

TRUST Policy	SEND Policy					
Approved by	LAC	Issue date		Sept 25	Review Date	Sept 26
audience	Trustees		Staff		pupils	
	Local Academy Council		Parents		General public	

Special Educational Needs and Disabilities Local Offer 2025 – 2026



'Helping Lights Shine for All' Luke 11:33

Our SEND Vision

Our Vision

St Luke's core moral purpose is encapsulated in the Academy's vision statement: 'Helping lights shine for all' Luke 11:33

Our Christian Distinctiveness is embodied in what you see, hear and feel through our academy ethos, culture, values and curriculum. We are an inclusive academy where all children, and adults, are treated with dignity and respected for difference, diversity and ways of being. We encourage all members of our community to grow and flourish within the context of our Christian belief and practice regardless of challenges, age, ethnicity, gender, identity, learning difficulty, nationality, religion, sexual orientation or disability.

At St Luke's we strive to support all children to enable them to achieve their potential; personally, socially, emotionally and academically. We believe that every child has the right and entitlement to a broad and balanced, relevant, adapted or differentiated curriculum, which is delivered appropriately to meet a range of needs and abilities. Through effective teaching and learning, support and encouragement and working closely with parents, carers and outside agencies we enable the fulfilment of each child. Our curriculum is designed to consider every child's starting point and the small steps they need to succeed through reasonable adjustments, resources, visual aids and a common language of concept maps and shapes.

This offer reflects our commitment to following current legislative and non-legislative guidance surrounding SEND. In particular,

- The Special Educational Needs and Disability Regulations 2014
- The Special Educational Needs Code of Practice: 0-25 years 2015
- The Children and Families Act 2014.
- EEF guidance – Special Educational Needs in Mainstream school

[Staffordshire Connects | Special Educational Needs and Disabilities Local Offer](#)
[Graduated response toolkit- Staffordshire County Council](#)















Definition of Special Educational Needs According to 'The SEND Code of Practice 0-25 years 2014': '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.... Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision.' (Code of Practice 2014)

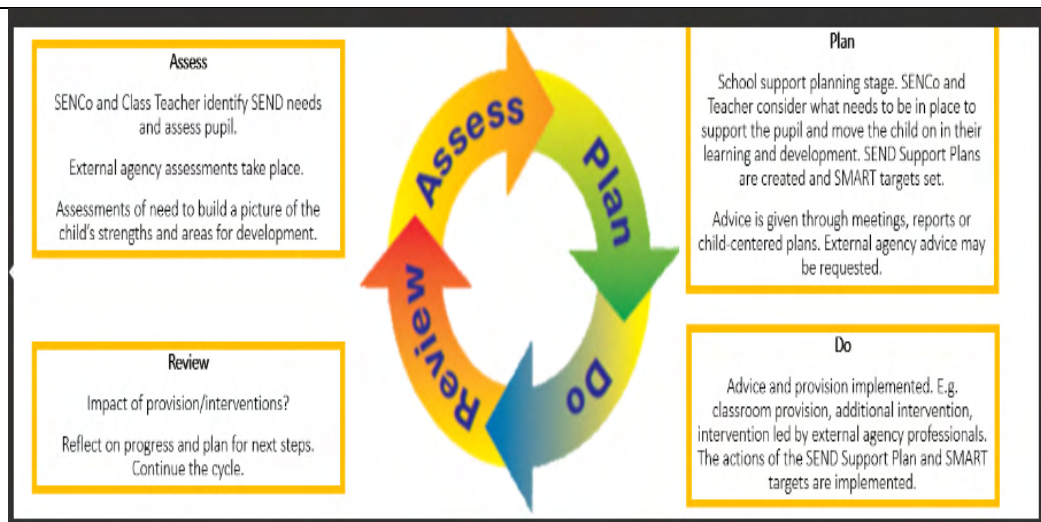


Meet our team

Our SENCo is Mrs Elkin. She is a fully qualified and very experienced teacher and has The National Award for SENCos.

