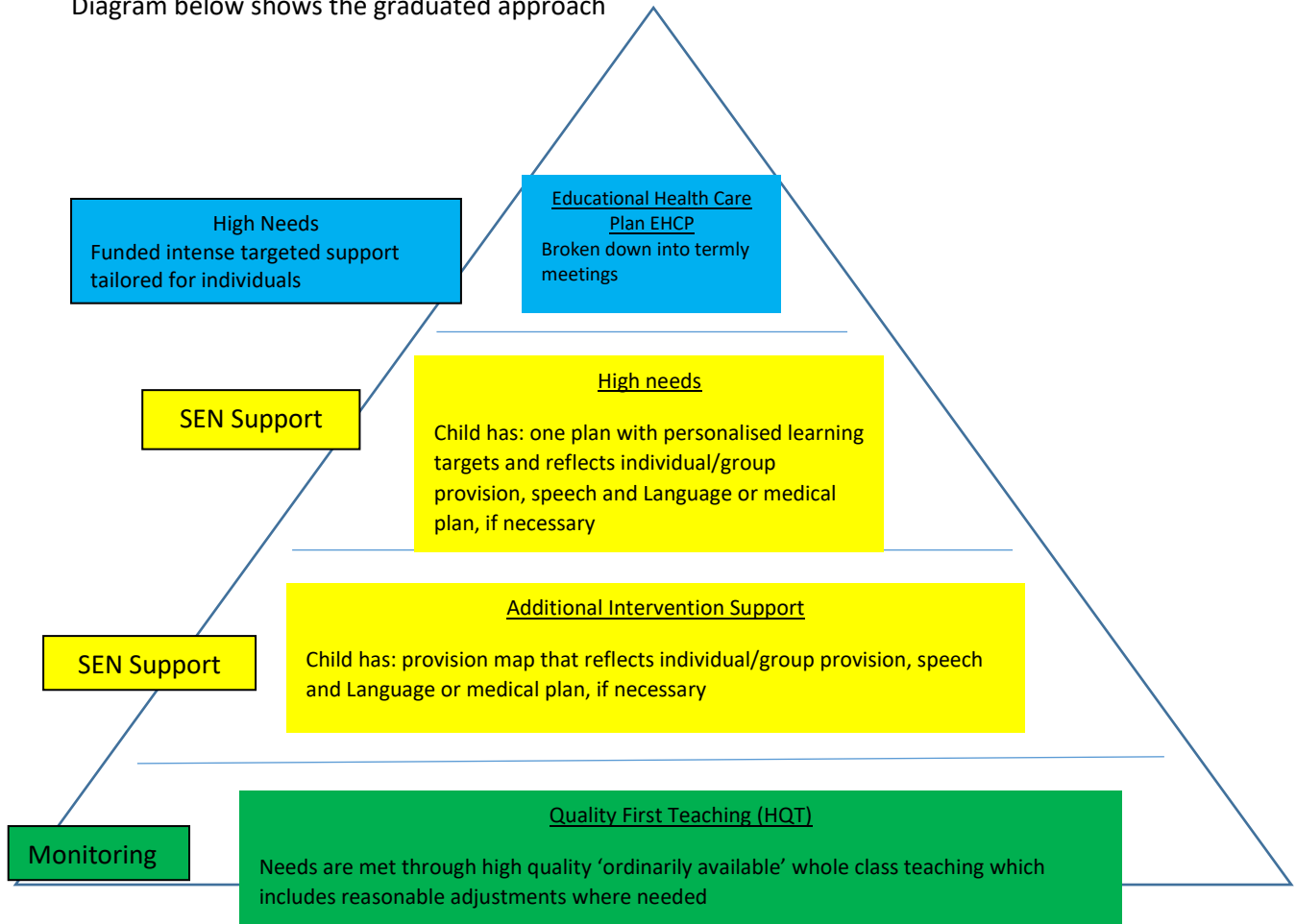
Identification and Assessment includes:

- Use of high-quality formative assessment, e.g. through observations, looking at work and data.
- Summative assessment materials, for reading, writing and maths assessments.

- Specialist assessments from external agencies and professionals e.g. completion of sensory questionnaires.

