



We care, we create, we collaborate

Special educational needs (SEN) information report

Approved by:	The Governors	Date: 23 rd March 2026
Last reviewed on:	23 rd March 2026	
Next review due by:	April 2027	

Contents

1. What types of SEN does the school provide for?	3
2. Which staff will support my child, and what training have they had?.....	3
3. What should I do if I think my child has SEN?.....	4
4. How will the school know if my child needs SEN support?	4
5. How will the school measure my child’s progress?	5
6. How will I be involved in decisions made about my child’s education?	6
7. How will the school adapt its teaching for my child?	6
8. How will the school evaluate whether the support in place is helping my child?	7
9. How are resources allocated and matched to my child’s special educational needs?	8
10. How will the school make sure my child is included in activities alongside pupils who don’t have SEN?	8
11. How will the school support my child’s mental health, and emotional and social development?	8
12. What support will be available to support my child with transitions?	9
13. What support is in place for looked-after and previously looked-after children with SEN?	9
14. What should I do if I have a complaint about my child’s SEN support?	9
15. What support is available for me and my family?	10
16. Glossary.....	10

Dear parents and carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how special educational needs support works in our school.

If you want to know more about our arrangements for SEND, read our SEND policy.

You can find it on our website <https://www.stlukes.brighton-hove.sch.uk/>

Note: If there are any terms we’ve used in this information report that you’re unsure of, you can look them up in the Glossary at the end of the report.

1. What types of SEN does the school provide for?

St Luke's Primary School provides for pupils with the following needs:

AREA OF NEED	CONDITION
Communication and interaction	Autism
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
	Severe learning difficulties
Social, emotional and mental health	Attention deficit hyperactivity disorder (ADHD)
	Attention deficit disorder (ADD)
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

2. Which staff will support my child, and what training have they had?

- Our special educational needs co-ordinator, or SENCO
 - The SENCO is a qualified teacher with an NPQ in Special Educational Needs Coordination
- Inclusion Coordinator, or INCO
 - The INCO works alongside the SENCO and delivers training and support to the Learning Mentors
- Learning Mentors
 - Our learning mentors support children across the school through targeted interventions including emotional regulation, social communication, relationship building and social skills.
- Class/subject teachers
 - All of our teachers receive in-house SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN.

- Teaching assistants (TAs)
 - We have a team of TAs, including higher-level teaching assistants (HLTAs) who are trained to deliver SEN provision.

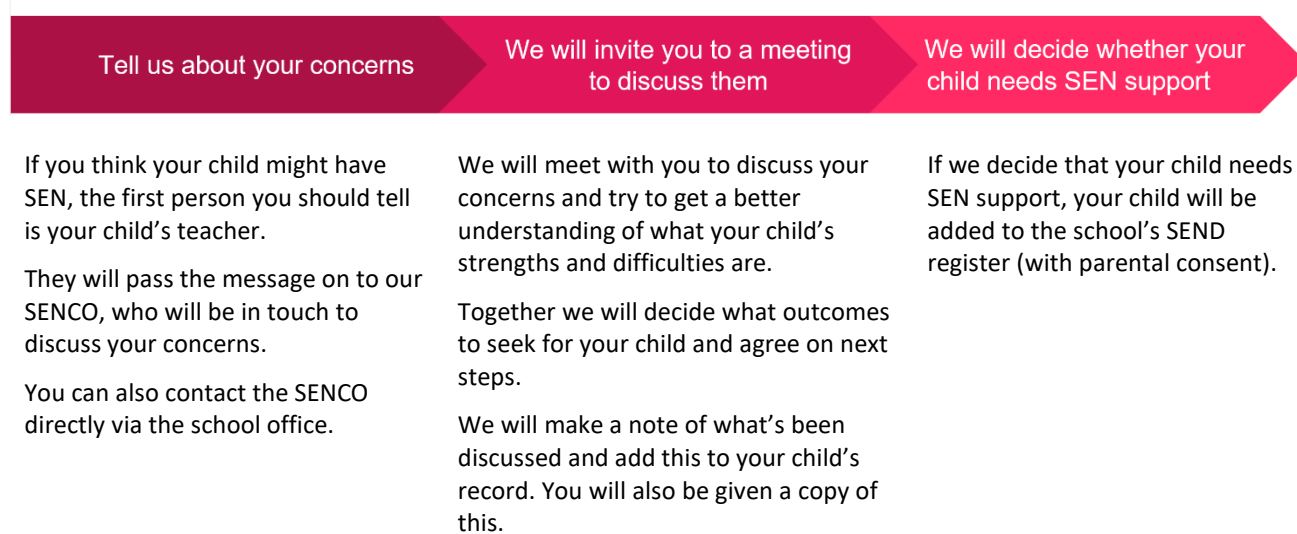
External agencies and experts

Sometimes we need extra help to offer our pupils the support they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