All our teachers are fully qualified and receive continuing professional development, including Special Educational Needs training throughout their teaching careers.

	<p>We have a number of Teaching Assistants who specialise in Autism, sensory processing and developing social stories. All of our Teaching Assistants are first aid trained including administering epi-pens, inhalers and other medications.</p> <p>Mrs Dawes and Mrs Tatton are our Emotional Literacy Support Assistants. Elsa is a program designed to help schools support the emotional needs of their pupils. ELSAs are trained staff members who work with children and young people to address their social and emotional development, recognizing that pupils learn best when their emotional needs are met. The initiative is supported by educational psychologists and aims to bring about positive change through the application of psychology in educational settings.</p> <p>Miss Smith is currently completing her Lego therapy training and will be working with groups of children across the key stages.</p>								
 <p>Special Educational Needs</p>	<p>At St Luke's CE Academy, we support children with a variety of differing special educational needs and we pride ourselves on being a highly inclusive school with an ethos which encourages and celebrates diversity and difference.</p> <p>SEND is categorised into the following areas in the SEND code of practise 2014:</p> <table border="1" data-bbox="429 916 1434 1435"> <tr> <td data-bbox="429 916 831 1050"></td><td data-bbox="831 916 1434 1050">Cognition and Learning Moderate Learning Needs, Specific Learning Needs</td></tr> <tr> <td data-bbox="429 1050 831 1184"></td><td data-bbox="831 1050 1434 1184">Communication and Interaction Autism Spectrum Condition, Speech and Language and Communication Needs</td></tr> <tr> <td data-bbox="429 1184 831 1305"></td><td data-bbox="831 1184 1434 1305">Social, Emotional and Mental Health ADHD</td></tr> <tr> <td data-bbox="429 1305 831 1435"></td><td data-bbox="831 1305 1434 1435">Sensory and Physical Hearing Impairment, Visual Impairment, Multi-sensory Impairment</td></tr> </table>		Cognition and Learning Moderate Learning Needs, Specific Learning Needs		Communication and Interaction Autism Spectrum Condition, Speech and Language and Communication Needs		Social, Emotional and Mental Health ADHD		Sensory and Physical Hearing Impairment, Visual Impairment, Multi-sensory Impairment
	Cognition and Learning Moderate Learning Needs, Specific Learning Needs								
	Communication and Interaction Autism Spectrum Condition, Speech and Language and Communication Needs								
	Social, Emotional and Mental Health ADHD								
	Sensory and Physical Hearing Impairment, Visual Impairment, Multi-sensory Impairment								
 <p>Identifying and Assessing Need</p>	<p>Where a pupil is identified as having SEND, we will take action to support effective learning by removing barriers to learning and put effective special educational provision in place. This SEND support will take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated response – assess, plan, do, review.</p> <p>This process helps to shape individual pupil passports or smart targets to achieve long-term outcomes in an EHCP.</p>								



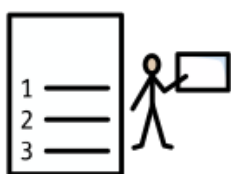
Our approach to teaching children with SEND

At St Luke's, we are deeply committed to supporting children with Special Educational Needs and Disabilities (SEND) through a curriculum that reflects our Mission Statement and the guiding principle of 'Helping Lights Shine for All'.

This means creating a learning environment rooted in gospel values, where every child is seen as a unique individual with their own gifts, talents, and potential. We adopt a constructivist approach to teaching, encouraging children to actively engage in their learning through exploration, collaboration, and shared experiences, rather than passively receiving information.

Our aim is to make learning irresistible—providing opportunities that spark curiosity and foster a sense of belonging and purpose. We nurture each child's personal development, helping them reflect on their beliefs and values, and guiding them to shine through their character and capabilities.

Crucially, our inclusive ethos ensures that this journey is for all children, with the intention that their growth not only benefits them personally but also contributes positively to the wider world.