Provision, Interventions, Strategies, Assessment for children with SEND: The Graduated Approach

Diagram below shows the graduated approach

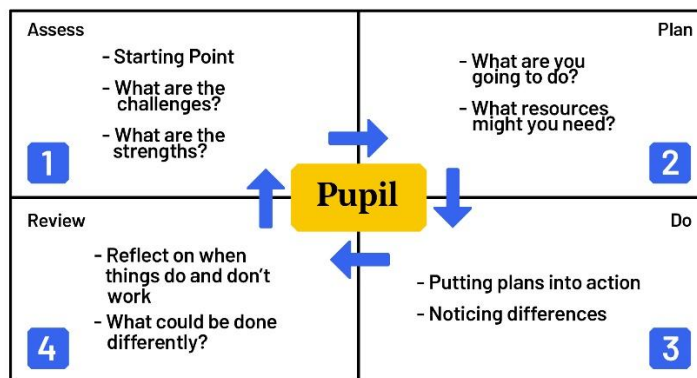


Like all schools, we have a 'graduated response' to meeting pupils' need:

The graduated approach is supported by a four-part cycle which involves:

- Assess – in order to identify the child's needs
- Plan – a Provision Map and for some children a One Plan is written which includes targets for the children and describes the provision needed for them to achieve those targets
- Do – the provision which is outlined in the plan is put in place
- Review – progress is reviewed and further assessment is considered before writing the next provision map.

This cycle takes place 3 times a year and involves the participation of parents/carers and children.



How do we decide who is part of our SEND Support Group and is placed on the SEND register?

'Quality First Teaching'

In the first instance children's needs are met by their class teacher. High quality teaching, differentiated tasks for individual learners, is the first step in responding to children who may or may not have SEND. High expectations should be set by teachers for every learner whatever their prior attainment. All teaching is based on building on what your child already knows (prior knowledge), can do and can understand.

Detailed knowledge of:

- prior achievement
- learning styles
- barriers to learning
- interests and talents

This enables teachers to put in place different ways of teaching so that your child is fully involved in learning in class. This may involve things like using more practical learning or providing different resources adapted for your child. The teacher will use specific strategies to enable your child to access the learning task.

What happens if children fall behind?

Additional Intervention Support

Children are included in our 'SEND support group' if they need support above and beyond what is provided in class in order to access learning. Parents/carers are consulted when a class-teacher feels that a child should have Additional Intervention Support and if the parents/carers agree the child is recorded on our SEND register.

If your child has Additional Intervention Support a Provision Map is created by your child's class-teacher. This clearly reflects the 'Assess, Plan, Do, Review' cycle and outlines:

- targets set in light of ongoing assessments
- the support and provision that your child receives in order to achieve those targets.

The effectiveness of provision and its impact on the child's progress is reviewed with parents/carers and children on agreed dates three times a year.

High Needs Support

If your child has more complex needs and requires ongoing support they may require a 'One Plan' document (see upper yellow box). If this is the case you will be invited to discuss your child's needs and provision with the SENCO once a term. The review meetings are child centred and children are encouraged to engage with this discussion as far as possible. Within a One Planning meeting we ensure that:

- everyone develops a good understanding of the child's areas of strength and difficulty,
- we take into account and discuss the children's and parents/carer concerns,
- everyone understands the agreed outcomes sought for the child ,
- everyone is clear on how each outcome can be broken down into manageable steps,
- all notes from the meeting itself/parent/carers are added to the One Plan record and a copy is sent home.

It is very important to us that each child is at the centre of all our school support and therefore where possible we encourage them to take an active role in reviewing their targets.

Statutory Assessment and possible Education, Health and Care Plan

While most children with SEND will make progress through the schools graduated levels of support some pupils may have more complex needs (that have or haven't already been formally diagnosed) and require a much higher level of support.

If we feel that your child does not seem to be making good progress, despite the additional and different support offered in school, we may suggest that we try to access a higher level of support through an 'Education, Health and Care Plan' EHCP.

This is a statutory process which involves applying to our local authority for additional support. The first step is to ask the local authority if an EHC assessment can take place and then if the assessment shows additional support is needed an EHCP will be put in place.

The Essex Educational Psychology Service has provided schools with 'Provision Guidance' which helps teachers and SENCOs to select appropriate strategies and determine the level of support your child requires.

'With high aspirations, and the right support, the vast majority of children and young people can go on to achieve successful long-term outcomes in adult life. Local authorities, education providers and their partners should work together to help children and young people to realise their ambitions.' Code of Practice 0-25 (2015) Page 28.

How do we assess children's learning?