- The Brighton & Hove Inclusion Support Services (BHISS)
- Speech and language therapists
- Educational psychologists
- Occupational therapists
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services and other local authority (LA)-provided support services
- Family Support Workers
- Schools Mental Health Service
- Seaside View Child Development Centre

3. What should I do if I think my child has SEN?

All of our teachers teach children with additional needs and SEND. All of our staff recognise the importance of identifying additional needs SEN early and making effective provision quickly. The identification and assessment of additional needs and SEN is built into the school's approach to monitoring the progress of all pupils.



4. How will the school know if my child needs SEN support?

All our class teachers are aware of SEN and consistently monitor for any pupils who aren't making the expected level of progress in their schoolwork or socially. St Luke's follows the graduated approach (Assess-Plan-Do-Review) to identify pupils with emerging needs. Teachers use ongoing formative assessment, standardised reading and maths scores, and observations of social-emotional development to flag concerns early.

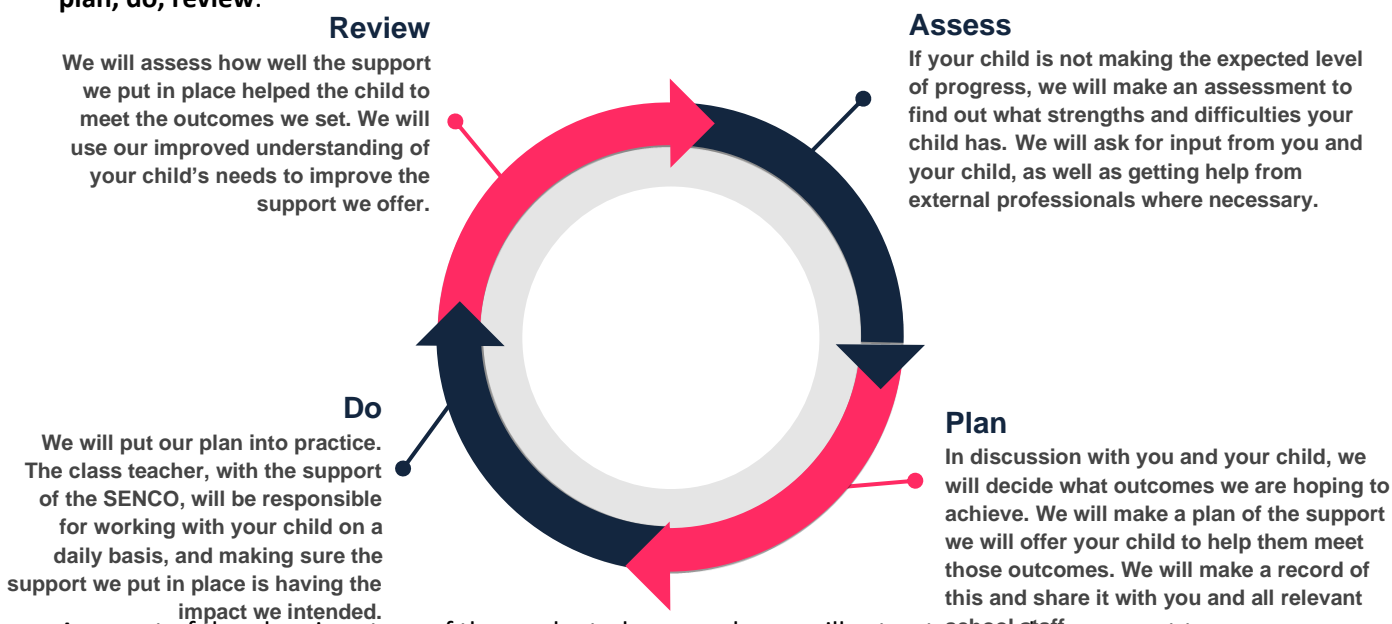
There are standardized support strategies for teachers across the school when they have a concern about a specific child. These strategies are implemented as part of the ordinarily available provision in the classroom. When a teacher continues to have concerns, a referral is made to the SENCo who will consider further interventions as needed, after discussions with the teacher and observations of the child. Pupil progress meetings are held termly, with the SENCo, to review any children who may require additional assessment. External professionals (e.g., EP service, speech and language therapy, BHISS) are consulted where appropriate and within the constraints of current waiting lists.