Curriculum adaptations including scaffolding support

We use a range of strategies across our lessons to ensure we offer an inclusive approach to learning and allow all children to access the classroom environment. Here are a few ways:



Curriculum & Instructional Adjustments

- Differentiated instruction: Tailoring tasks to the child's ability level.
- Simplified language: Using clear, concise instructions and avoiding complex vocabulary.
- Chunking tasks: Breaking down tasks into smaller, manageable steps.
- Visual aids: Using diagrams, pictures, and mind maps to support understanding.
- Pre-teaching vocabulary: Introducing key terms before lessons.
- Use of concrete materials: Manipulatives and hands-on resources for abstract concepts.
- Repetition and overlearning: Revisiting key concepts regularly to reinforce learning.



Classroom Environment

- Quiet workspaces: Providing a distraction-free area for focused tasks.
- Visual timetables: Helping the child understand the structure of the day.
- Clear routines: Consistent classroom routines to reduce anxiety and confusion.

- Accessible displays: Using large print, symbols, or colour coding.



Support & Staffing

- Teaching assistant support: Targeted help during lessons or transitions.
- Peer buddies: Pairing with a supportive classmate for collaborative tasks.
- Small group work: Opportunities for learning in a quieter, more focused setting.
- Regular check-ins: Scheduled time with a trusted adult to review progress or concerns.



Assessment & Feedback

- Alternative assessments: Oral presentations, drawings, or practical demonstrations instead of written tests.
- Extra time: Allowing more time for tasks and assessments.
- Scaffolded support: Providing sentence starters, writing frames, or guided templates.
- Positive reinforcement: Frequent praise and encouragement to build confidence.



Technology & Tools

- Assistive technology: Text-to-speech, speech-to-text, or word prediction software.
- Audio books: Supporting reading comprehension and access to curriculum.
- Typing instead of writing: If fine motor skills are a barrier.



Social, Emotional & Behavioural Support

- Social stories: To explain new or challenging situations.
- Emotional regulation tools: Access to a calm corner or sensory aids.
- Behaviour support plans: Clear expectations and consistent responses.
- Celebrating small successes: Building self-esteem through achievable goals.

We also seek advice and equipment from outside agencies as and when the need arises.

Examples of equipment and Facilities used



Visual timetables	Task boards	Word banks
Sensory items	Emotion cards	Writing slopes



Parent Consultations

Parent consultations will involve meetings between parents or guardians and teachers or other school staff to discuss your child's progress, development, and any other successes or concerns. The following will usually be discussed:

1. Academic Progress

Review of the child's performance in all subjects.

Discussion of strengths and areas for improvement.

Sharing of assessments, school work, and classroom behaviour.

2. Social and Emotional Development

Insights into how the child interacts with peers and adults.

Discussion of emotional well-being and any observed behavioural issues.

3. Attendance and Punctuality

Overview of the child's attendance.

Discussion of any patterns or concerns related to lateness or absences.

4. Support and Resources

Recommendations for additional support (e.g., interventions, counselling).

Information about programs or services available both in and outside of the school building.

5. Parental Input

Opportunity for parents to share observations from home.

Questions or concerns parents may have about their child's education or well-being.

6. Goal Setting

Collaborative setting of goals for the child's academic and personal development.

Strategies for support at home and school.

There will be multiple opportunities provided over the course of the academic year for school to meet with parents and guardians, this can include any of the following: parents meetings, IEP review meetings, sharing of information/reports, annual reviews and well-being or attendance meetings.



Child Consultations

Child consultations—sometimes called pupil voice meetings—involve structured conversations between a child and a teacher, support staff, or other school professionals. The goal is to understand the child's perspective on their learning, well-being, and school experience. Here's what they typically involve:



1. Understanding the Child's Experience

How they feel about school, their classroom, and their teachers.

What they enjoy or find challenging.

How safe and supported they feel.



2. Learning and Progress

Their thoughts on their own learning and achievements.

Subjects they feel confident or less confident in.

Any help they feel they need.



3. Emotional and Social Well-being

Friendships and social interactions.

How they manage emotions or stress.

Whether they feel listened to and respected.



4. Goal Setting and Aspirations


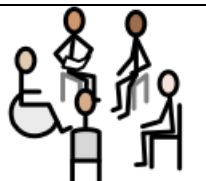

What they want to achieve.


Personal or academic goals.










Hobbies, interests, and future dreams.







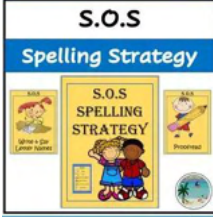



5. Empowering the Child

	<p>Encouraging self-advocacy and reflection. Giving them a voice in decisions that affect them. Building trust and a sense of agency.</p> <p>These consultations are often informal and adapted to the child’s age and communication style. For younger children, they might include drawings, games, or visual aids to help them express themselves.</p>	
		
Self-assess how they are doing	Attend meetings and help decide the support needed.	Feedback and Review progress/interventions.

 <p>Evaluating Provision</p>	<p>There are a number of processes in place to ensure the quality of provision and the equitable application of the SEND policy. The Local Academy Council will monitor, evaluate and review the provision for pupils with special educational needs. The governor with a special interest in special educational needs and inclusion, Mrs S Gibbons, will meet with the SENCo termly to consider the following success criteria:</p> <ul style="list-style-type: none"> • The effectiveness of the Academy in meeting all children's SEND. • Intervention programmes comply with best practice. • The 'assess, plan, do, review process' is followed termly for all levels of SEND. • There is equal access to school activities for all pupils. • The progress of pupils with SEND. • The Local Academy Council will receive a brief report from the named governor on the outcomes of these meetings.
--	--

 Examples of Staff Training		<p>What is Precision Teaching?</p> <p>Precision Teaching is a specific teaching method aimed at helping a pupil to embed facts through a process of overlearning to develop fluency.</p> <p>What can Precision Teaching can be used for:</p> <ul style="list-style-type: none">• Single word reading• Spellings• Number recognition• Maths facts• Phonics• Any subject area which requires learning factual information. 		
	Drawing and talking Therapy	Precision teaching	First aid	Emotional literacy support
				
	Autism (Level 1)	Restorative practices	Phonics (catch-up)	Social stories

			
Specific Learning Difficulties	Complex Needs training	Nurture support	Speech and Language
			
De escalation	Attachment	simultaneous oral spelling	Sensory processing



Transition Support

Nursery to Reception

Support for children moving from nursery to reception is a key part of early years education, therefore, we work closely with local nurseries to ensure this change is smooth, positive, and developmentally appropriate. Here's what that support typically includes:

1. Transition Visits

Stay-and-play sessions in the new reception classroom.
Short visits with nursery staff to meet reception teachers.
Gradual settling-in periods during the first few weeks of term.

2. Information Sharing

Transition meetings between nursery and reception staff to share:
Learning and development records (e.g., EYFS profiles).
Information about the child's interests, needs, and routines.
Parent questionnaires or meetings to gather insights from home.

3. Child-Centred Approaches

Use of familiar routines and resources in reception to ease the change.
Visual timetables and storybooks about starting school.
Buddy systems pairing new children with older pupils.

4. Parental Involvement

Welcome meetings or induction evenings for parents.
Guidance on how to support the transition at home.

5. Emotional and Social Support

Focus on building relationships and emotional security.
Activities that promote confidence, independence, and social skills.
Close observation and support for children who may find the transition more difficult.

End of Year transition

This is a carefully planned process that helps children prepare for the next stage in their education—whether that's moving up a year group or changing key stages. Here's what it typically looks like:

1. Bump up days

Pupils spend time in their new classroom.
They meet their new teacher(s) and classmates.
Activities are designed to familiarise them with routines, expectations, and the environment.



2. Teacher Handover

Current teachers share detailed information with the next teacher:

Academic progress and learning styles.

Social and emotional needs.

Any support plans (e.g., SEN, EAL, pastoral care).



3. Emotional Preparation

Circle time, storybooks, and discussions about change and feelings.

Activities that help children reflect on the year and look ahead positively.

Support for children who may be anxious or vulnerable.



4. Parental Communication

End-of-year reports and meetings.

Information about the next year's curriculum, routines, and expectations.

Tips for supporting children over the summer.



5. Celebrations and Closure

End-of-year assemblies, performances, or class celebrations.

Reflection on achievements and memories from the year.

High School Transition

This can be one of the most significant in a child's education. We put a lot of effort into making this move as smooth and positive as possible. Here's what that support typically includes:



1. Transition Days

Taster days at their new school where pupils:

Meet teachers and classmates.

Explore the school environment.

Try out lessons and activities.



2. Information Sharing

Year 6 teachers share detailed information with secondary staff:

Academic levels and learning styles.

Special educational needs (SEN), EAL, or pastoral needs.

Social and emotional development.



3. Emotional and Social Support

Workshops or lessons on managing change, making friends, and building confidence.



4. Parental Involvement

Information evenings or transition meetings for parents.

Guidance on routines, expectations, and how to support their child.

Opportunities to ask questions and meet key staff.



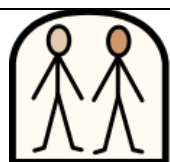
5. Enhanced Support for Vulnerable Pupils

Extra visits or smaller group transitions for:

Pupils with SEN or EHCPs.

Pupils with anxiety or social difficulties.

Children in care or with safeguarding concerns.



Outside Agencies

The Academy can involve outside professionals, including health, social services and local authority support services to support and better meet the needs of pupils and their families. All information from outside professionals will be shared and discussed with you, with the person involved directly, or where this is not possible, in a report. Please see the Staffordshire local offer:

[Staffordshire Connects | Special Educational Needs and Disabilities Local Offer](#)

Or City of Stoke-on-Trent local offer:

[SEND Local Offer – Local Offer](#)



Clubs and Trips

Our curriculum is further supported through extra-curricular opportunities, including: sports events, musical and dramatic performances, exhibitions of art and technology, community events; and leadership responsibilities across the school, including: Eco-committee, School Council, Worship Leaders, Sports Crew, House Captains, Charity Event Co-ordinators, Wellbeing Leaders and Playground Leaders.

Where new learning/knowledge may be currently beyond the children's sphere of experience, we will seek to provide living experiences, either by inviting visitors into school or taking the children beyond the school gates. Our trips are carefully planned in line with our curriculum offer from Reception through to Year 6. This is intended to support the personal, social, emotional and academical development of all of our children.

All children are encouraged to participate in all areas of the curriculum both inside and beyond the school gates and where necessary reasonable adjustments will be made to facilitate the needs of children with SEND. In these circumstances, parents and children are consulted closely as to the nature of the adjustments required.

Risk assessments are carried out and procedures are put in place to enable all children to participate in all school activities.

Please view our accessibility plan. [St-lukes-DIsability-Equality-Scheme-and-Accessibility-Plan-23-25.pdf](#)

The Academy also offers wrap around care. Please see the website for further details. <https://www.st-lukes-endon.staffs.sch.uk/fast-club/>



Complaints Procedure

Your first point of contact is your child's class teacher. If you are not satisfied that your concern has been addressed, then you may make an appointment to speak to the Deputy Head/SENCo. If they cannot solve your issue, then an appointment can be made to speak to the Headteacher.

If you are not happy with the response, then you may contact the governors through the school office.

Mrs S Gibbons– Chair of Governors/ SEND Governor

Please view the complaints procedure: [SUAT-Complaints-Policy-and-Procedure-2024.pdf](#)



Local Offer

[Staffordshire Connects | Special Educational Needs and Disabilities Local Offer](#)



City of Stoke-on-Trent local offer [SEND Local Offer – Local Offer](#)



Feedback

We pride ourselves on building positive relationships with parents. We are open and honest with parents and hope that they are able to do the same with us. If you wish to discuss your child's educational needs or are unhappy about something regarding your child's schooling, please contact the following:

- Your child's class teacher
- The SENCo – Mrs A Elkin
- The Head teacher – Mrs N Danylyk