Individual progress is continually monitored throughout the school year. Ongoing assessment takes place during lessons through:

- careful dialogue/questioning
- self-monitoring, self-assessment and peer assessment - pupils are encouraged to monitor their own understanding and to let their teaching team (class teacher and learning support assistants) know if they are having difficulties.

After lessons when the teaching team evaluate learning through

- informal discussion
- assessing products of learning activities including the marking and feedback of written work.

Formal assessment: progress in English and Mathematics is assessed through the use of specifically designed test papers and activities.

English	Mathematics
<ul style="list-style-type: none"> • Phonics screening Decoding of high frequency 'sight' words. • Ongoing assessment of writing • SAT tests • Salford Reading Test (X/Y) • Reading Comprehension Tests • Single Word Spelling Test 	<ul style="list-style-type: none"> • Number facts tests • White Rose Maths assessments • Arithmetic assessments, • SAT tests • Practical maths assessment activities

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| <ul style="list-style-type: none">• Informal spelling tests tailored to individual needs | |
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Social, Emotional and Mental Health Difficulties

Children remain the responsibility of the class teacher and may receive a differentiated approach to their school life depending on their need. For example, they may have additional resources to support them in the classroom such as, reward charts, timers, clear rules and routines, etc.

A personalised approach to their learning may be required such as, exploring feelings, anger management, using sensory timetables to include sensory breaks or Zones of Regulation. Some may also be on their own personalised behaviour management plan.

The school has a child and family support worker (Joelle Mortimer) available once a week in school once to give support and advice to our families. Individual sessions may run for those children requiring additional support.

Autism and Social Communication Difficulties

Children remain the responsibility of the class teacher and will receive a differentiated approach to their school life depending on their need. For example, they may have additional resources to support them in the classroom such as, visual timetables, visual organisation prompts, first and then boards, tasks broken down into manageable steps, clear and precise language used, a variety of options for recording work, work stations, sensory analysis, weighted cushions, fiddle objects, etc. Some may attend individual, paired or small group out-of-class sessions to develop their social communication skills. Our designated Inclusion Partner from the Essex SEND Team also supports and advises for children with significant needs in this area.

Speech, Language and Communication Difficulties

Children remain the responsibility of the class teacher and will receive a differentiated approach to their school life depending on their need. For example, they may be pre-taught topic vocabulary, have tasks broken down into pictorial format, use mind mapping techniques, etc. Some may attend group or individual out-of-class sessions to develop their speech, language and communication skills.

In school, support staff can deliver programmes such as Wellcomm to those children on the Speech and Language Therapy caseload. They liaise very closely with the Speech and Language Therapist, who model an intervention so that it can be continued in class. A speech and language therapist visits to assess and review cases. Our designated Inclusion Partner also supports and advises for children with significant language needs.

Sensory, Physical and Neurological Difficulties

Children remain the responsibility of the class teacher and will receive a differentiated approach to their school life depending on their need. For example, they may have increased opportunities to use ICT to record work, or use a scribe for some sessions. The school is fully accessible: it has an accessible toilet on both floors and lift to access the upper floor.

Medical Needs

We will discuss your child's needs with you prior to your child joining the school and if appropriate we will devise a 'Health Care Plan' with your input and agreement. This document will describe your child's needs and how we will accommodate those needs. Medication for children with allergies and other chronic conditions is kept in the classroom or school office as appropriate. **We advise children, staff and families that nuts should not be brought onto the school premises.** All teaching staff and first aid trained staff have completed online training on the use of an EpiPen for anaphylactic shock. A register of children with medical conditions is circulated and updated each term.

Occasionally a child may visit outside therapy clinics in order to access specialized support. Permission is granted if access to this support will benefit the child in a school setting.

What equipment and facilities does St. Luke's Park Primary School have for children with SEND?

Specialist resources are used to aid learning across the school. These include sand timers, behaviour charts with stickers and rewards, visual timetables, left handed scissors, pencil grips, sit and move cushions, coloured overlays, a wide variety of ICT resources and 'zones of regulation'. The school is fully accessible and has a disabled toilet. Further specific specialist equipment such as radio aids for children with a hearing impairment, is bought or hired according to the needs of the children, as and when they arise.

Interventions

Learning Support Assistants are trained to deliver interventions and to use specific resources and strategies. Class-teachers and the SENCO will consider the suitability of interventions and strategies for your child as the need arises. You will be informed if your child is selected for additional interventions and this provision will be recorded on their Provision Map.