Once a child has been identified as SEND, they are added to the SEND register (with parental consent). All children on the SEND register have a Pupil Passport which is a one-page overview of their support needs. If a child has significant need (and a clear assess, plan, do, review approach), then an Individualised Education Plan is also created. These documents are working documents that are adapted and reviewed every term. Class teachers and the SENCo review the document with parents/carers and this forms part of the assess, plan, do review process in line with the SEND code of practice.

Some children with an IEP, may be on the pathway to needing an EHCP. This decision would be made as part of the graduated approach with class teachers and parent/carers. The SENCo would then submit the EHCP application to the Local Authority in collaboration with staff and parent/carers.

5. How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEN needs, which is a 4-part cycle of **assess, plan, do, review**.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

6. How will I be involved in decisions made about my child's education?

Your child's class teacher will meet you every term to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENCO or INCO may also attend these meetings or offer additional meetings to provide extra support.

We keep pupil and parent/carer voice at the centre of everything we do. All children on the SEND register have a Pupil Passport or an IEP which is adapted and reviewed every term. Class teachers and the SENCO review the document with parents/carers and this forms part of the assess, plan, do, review process.

Some children with an IEP may be on the pathway to needing an EHCP. This decision would be made as part of the graduated approach with class teachers and parent/carers. The SENCO would then submit the EHCP application to the Local Authority in collaboration with staff and parent/carers.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. If you have concerns that arise between these meetings, please contact your child's class teacher.

7. How will the school adapt its teaching for my child?

Your child's teacher is responsible and accountable for the progress and development of all the pupils in their class. High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will adapt how we teach to suit the way the pupil works best. There is no '1 size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- Differentiating our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, visual timetables, larger font, etc.
- Teaching assistants will support pupils in small groups for targeted interventions within lessons

We may also provide the following interventions:

- Phonics and reading interventions
- Reciprocal Reading groups
- Speech & Language interventions

- Maths & writing support groups
- Learning Mentor interventions

AREA OF NEED	CONDITION	EXAMPLES OF HOW WE SUPPORT THESE PUPILS
Communication and interaction	Autism spectrum disorder (ASD)	Visual timetables Social stories
	Speech and language difficulties	Speech and language interventions
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Writing slope Adapted resources TA support
	Moderate learning difficulties	Adapted resources TA support
	Severe learning difficulties	Targeted small group interventions Adapted resources
Social, emotional and mental health	ADHD, ADD	Quiet workstation Movement breaks Sensory circuits
	Adverse childhood experiences and/or mental health issues	Nurture provision Learning mentors
Sensory and/or physical	Hearing impairment	Radio aids
	Visual impairment	Limiting classroom displays
	Multi-sensory impairment	Sensory circuits
	Physical impairment	Adaptations as needed

These interventions are part of our contribution to [Brighton & Hove's local offer](#).

8. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term
- Reviewing the impact of interventions after 6-8 weeks

- Using pupil voice
- Monitoring by the SENCO and INCO
- Holding an annual review (if they have an education, health and care (EHC) plan)

9. How are resources allocated and matched to my child’s special educational needs?

We allocate resources according to levels of need. These resources may include providing a child with a small group or individual intervention led by trained or specialist staff or providing additional resources (e.g: lap top; writing slope) If a child is allocated resources through an EHCP, then this provision is specified on the child’s individual education plan (IEP) and reviewed annually at a formal Annual Review Meeting.

While children are often allocated time to work with support staff (or, for some children with an EHCP, sometimes allocated a dedicated member of support staff) as a means of making progress, we are careful not to create over-dependency on adult support. We will always look to use resources to enable independence and have a wide range of equipment within school.

It may be that your child’s needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist expertise

If that is the case, we will consult with external agencies to get recommendations on what will best help your child access their learning. The school will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our local authority where possible.

