SEND

Policy

St Luke's Primary School

'Love God. Love your neighbour as yourself: be the Good Samaritan. Luke 10:25-37

St Luke's and Moreland Primary School SEND Policy
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Reviewed January 2026 by Monica Russell

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Review frequency: Annual

Approval: Full governing body.

Legislation: Maintained schools – The Education (Special Educational Needs) (Information) Regulations 1999: SI 1999/2506.

Also see The Special Educational Needs Code of Practice

Aims and Objectives

This policy accepts the definition of SEND as set out in the SEND Code of Practice. It reflects the approach to and arrangements for SEND outlined in the Pupils and Families Act 2014 and the Equality Act 2010. We understand and respect that not everyone is the same and everyone needs to be treated as an individual regardless of their protected characteristics.

The Governing Body and teaching staff will ensure that the necessary provision is made for any pupil who has special educational needs and/or disabilities in line with the physical and human resources available to the school and in accordance with the SEND Code of Practice. Where the SENDCo, Head teacher or the appropriate governor has been informed that a child has SEND, those needs will be made known to all who are likely to teach them.

All staff and governors in the schools are aware of the importance of identifying and providing for pupils who have SEND.

The Head teacher, staff and governors will report annually to parents on the policy and effectiveness of the school's work for pupils with SEND. The annual SEND Information Report can be found on the school website.

All staff will make reasonable adjustments to ensure pupils with SEND can join in the activities of the school together with pupils who do not have SEND. Our curriculum is ambitious and we do our very best to ensure no pupil is denied access to it. If there are activities that pupils with SEND face significant barriers in accessing, in spite of reasonable adjustments, then alternative activities will be planned for these pupils to ensure they are still included and valued within the Moreland and St Luke's communities. We have high expectations for and of all pupils including those with SEND and outcomes show the impact of the provision we offer.

Responsible Persons

The 'responsible person' for SEND is the Headteacher Mrs Laura Hall (St Luke's) and Catherine Lawrence (Moreland). The people co-ordinating the day to day provision of education for pupils with SEND is Miriam Macallan at St Luke's and Dani Fisher at Moreland. The link governor for SEND is Jo Honigmann.

Admission and Inclusion

All the teachers in the school are teachers of pupils with Special Educational Needs and disabilities. As such St Luke's and Moreland Primary School adopt a 'whole school approach' to SEND that involves all staff adhering to a model of good practice. This good practice includes our understanding and respecting children and their individual needs and protected characteristics including disability and we endeavour to ensure every child has access to a broad and balanced curriculum. This includes a commitment to Quality First teaching that effectively meets the learning and development needs of all pupils, recognising each pupil is unique and different. Inclusive teaching at St Luke's and Moreland involves the removal of barriers to learning by creating an enabling learning environment that supports all learners. This also includes adaptive teaching including adapting language to ensure all pupils understand the context, the use of appropriate access strategies and care for pupils emotional and social development to ensure all pupils can meet expectations. We actively promote the development of characteristics that support effective learning.

The progress of all pupils, including those with SEND, is carefully monitored by the Senior Management Team and teaching staff in both schools to enable early identification of any difficulties and to ensure pupils fulfil their potential.

The staff of both schools are committed to identifying and providing for the needs of all pupils in a wholly inclusive environment. Inclusion is given a high priority in this policy, in line with the policies of Islington Local Authority.

All pupils with SEND are afforded the same rights as other pupils in terms of their admission to school; if children have EHCPs at the time of admission, a different statutory procedure is followed.

Access to the Curriculum

The broad and balanced Curriculum will be made available for all pupils. Where pupils have SEND, a graduated response will be adopted. The schools will make full use of classroom and school resources before drawing on external support, as outlined in the Local Offer.

The schools will make provision for pupils with SEND to match the nature of their individual needs and the class teachers and SENDCos will keep regular records of a pupil's SEND, the action taken and the outcomes.

There will be flexible grouping of pupils so that learning needs may be met in individual, small grouping or whole class contexts.

The curriculum will be adapted to meet the needs of individual pupils. Teaching styles and flexible groups will reflect this approach. Where pupils require specific resources or teaching strategies to access learning, teachers (with support from the SENDCo and outside professionals) will ensure that these are available and used effectively.

Schemes of work for and approaches to teaching and learning for pupils, within classes and year groups, will reflect whole school approaches to teaching and learning and will take account of SEND.

Curriculum tasks and activities may be adapted or broken down into a series of small and achievable steps for pupils who have marked learning difficulties.

Providing the graduated response: SEND Support

The schools provide adaptive teaching - high quality teaching setting the same ambitious goals for all pupils but providing different levels of support. When a pupil fails to make progress and shows signs of difficulty in some of the following areas: acquiring English and maths; presenting persistent behaviour, emotional and social difficulties; has sensory or physical problems; or communication or interaction difficulties, the school follow an 'Assess, Plan, Do, Review' approach. Assessments will allow the pupil to show what they know, understand and can do, as well as to identify any learning difficulties.

Following assessment, we will put a plan in place. This includes mapping the provision for pupils with SEND and where pupils have the involvement of an outside professional creating a Support Plan for that pupil detailing appropriate interventions, such as:

- Classroom organisation and management
- In-class support by teacher/TA
- Small group work
- Home/school learning
- Behaviour support programmes
- Use of specialist equipment
- Alternative teaching strategies
- Visual supports and aids
- Support materials e.g. Numicon
- Specific intervention programmes such as BBC dance mat (touch-typing) or Precision Teaching for spelling
- Nurture groups
- Language groups such as Nuffield in Early Years
- Occupational Therapy (OT) groups
- Learning mentor time
- 1:1 interventions

The plans will be outcome focused.

The resources deployed to help the pupil achieve the agreed outcomes will be captured in a Provision Map and Support plan. Parents and pupils will be involved in developing the plan

through regular termly meetings. Where there are outside agencies and professionals involved this may take the form of a Team Around the Child Meeting (TAC).

The plan will also set out review arrangements.

If it is necessary where a pupil has complex needs and there are multiple agencies involved in a pupil's care and education, the school, in discussion with parents and other agencies may initiate a team around the family meeting (TAF)

Identification, assessment, planning, intervention and review of pupils with SEND will be undertaken by all staff, with advice and support from the SENDCo where needed. Appropriate records will be maintained, including continuous assessment and observation, standardised tests, Key Stage attainment tests.

Additionally, the progress of any pupil receiving exceptional needs funding, or with an EHCP will be reviewed annually or more frequently if the needs arises.

Resources

Full details of SEND expenditure are accounted for within the Annual Return to Islington Local Authority.

The principles which guide the governing body in allocating resources are recommendations from the Senior Management Team including the Inclusion Manager/SENDCos and School Business Managers and priorities identified in the School Improvement Plans.

More able and talented

We recognise pupils with SEND also include pupils who are more able or talented in a particular subject or area and we are astute at identifying these pupils. We provide for pupils with a wide range of abilities/and or difficulties. We acknowledge and encourage individual pupil's strengths and talents and work together with them and parents to make sure that they are given opportunities for them to reach their potential.

Multi-exceptional pupils

The schools identify pupils who may be highly able in a particular area as well as having a learning, behavioural or physical difficulty or impairment. These pupils may have an EHCP or an SEN support plan and the SENDCo works closely with teachers, support staff, parents and outside professionals to make sure these pupils are supported and are able to achieve their potential.

Parent Participation

The schools will actively seek the involvement of parents in the education of their children. We recognise that parents know their children best and are their first educators. It is recognised that it is particularly important with pupils who have SEND where the support and encouragement of parents is often the crucial factor in achieving success.

Parents will always be kept informed about the special educational needs experienced by their children in accordance with the recommendations outlined in the SEN Code of Practice. Communications between the parent and the respective school will be consistently maintained. We will always discuss with parents before we seek support from an external agency.

The schools will work to ensure that pupils are fully aware of their own needs and the targets in their plans. We will encourage all pupils to be independent learners and to work towards a positive progression to adulthood from the earliest stage.

Multi-agency working

Regular liaison is maintained with the following external agencies:

- Outreach Support Services i.e. Samuel Rhodes School, The Bridge School, New River College and Richard Cloudesley School
- Educational Psychologist
- Child Adolescent Mental Health Service (CAMHS)
- Health Service (nursing team, dietician, therapists)
- Early Help services
- Alternative Education Provision (i.e. Pupil Referral Units)
- Speech and Language Therapy Service
- Occupational Therapy service
- Physiotherapy service

Arrangements for the Treatment of Complaints:

The procedure for managing complaints is: If parents/carers have any cause for concern, they are invited to speak directly with the class teacher. If concerns persist, they should speak with the SENDCo. If parents/carers feel their concerns are not being addressed appropriately, they should then speak to the Headteacher.

Workforce Development

In-service training needs related to special educational needs will be identified by the Headteachers in consultation with the SENDCo and staff and will be incorporated into the staff development plans.

Evaluating Success

This policy will be kept under review. The governors will gauge the success of the policy by the achievements of the outcomes outlined in individual plans. In addition, evidence will be gathered regarding:

- Staff awareness of individual need and quality of teaching of pupils with SEND
- Success of early intervention
- Academic progress of pupils with SEND
- Improved behaviour of the pupils, where this is appropriate
- Pupil attendance
- Consultation with parents
- Pupils' awareness of their targets and achievements

The SENDCos evaluate success by attending Pupil Progress meetings where the progress and attainment of all pupils are discussed, tracking interventions with staff and doing termly book looks looking at provision for SEND pupils.

Relationship to other policies

This policy should be read in conjunction with the policies on teaching and learning, the school curriculum, equality and assessment, recording and reporting. The accessibility plan and School Information Report are integral to this policy as is the Equality Plan.