Potential forms of additional support available in our school:

- Wellcomm speech and language toolkit – Assessment and support for children with speech, language and communication needs
- Sessions with Joelle Mortimer - Family Support Worker (FSW)
- Time to talk and Socially Speaking – develop social skills
- Pre teaching – work targeted at specific children to cover curriculum content/vocabulary in advance
- Musical Communication – develops social and communication skills
- Attention Autism – to develop focus and attention skills
- Specific handwriting support following Twinkl scheme
- Lunch time 'checks ins' for social and emotional support
- Intensive Interaction – predominantly to support children with complex needs who find communication challenging
- Plus 1 and the Power of 2 – programmes to teach basic maths skills and concepts
- Precision Teaching – evidence-based approach used to teach fluency in specific skills such as reading sight words or learning times tables
- Hub Club – social and emotional support for children who can find transitions or lunchtimes unsettling
- The Rainbow Room – classroom for pupils who are unable to access learning with their peer group due to complex needs

How does St. Luke's Park Primary School consult with parents of children with SEND?

Termly meetings are arranged to review and update One Plans and Provision Plans. Targets are reviewed and new targets are set. For some parents, regular structured conversations are offered to ensure good quality discussion between home and school.

Parents of children with an EHCP are invited to discuss their child's progress at the Annual Review. In Year 5 the amendment of the EHCP will be discussed ready for secondary school transition. Parents of children who have an EHCP are invited to discuss transitional provision with the potential secondary school at a Transitional Review.

Parents are invited to discuss arrangements with the Class Teacher and/or SENCo throughout the year by making an appointment at the school office.

Working with other professionals

If we feel that we need more information about your child's unique needs we may call on a range of other professionals.

We may for instance ask you to approach your G.P. for a referral to a Paediatrician. We are able to refer directly to the Speech and Language Service. Once your child has been assessed the Speech and Language Therapist (SaLT) will design a treatment plan for them. Parents are expected to fully engage with the treatment process and to practise with their child regularly at home.

We are also able to call on expertise available through our local authority. The school has allocated time from the Essex Educational Psychology Team and we can access advice from the Essex Inclusion Partners.

Transition from Primary to Secondary School

From Pre-school to St Luke's Park Primary

We have established an effective transition programme which helps all children. However, it is particularly beneficial to children who have special needs. We host a range of transition events for children and families in order to get to know our new intake children. Our SENCO may visit nursery or home settings where appropriate.

In the preceding June/July we also run sessions where the next class get used to their new environment and meet, work and play with the teaching team.

Mrs Cato, the SENCo, will meet with parents and preschool teachers to discuss specific needs and prepare a support programme where necessary, so that it is ready for the autumn term.

From St Luke's Park Primary to Secondary Schools

Where children are transferring to Secondary School, the SENCo will meet SENCo's of each secondary school to transfer SEND information. All SEND school records will be passed on to secondary school. A SEN morning is set up in the summer term, where children with significant SEND needs are able to look around the school whilst the SENCos meet to discuss the children's needs.

SEND Governor

We have two nominated SEND Governors, Kerry Hurst and Jo Whiting, who responsible for raising awareness of SEND issues at governing body meetings and liaising with the SENCO to gain a clear working knowledge of the SEND Code of Practice and be aware of their school's systems for SEND provision.

Governors support the SENCO to:

- Ensure that the school's SEND budget is appropriately allocated to support pupils with SEND.
- Give up-to-date information to the governing body on the quality and effectiveness of SEND and disability provision within the school
- Help to review the school's policy on provision for pupils with SEND

Support services for families

Family Solutions

Call the 0345 603 7627 and ask for the CHILDREN & FAMILIES HUB

Kids Inspire

01245 348707

Email: admin@kidsinspire.org.uk

Digital Parent Support Service

Free parent helpline: 0808 802 0222

Email: NDPSS@family-action.org.uk

Families InFocus

01245 353575

Health Drop in sessions

01245 283396 Range of workshops that also cover general physical and emotional health problems and parenting concerns

The Yo-Yo Project (Chelmsford) Child Bereavement service

Website: <https://www.farleighhospice.org/contact-us>

Email: yoyoproject@farleighhospice.org

Phone 01245457416

For family support from SNAP

Please contact: Telephone: 01277 211300

Helpline: familyteam@snapcharity.org

General Enquiries: info@snapcharity.org

The Local Offer

You are able to find more information about the range of services accessible in our area by clicking on the link below:

<http://www.essexlocaloffer.org.uk>