10. How will the school make sure my child is included in activities alongside pupils who don’t have SEN?

All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs. All pupils are encouraged to go on our school trips, including our residential trips in Year 5 and Year 6. All pupils are encouraged to take part in sports day, school plays and special events.

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure they can be included.

11. How will the school support my child’s mental health, and emotional and social development?

Supporting children’s well-being is our most important job: We teach about gentle / safe touch through “peer massage”; we learn about behaviour as rights, responsibilities and choices; we think carefully about the way we make all children and their families feel equally welcome (e.g: talking about “grown-ups” not “mums and dads”); we teach children to solve problems peacefully; we teach children how to learn well together. We actively listen to children. There are also many opportunities for pupils to contribute their views (eg class/school council; eco council; equalities-team). We have in-school play therapists and learning mentors and can access primary mental health worker support.

Being happy socially is crucial to most children’s well-being. We map children’s friendships (sociograms) to check that everyone has positive peer relationships and we plan support to help where there is a need. Playground staff organise a rich range of activities/equipment in the playground so that children can

find happy social experiences to engage in. Mentors and other staff make sure all children are included in play. We often create groups/activities to support children who find playtimes/social experiences challenging. Peers also support peers and we have children in roles to facilitate this: PPS (Peaceful Problem Solvers); Play Leaders and Sports Leaders for example.

We have a wide range of extra-curricular activities on offer which we know can be very supportive of children's well-being. These activities (like everything at St Luke's) are open to all children and if a child needs support to attend a club or activity – we will provide it.

We create specific plans for children who have medical or intimate care needs to maintain their dignity and well-being. We also offer a nurture provision for key children who benefit from a few afternoons per week doing nurture-based activities in a smaller setting.

To support the well-being of children with complex needs, we often talk to parents/carers about how we can help children understand their own disability/difference and sometimes support those children in explaining this to their classmates. We believe understanding and learning about each other's needs helps our whole school learn and play better together.

12. What support will be available to support my child with transitions?

Teachers and support staff make home visits to children joining at the beginning of the Reception year as well as visiting any nursery settings the children have attended. All children join Reception in September with staggered starts over the first week.

Where possible, children who join our school (other than at the start of Reception) are given a learning mentor who will support them until they have settled and made friends. For certain children with particular needs, we make a transition book to support each child moving from one class to the next. The book contains photos of the new class; new class teacher; new classmates etc so that the child can look at the book over the summer break.

In Year 6, teachers prepare children for the transition to secondary school and secondary staff visit the school to talk about all children's needs. Some children benefit from extra support over this transition to secondary school. These children will be supported by the SENCO, INCO or a learning mentor. This will include additional visits to the secondary school. We often visit certain children after they have moved to secondary school too.

13. What support is in place for looked-after and previously looked-after children with SEN?

At St Luke's we have lots of experience educating and caring for children who are adopted or in care and we have a particularly high number of adopted children. We feel we have a good understanding of children's attachment needs in school and children who are looked after or adopted make good social and academic progress in our care. All staff receive regular attachment training.

The Deputy Head is the Designated Teacher and will work with our SENCO, to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning. These children are allocated an attachment mentor who provides emotional support to them throughout their time at the school.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEN. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

14. What should I do if I have a complaint about my child's SEN support?

Complaints about SEN provision in our school should be made to the Headteacher or SENCO in the first instance. They will then be referred to the school's complaints policy.

If you are not satisfied with the school's response, you can escalate the complaint.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEND Code of Practice](#).

If you feel that our school has discriminated against your child because of their SEN, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

15. What support is available for me and my family?

If you have questions about SEN, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family. Here are some additional useful resources for support:

- [Brighton & Hove local offer](#)
- [Amaze](#)
- [Information about dyslexia](#)
- [Information about autism](#)
- [Information about DCD \(dyspraxia\)](#)

16. Glossary

- **Access arrangements** – special arrangements to allow pupils with SEN to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEN can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs
- **CAMHS** – child and adolescent mental health services
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan
- **EHC plan** – an education, health and care (EHC) plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs
- **First-tier tribunal / SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEN

- **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil’s needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority that explains what services and support are on offer for pupils with SEN in the local area
- **Outcome** – target for improvement for pupils with SEN. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child’s disability
- **SENCO** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- **SEN support** – special educational provision that meets the needs of pupils with SEN
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages