






St Luke's Church of England Primary School: SEND Information Report



Our Team





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	Love	Courage	Hope
<p>Key People</p> 	<p>Inclusion Lead and SENCo (Special Educational Needs Co-ordinator)</p> <p>Mrs Vic Gill</p>		<p>Governor for SEND</p> <p>Peter Farrington</p>
<p>About St Luke's</p> 	<p>St Luke's Church of England Primary School, located in Winton, Bournemouth, is a two-form entry school serving the Winton and Charminster areas, with separate Infant and Junior sites just five minutes apart. Guided by the Christian values of Love, Courage, and Hope, the school places a strong emphasis on celebrating the uniqueness of every individual and creating an inclusive, nurturing environment for all learners. At the heart of its ethos is a commitment to recognising and valuing each child's abilities and achievements, ensuring full participation in school life. St Luke's takes a proactive and collaborative approach to supporting children with special educational needs and/or disabilities (SEND), using early intervention, bespoke support plans, and 'closing the gap' strategies to help every child achieve their potential. The school maintains close partnerships with parents, carers, and external agencies to deliver the highest standard of provision. Since joining the Coast Learning Partnership Multi-Academy Trust in April 2020, St Luke's has continued to grow as a compassionate and inclusive learning community rooted in Christian teaching and a shared commitment to educational excellence.</p>		
<p>SEND Provision at St Luke's</p> 	<p>St Luke's is committed to delivering high-quality, inclusive support for pupils with SEND in full alignment with the SEND Code of Practice. Key aspects of the school's provision include:</p> <ul style="list-style-type: none"> • Early Identification and Intervention <ul style="list-style-type: none"> ○ Prompt identification of children requiring SEND provision to ensure early support and positive outcomes. ○ Ongoing assessments and reviews to monitor development and adjust interventions as needed. • High Aspirations and Positive Outcomes <ul style="list-style-type: none"> ○ A focus on enabling all children to achieve their best, building confidence, resilience, and self-esteem. ○ Tailored support aimed at ensuring children become confident, happy individuals with a strong sense of self-worth. • Access to a Broad and Balanced Curriculum 		

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- All children, including those with SEND, are supported to fully access a broad, balanced, and relevant curriculum.
- Flexible and personalised approaches to learning are used to meet the individual needs of each pupil.
- Inclusive Participation in School Life
 - SEND pupils are fully included in all aspects of school life and extra-curricular activities, promoting equality and belonging.
 - Provisions are regularly reviewed to ensure they remain effective and inclusive.
- Child-Centred Approach
 - Where appropriate, children with SEND are involved in making decisions about their support and future provision.
 - Pupil voice is valued and incorporated into the planning and review process.
- Partnership with Parents and Carers
 - Parents of children with SEND are kept fully informed about their child's progress, attainment, and support strategies.
 - Strong, collaborative relationships are built with families to ensure shared understanding and support.
- Transition Support
 - Thoughtful preparation is provided to ensure smooth and successful transitions between year groups and into the next stage of education.
 - Children are equipped with the skills, confidence, and support needed for future success.
- Collaboration with External Agencies
 - The school liaises with a wide range of outside agencies to access specialist advice, assessments, and interventions.
 - External expertise is used to enhance in-school provision and better support both pupils and families.
- Experienced and Committed Staff
 - Staff are highly experienced in working with a range of SEND needs and are dedicated to creating a positive and supportive learning environment.
 - A strong emphasis is placed on helping children feel valued, celebrate their achievements, and build a secure sense of identity.
- Regular Monitoring and Review
 - SEND provision is dynamic and flexible, with regular reviews to ensure it continues to meet pupils' evolving needs.
 - Progress is closely monitored, and adjustments are made to maximise effectiveness and impact.



How do you know
if children need
extra help?



At St Luke's C of E Primary School, identifying children who may need extra help is a careful, structured process that follows the SEND Code of Practice and reflects the guidance set out in the Bournemouth, Christchurch and Poole (BCP) Local Offer. The school adopts a graduated response to meeting the needs of pupils across the four broad areas of Special Educational Needs:

- Cognition and Learning
- Communication and Interaction
- Social, Emotional and Mental Health
- Sensory and/or Physical Needs


Indicators That a Child May Need Extra Help:

- Concerns raised by staff, parents, or carers about a child's progress, behaviour, or development.
- Limited progress despite high-quality teaching that is appropriately differentiated.
- Observations that the child is struggling to access the curriculum in line with age-related expectations.
- Difficulties in communication, social interaction, emotional regulation, or sensory processing.
- Feedback from external professionals, such as health visitors, speech and language therapists, or educational psychologists.
- Information shared at transition points (e.g., from early years settings) that indicates a need for additional support.

The Graduated Response in Action:

1. Quality First Teaching
 - All children, including those with SEND, receive inclusive, high-quality teaching.
 - Teachers adapt the classroom environment, teaching style, and learning materials to meet individual needs.
 - These early adaptations are designed to remove barriers to learning.
2. Monitoring and Review
 - Teachers assess and monitor the child's progress closely.
 - If concerns persist, further in-class strategies and small-group interventions are introduced.
 - Progress and outcomes are reviewed regularly to determine effectiveness.
3. Involving the SENDCo
 - If a child continues to require significant support, the class teacher works with the SENDCo to review current strategies and identify additional needs.
 - A meeting with parents/carers is held to share observations, discuss support plans, and agree next steps.



	<p>4. SEN Support</p> <ul style="list-style-type: none"> ○ Where necessary, the child is placed on the school's SEN Support Register. ○ Individual support plans are put in place with clear outcomes, reviewed with the child and family at regular intervals. <p>5. Accessing Specialist Support</p> <ul style="list-style-type: none"> ○ If needed, the school may work in partnership with external agencies, such as speech and language therapy, occupational therapy, CAMHS, or the Educational Psychology Service. ○ These services help provide more specialised assessment and intervention. <p>6. Education, Health and Care Needs Assessment (EHCNA)</p> <ul style="list-style-type: none"> ○ If a child's needs are long-term and substantial, and cannot be met by SEN Support alone, the school (in agreement with parents/carers) may apply to the Local Authority for an Education, Health and Care Needs Assessment. <p>Throughout this process, parental involvement is key, and pupil voice is considered where appropriate. The focus remains on enabling the child to make progress, thrive emotionally and socially, and fully access all aspects of school life.</p>
<p>What should I do if I think my child may have SEND?</p> 	<p>If you believe your child may have special educational needs and/or a disability (SEND), it is important to act early and work in partnership with your child's school. At St Luke's, we follow the statutory guidance set out in the SEND Code of Practice (2014) and the BCP Local Offer to ensure that every child receives the support they need to thrive.</p> <p>Steps You Should Take:</p> <ul style="list-style-type: none"> • Speak to Your Child's Class Teacher <ul style="list-style-type: none"> ○ Your child's class teacher is your first point of contact. You can raise your concerns during regular parent consultations or request a separate appointment. ○ Teachers at St Luke's regularly assess children's progress, and if they notice concerns, they will discuss them with you in an open and supportive manner. • Share Observations <ul style="list-style-type: none"> ○ Let the school know about any difficulties your child may be experiencing at home or in other settings – for example, with learning, communication, behaviour, social interaction, or physical development. ○ This helps the school to build a full picture of your child's needs. • Work with the School Team

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- The SENDCo (Special Educational Needs and Disabilities Coordinator), along with the Headteacher or Deputy Headteacher, may become involved to help assess your child's needs further and support next steps.
- They may suggest specific assessments or interventions, and will involve you at every stage of the process.
- **Understand the Graduated Response**
 - St Luke's adopts a graduated approach to SEND, meaning support increases in response to a child's level of need.
 - If your child is not making expected progress despite high-quality teaching (often referred to as *Quality First Teaching*), targeted support will be put in place and carefully monitored.
- **Assessment and Identification**
 - The school will gather a range of information – including the views of parents, the child, teachers, and assessment data – to determine whether your child has SEND.
 - Not all children who face barriers to learning have SEND. Sometimes, external factors such as frequent moves, illness, or anxiety may affect progress. These are explored before a formal SEND identification is made.
- **Access to External Specialists**
 - If further support is needed, St Luke's may involve external professionals such as:
 - Educational Psychologists
 - Speech and Language Therapists
 - Occupational Therapists
 - Paediatricians
 - The BCP Behaviour Support Team
 - Dorset Hearing and Vision Support Team
- **Ongoing Communication**
 - You will be kept fully informed throughout the process. If your child is identified as having SEND, they may be placed on the school's SEND Register and receive a personalised support plan, which will be reviewed regularly with your input.

Key things to Remember:

- You know your child best – your observations and concerns are valuable.
- The school is committed to working in partnership with families.
- The process is collaborative, and your child's voice will be considered wherever possible.



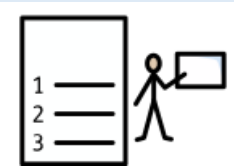
	<ul style="list-style-type: none"> You are not alone – support is available through the school, the BCP Local Offer, and a range of specialist services. If you're unsure where to begin, contacting the school's SENDCo directly is a good starting point. They will help guide you through the process and provide support tailored to your child's individual needs.
<p>How will the school support my child?</p> 	<p>We are committed to providing high-quality, inclusive education for all children, including those with SEND. In line with the SEND Code of Practice (2014) and the Bournemouth, Christchurch and Poole (BCP) Local Offer, we use a graduated approach to support, beginning with Quality First Teaching and adapting provision to meet individual needs.</p> <p>1. Quality First Teaching</p> <ul style="list-style-type: none"> All children benefit from inclusive, high-quality teaching that is differentiated to match their learning needs. Class teachers adapt the curriculum, teaching style, resources, and learning environment to remove barriers to learning. Adjustments may include visual aids, practical activities, simplified instructions, additional processing time, or use of technology. <p>2. Personalised and Targeted Support</p> <p>For children whose needs require more tailored approaches, support may include:</p> <ul style="list-style-type: none"> In-Class Support <ul style="list-style-type: none"> Children remain full-time in their class with access to an adapted curriculum. Teachers and teaching assistants provide individualised strategies and adult assistance to ensure understanding and engagement. Small Group or 1:1 Interventions <ul style="list-style-type: none"> Targeted intervention sessions focus on specific areas of difficulty, such as literacy, numeracy, speech and language, or fine motor skills. Delivered by trained support staff, either one-to-one or in small groups, depending on the child's needs. Support from Specialists <ul style="list-style-type: none"> Where appropriate, children may receive support from external professionals, such as Speech and Language Therapists, Educational Psychologists, or Behaviour Support Specialists, as part of a personalised programme. Emotional and Social Support



	<ul style="list-style-type: none"> ○ Children who need help with emotional regulation or mental health may receive 1:1 support from an ELSA (Emotional Literacy Support Assistant) or attend nurture groups to develop confidence, resilience, and social skills. ● Playtime and Lunchtime Support <ul style="list-style-type: none"> ○ To promote inclusion and wellbeing during less structured times, children may be supported by key, familiar adults who help them feel safe and settled. <p>3. Role of the Class Teacher</p> <ul style="list-style-type: none"> ● Class teachers hold overall responsibility for the progress and development of every child in their class, including those receiving additional support. ● They liaise closely with our Inclusion Lead / SENDCo, Mrs Vic Gill, to plan and review provision, monitor progress, and adjust strategies as needed. <p>4. Monitoring and Review</p> <ul style="list-style-type: none"> ● The SENDCo oversees all SEND provision and monitors its effectiveness through: <ul style="list-style-type: none"> ○ Regular reviews of Pupil Learning Plans (PLPs) ○ Assessment data to track progress ○ Staff feedback and parent consultations ● Provision is regularly reviewed and adapted based on the child's progress and changing needs. <p>5. Involvement of the SEND Governor and External Agencies</p> <ul style="list-style-type: none"> ● The SENDCo works in collaboration with the Governor for SEND to ensure provision is effective and in line with statutory requirements. ● Where needed, referrals are made to outside agencies for further assessment and specialised support. <p>At every stage, the school values partnership with parents and pupil voice, ensuring that support is collaborative, transparent, and focused on helping your child make meaningful progress - academically, socially and emotionally.</p>
<p>How will the curriculum be</p>	<p>The curriculum at St Luke's is carefully adapted to meet the individual needs of every child. Our aim is to ensure that all children - including those with SEND - can access a broad, balanced and meaningful curriculum that supports their learning and development.</p>



matched to my
child's needs?



Personalised and Inclusive Curriculum Design

- Quality First Teaching is at the core of curriculum delivery. This means all teachers plan and deliver lessons that are differentiated to meet the diverse needs of learners in their class.
- Teachers adapt resources, teaching strategies, and learning environments to ensure that every child, regardless of their ability, can access the curriculum and make progress.
- Adaptations may include:
 - Use of visual prompts and scaffolding
 - Simplified language or instructions
 - Additional time to process information
 - Practical or hands-on learning opportunities
 - Support from adults or peers

Continuous Assessment and Planning


- All pupils are regularly assessed, both formally and informally, to track progress and identify any areas of difficulty.
- Teachers meet termly with the Head Teacher to discuss pupils who may be vulnerable or are not making expected progress, ensuring early identification of need.
- For children with SEND, there are additional review meetings each term with the SENDCo, Mrs Vic Gill, to review and inform their Pupil Learning Plan (PLP).

Pupil Learning Plans (PLPs)

- Each PLP outlines:
 - The child's specific areas of need (in line with the four areas of SEND)
 - Strategies to support the child within whole-class teaching
 - Any additional interventions or targeted support they are receiving
- These plans are developed in collaboration with parents and reviewed regularly to ensure support remains appropriate and effective.

Skilled and Trained Staff



	<ul style="list-style-type: none"> All staff at St Luke's are trained and experienced in working with a range of SEND needs, and training is ongoing to ensure the school keeps pace with best practice. Teachers and teaching assistants use their understanding of individual needs to adapt curriculum delivery appropriately, supported by advice from the SENDCo and, when necessary, external professionals. <p>At St Luke's the curriculum is flexible and responsive, designed to meet your child where they are and help them progress at their own pace. Through ongoing assessment, personalised planning, and inclusive teaching, we ensure that your child is both supported and challenged in a way that promotes confidence, achievement and full participation in school life.</p>
<p>How will both you and I know how my child is doing and how will you help me to support my child's learning?</p> 	<p>At St Luke's C of E Primary School, we recognise the importance of clear, ongoing communication between school and families to ensure that children with SEND are fully supported both at school and at home. In line with the SEND Code of Practice (2014) and the BCP Local Offer, we work closely with parents and carers to monitor progress, review provision, and plan next steps together.</p> <p>Monitoring Your Child's Progress</p> <ul style="list-style-type: none"> The progress of children with SEND is closely tracked using: <ul style="list-style-type: none"> Learning outcomes in books or recorded work Individual assessments tailored to the child's needs Teacher observations of behaviour, engagement, and social/emotional development Progress towards individual learning targets is reviewed regularly and recorded on your child's Pupil Learning Plan (PLP). <p>Communicating with You</p> <ul style="list-style-type: none"> Termly parent consultation meetings provide structured opportunities for you to meet with the class teacher to: <ul style="list-style-type: none"> Review your child's PLP and discuss progress Talk through strategies that are working well in school Share ideas for how to support learning at home In addition to formal meetings, we encourage ongoing informal communication, so that any questions or concerns can be addressed quickly and collaboratively. If more detailed discussion or support is needed, you are welcome to book an appointment with:

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	<ul style="list-style-type: none"> ○ SENDCo / Inclusion Lead, Mrs Vic Gill stlukessenco@coastalpartnership.co.uk ○ Family Support Worker, Mrs Kerry Culter, stlukesfsw@coastalpartnership.co.uk <p>Helping You Support Your Child's Learning at Home</p> <ul style="list-style-type: none"> • Class teachers will share strategies that are used in school so that you can reinforce these approaches at home. • PLPs clearly outline what support is in place and include specific, achievable targets that can be worked on both in school and at home. • We welcome your input and insights, as you know your child best. Your feedback helps shape the planning of support strategies that meet your child's individual needs. • Where necessary, the school may also provide access to external workshops, parenting support, or refer to specialist services through the BCP Local Offer. <p>What to Do If You Have Concerns</p> <ul style="list-style-type: none"> • Your first point of contact should always be your child's class teacher, who knows your child's learning profile best. • If further support is needed, or if you have concerns about your child's overall provision, the SENDCo can meet with you to review progress and discuss next steps. <p>St Luke's places strong emphasis on partnership with parents. By working together, maintaining open lines of communication, and using regular assessments, we ensure that you are kept fully informed and involved in supporting your child's learning journey.</p>
<p>What support will there be for my child's overall wellbeing?</p>	<p>At St Luke's C of E Primary School, we are deeply committed to supporting every child's emotional, social and physical wellbeing, in line with the values of Love, Courage and Hope and statutory recommendations. We believe that a child's wellbeing is central to their ability to learn and thrive, and we provide a nurturing environment where each child is valued, respected, and supported as an individual.</p> <p><u>A Whole-School Approach to Wellbeing</u></p> <ul style="list-style-type: none"> • Our class teachers are the first point of contact for pastoral care and take responsibility for the wellbeing of all children in their class.



- PSHE (Personal, Social, and Health Education) is taught regularly through the Jigsaw curriculum, helping children explore key areas such as:
 - Resilience
 - Self-worth
 - Relationships
 - Self-care
 - Hope and optimism
- These sessions are supplemented by 'Stormbreak' activities, which are short, interactive lessons designed to embed positive mental health strategies into everyday learning.

Targeted Wellbeing Support

For children identified as particularly vulnerable or needing additional emotional support, we provide:

- ELSA (Emotional Literacy Support Assistants) who deliver one-to-one and small group support, including:
 - Emotional regulation
 - Anxiety management
 - Confidence-building
- Lego Therapy and 'Draw and Talk' sessions that help children express themselves and build social and emotional skills through structured therapeutic activities.
- Nurture groups, lunchtime clubs, and the 'Listening Ear' service, offering safe spaces and trusted adults for children to talk to when needed.


Inclusive and Empowering School Culture

- We foster a respectful, inclusive ethos, where children are encouraged to care for one another and celebrate their unique qualities.
- School Council and Eco Team give children the opportunity to have their voices heard and contribute to decisions that shape school life, enhancing their confidence, agency, and sense of belonging.

Medical and Physical Wellbeing

- Each school site has a Senior First Aider, who works closely with the SENDCo to support children with medical conditions and ensure care plans are in place where necessary.



	<ul style="list-style-type: none"> • Staff are trained to understand and respond to a wide range of wellbeing and medical needs, including allergies, chronic illnesses, and sensory sensitivities. <p><u>Staff Training and Development</u></p> <ul style="list-style-type: none"> • Ongoing professional development ensures that staff are equipped to understand and respond to a broad range of emotional, social, and mental health needs. • This includes training in trauma-informed approaches, mental health awareness, and specific intervention strategies. <p>Your child's wellbeing is a top priority at St Luke's. We take a holistic, proactive and personalised approach, ensuring that all children—particularly those with additional needs—feel safe, supported, and valued in every aspect of school life. Working together with families and external professionals, we aim to equip every child with the tools to flourish emotionally, socially, and academically.</p>
<p>What specialist services and expertise are available at or accessed by your setting?</p> 	<p>At St Luke's C of E Primary School, we are committed to meeting the diverse needs of our pupils with SEND by drawing on a wide range of in-house expertise and strong partnerships with external services. In accordance with the SEND Code of Practice (2014) and the BCP Local Offer, we ensure that our staff have access to appropriate training, support and specialist input to provide the highest quality of education and care.</p> <p><u>In-School Expertise</u></p> <ul style="list-style-type: none"> • Our staff team has a wide range of specialist knowledge and experience in areas such as: <ul style="list-style-type: none"> ◦ Autism Spectrum Condition (ASC) ◦ Hearing Impairments ◦ Vision Impairments ◦ Complex physical and medical needs • We use a variety of diagnostic screening tools to support the early identification of SEND, helping us respond quickly and appropriately to children's individual needs. • Staff receive ongoing training in evidence-based strategies to support children with communication, sensory, behavioural, emotional, and learning needs. <p><u>Role of the SENDCo and Trust Expertise</u></p>

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- Our SENDCo, Mrs Vic Gill, is highly experienced and plays a central role in overseeing provision, coordinating support and ensuring staff are trained and supported.
- As part of the Coastal Learning Partnership, St Luke's benefits from access to:
 - An Educational Psychologist, who can carry out assessments and advise on provision.
 - A Specialist Teacher of SEND, who provides both individual assessments and tailored training to staff.

External Agencies and Professional Partnerships

St Luke's maintains strong, proactive links with a range of external professionals who provide input for assessment, advice, and ongoing support. These include:


- BCP Early Help – offering family support, signposting, and intervention for vulnerable pupils and families.
- BCP Outreach Learning and Behaviour Support – providing strategies and input for children with learning and behavioural needs.
- Educational Psychology Service – for specialist cognitive and emotional assessments and intervention planning.
- Speech and Language Therapy (SaLT) – supporting children with communication difficulties through direct intervention and staff training.
- CAMHS (Child and Adolescent Mental Health Services) – helping with more complex emotional and mental health needs.
- Community Paediatrics – supporting diagnosis and management of medical and developmental conditions.
- Hearing and Vision Support Services – providing resources, adaptations, and training for children with sensory impairments.

Ongoing Collaboration and Development


- Our SENDCos attends regular BCP SENDCo Network meetings and the Coastal Learning Partnership Inclusion Conferences, ensuring we remain up-to-date with national and local developments in SEND.
- These networks allow us to share best practice, update policies in line with statutory guidance, and continuously improve the quality of our SEND provision.

St Luke's offers a robust, well-connected system of support, combining the skills of our trained staff with the expertise of external professionals to meet the full range of SEND. This collaborative, well-informed approach ensures that every child receives the support they need to thrive.




<p>What training do staff supporting children with SEND have?</p> 	<p>At St Luke's C of E Primary School, all staff are trained to support children with a wide range of additional needs in line with the expectations of the SEND Code of Practice (2014) and the BCP Local Offer. We are committed to maintaining high standards of inclusive practice by ensuring our team is equipped with the knowledge, skills and confidence to meet the needs of all learners.</p> <p><u>Core Training and Experience</u></p> <ul style="list-style-type: none"> • All staff hold the mandatory qualifications required to work with children and receive ongoing training in safeguarding, child development, and inclusive classroom strategies. • Every staff member has experience working with children with SEND, and inclusive practice is embedded across the whole school. <p><u>Specialist Training and Expertise</u></p> <p>Many members of staff have undertaken additional training in specific areas of need, including:</p> <ul style="list-style-type: none"> • Autism Spectrum Condition (ASC) – Regular staff development is provided through the Autism Education Trust, helping staff understand and respond to the varied needs of autistic learners. • ADHD (Attention Deficit Hyperactivity Disorder) – Strategies to support focus, emotional regulation, and behaviour are regularly embedded in classroom routines. • Hearing and Visual Impairments – Staff are trained to make adaptations to the environment, use assistive technology, and implement strategies that ensure full curriculum access. • Speech, Language and Communication Needs – Staff are skilled in using visual supports, scaffolding communication, and implementing Speech and Language Therapy recommendations. • Specific Learning Difficulties (e.g. dyslexia) – Staff use structured, multi-sensory approaches and differentiated resources. • Emotional and Mental Health Needs – A number of staff are trained in delivering therapeutic interventions, such as: <ul style="list-style-type: none"> ◦ ELSA (Emotional Literacy Support) ◦ Lego Therapy ◦ Draw and Talk Therapy • Challenging Behaviour – Staff are trained in de-escalation, positive behaviour management, and creating supportive, low-arousal environments. • Sensory Needs – Staff understand sensory processing differences and implement sensory strategies to support regulation and focus.
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	<ul style="list-style-type: none"> • Complex Physical and Medical Needs – Staff receive bespoke training, including use of medical equipment or personal care, coordinated by the Senior First Aider and SENDCo. <p><u>Transition and Ongoing Development</u></p> <ul style="list-style-type: none"> • When a new child with identified needs joins St Luke's, we liaise with previous settings and professionals to ensure that knowledge and strategies are shared effectively. • Training is tailored to current needs within the school and reviewed regularly in collaboration with the SENDCo, who attends BCP SENDCo Networks and Coastal Learning Partnership Inclusion Conferences to bring back the latest best practice and statutory updates. • Staff also benefit from guidance and input from visiting external specialists, such as Educational Psychologists, Speech and Language Therapists, and Sensory Support Services. <p>Staff at St Luke's are highly skilled, well-trained and continuously developing their expertise to ensure that every child with SEND receives personalised, effective support in a caring and inclusive environment.</p>
<p>How will my child be included in activities outside the setting including trips and residential visits?</p> 	<p>At St Luke's C of E Primary School, we are committed to ensuring that all children, including those with SEND, have equal access to the full range of educational opportunities - including school trips, residential, and enrichment activities. We consider the following:</p> <ul style="list-style-type: none"> • Inclusive Planning: We firmly believe that every child should be able to participate in trips and residential visits alongside their peers, regardless of their individual needs. All off-site activities are planned with inclusion at the forefront, ensuring adjustments are made to meet children's physical, medical, sensory, or emotional needs. • Support and Adaptations: Where necessary, we provide: <ul style="list-style-type: none"> ○ Additional adult support (e.g. 1:1 supervision) ○ Flexible or alternative transport arrangements ○ Modified activities or tailored resources ○ Access to specialist equipment or aids to ensure safety and comfort <p>We also create individual risk assessments for children with SEND and/or medical needs to ensure their safety and wellbeing throughout the experience.</p> • Collaborative Approach with Parents: Plans for trips and visits are always discussed in advance with parents or carers, to share information, agree on support strategies, and address any concerns. This collaborative approach

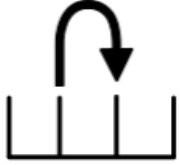


	<p>helps ensure that the experience is both safe and enjoyable, promoting the child's confidence and inclusion in school life.</p> <ul style="list-style-type: none"> • Trained and Supportive Staff: All staff accompanying trips receive relevant training in SEND awareness and first aid, and are familiar with each child's needs and support plans. The presence of trained staff, such as Teaching Assistants with SEND expertise and the Senior First Aider, ensures children are well cared for during off-site activities. <p>St Luke's takes a proactive and inclusive approach to ensure that no child misses out on enriching and memorable experiences outside the classroom. Through careful planning, collaboration with families and appropriate levels of support, we make sure that every child is included, valued and safe.</p>
<p>How accessible is the setting environment?</p> 	<p>At St Luke's, we are committed to providing an environment that is physically accessible, inclusive and supportive for all pupils, in line with the SEND Code of Practice (2014) and the BCP Local Offer. We believe that a child's access to learning should not be limited by physical, sensory, or language barriers, and we take proactive steps to remove obstacles and promote full participation.</p> <p><u>Physical Accessibility</u></p> <ul style="list-style-type: none"> • Our school is fully accessible, with both the Infant and Junior sites located on one level. There are no first floors, meaning that all classrooms and key facilities are on the ground floor, allowing for step-free access throughout the setting. • We have completed various adaptation works to meet the needs of children with physical, hearing, and vision impairments. These include: <ul style="list-style-type: none"> ◦ Acoustic treatment in classrooms to support children with Hearing Impairments ◦ Use of appropriate lighting and layout adaptations for children with Visual Impairments ◦ Availability of accessible toilet facilities and space for personal care when needed <p><u>Sensory and Communication Support</u></p> <ul style="list-style-type: none"> • We adapt the learning environment to meet a range of sensory needs, ensuring children with sensitivities (e.g. to noise, light or texture) are supported through the use of calming spaces, visual supports, and flexible seating arrangements. • Children with Speech, Language and Communication Needs are supported using visual timetables, simplified language and tailored resources.


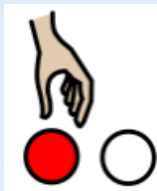


	<p><u>Support for Families with English as an Additional Language (EAL)</u></p> <ul style="list-style-type: none"> We actively seek to overcome language barriers and ensure inclusive communication with all families. Where English is not a parent's first language, we make every effort to find an interpreter, often from within the family's own language community, and this need is also communicated to any external agencies working with the child or family. <p><u>Ongoing Review and Commitment to Accessibility</u></p> <ul style="list-style-type: none"> Accessibility is not static. We regularly review our environment, policies and resources to ensure that they continue to meet the evolving needs of our pupils. As part of the Coastal Learning Partnership, we benefit from shared expertise and guidance on inclusive infrastructure and planning. <p>In summary, St Luke's is a physically and socially inclusive school that takes active steps to ensure the setting is welcoming and accessible to all children, regardless of need. Whether through physical adaptations, sensory support or language access, we work with families and professionals to ensure that every child feels safe, supported and able to thrive.</p>
<p>How will the setting prepare and support my child moving to the next stage of education?</p> <p>How will you increase their independence?</p>	<p>At St Luke's C of E Primary School, we understand that transitions between key stages and schools can be challenging for children, especially those with SEND. We take a proactive and personalised approach to ensure smooth transitions and foster independence.</p> <p><u>Transition Support Within the School</u></p> <ul style="list-style-type: none"> As a split-site school, with Infant and Junior sites five minutes apart, our staff are highly experienced in helping children transition smoothly between buildings. This expertise is invaluable in preparing children for future moves. Children are supported with familiar adults who help them understand what to expect, easing anxieties and building confidence in new environments. <p><u>Preparing for Secondary School</u></p> <ul style="list-style-type: none"> We have strong partnerships with local secondary schools, which helps us tailor transition plans to meet individual needs. Key strategies include:




	<ul style="list-style-type: none"> ○ Pre-visit opportunities where children visit the secondary school accompanied by a trusted adult from St Luke's to become familiar with the new environment. ○ Visits from secondary school staff to St Luke's, enabling children to meet future teachers and ask questions in a familiar setting. ○ Supporting children to identify and express any concerns or questions they have about the next stage of education, helping them build self-advocacy skills. <ul style="list-style-type: none"> ● To reinforce these experiences, we provide photo books and stories documenting visits and key information. These visual tools support children in recalling their experiences and discussing transition at home and school, aiding emotional preparation. <p><u>Increasing Independence</u></p> <ul style="list-style-type: none"> ● Throughout their time at St Luke's, children are encouraged to develop self-help and decision-making skills, fostering growing independence in managing their learning and wellbeing. ● Transition planning includes helping children: <ul style="list-style-type: none"> ○ Understand their own strengths and needs ○ Practice new routines and skills required in their next setting ○ Take an active role in transition meetings and discussions about their education and support (where appropriate) ● Staff work collaboratively with parents, carers, and receiving schools to ensure a continuity of support that empowers children to become confident, independent learners. <p>St Luke's takes a thoughtful, collaborative and child-centred approach to transition, equipping children with the tools, confidence and support they need to move successfully to the next stage of their education and develop greater independence.</p>
<p>How are the school's resources allocated and matched to children's SEND?</p>	<p>We allocate resources to support children with SEND carefully to ensure that each child's needs are met effectively, in line with the SEND Code of Practice (2014) and the BCP Local Offer.</p> <ul style="list-style-type: none"> ● The school receives a general funding allocation based on the number of pupils on roll, which supports the overall running of the school, including quality first teaching and universal support. ● In addition to this, additional funding - often called SEND funding - is provided for children with SEND to help meet their specific needs within the school. ● For children with Education, Health and Care (EHC) plans, the school receives further targeted funding to provide the personalised support outlined in the plan.



	<ul style="list-style-type: none"> Resources, including staffing, specialist equipment, and intervention programmes, are then matched carefully to the individual requirements of each child. Children with EHC plans receive individualised support as specified in their plans, and these are reviewed annually to ensure that provision remains appropriate and effective. The SENDCo works closely with class teachers and support staff to deploy resources flexibly and responsively, ensuring that children receive the right level and type of support at the right time. The school also collaborates with external professionals and agencies to maximise the impact of resources and specialist expertise. <p>St Luke's ensures that funding and resources are carefully allocated and regularly reviewed to provide tailored, effective support for children with SEND, enabling them to achieve their full potential.</p>
<p>How is the decision made about what type and how much support my child will receive?</p> 	<p>At St Luke's C of E Primary School, decisions about the type and amount of support each child with SEND receives are made through a collaborative, evidence-based process, in line with the SEND Code of Practice (2014) and the BCP Local Offer.</p> <ul style="list-style-type: none"> The class teacher and SENDCo work together to consider a range of information, including: <ul style="list-style-type: none"> Progress and attainment data gathered through regular assessments and observations Evidence from specific in-school assessments tailored to the child's needs Advice and recommendations from external agencies and specialists involved with the child Based on this information, the team determines the level and type of support needed to help the child overcome barriers to learning and make meaningful progress. The agreed support is detailed in the child's Pupil Learning Plan (PLP), which outlines: <ul style="list-style-type: none"> The child's particular areas of need Specific strategies and approaches to be used in the classroom Any additional interventions or specialist support the child will access The PLP serves as a key working document, ensuring that: <ul style="list-style-type: none"> All school staff are familiar with and consistently apply the strategies that best support the child The SENDCo can effectively monitor and review the impact of the support provided Parents are kept fully informed and involved throughout this process through: <ul style="list-style-type: none"> Regular formal parent consultation meetings Ongoing informal communication with the class teacher and SENDCo

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	<ul style="list-style-type: none"> The overarching aim of this approach is to provide tailored, timely support that enables the child to progress alongside their peers wherever possible and to build confidence and independence. <p>Support at St Luke's is carefully matched to each child's unique needs and regularly reviewed to ensure it remains effective and appropriate, with parents playing a key role in the decision-making process.</p>
<p>How can I be involved?</p> 	<p>At St Luke's C of E Primary School, we value the partnership between home and school and warmly welcome parents and carers to be actively involved in their child's education and school community. We encourage family engagement in a variety of ways:</p> <ul style="list-style-type: none"> Volunteering Opportunities: Parents are invited to support the school by volunteering to: <ul style="list-style-type: none"> Read with children in class Assist during activity days, trips, and visits Help with regular walks to St Luke's Church If you are interested in volunteering, please speak to your child's class teacher or contact the school office for more information and to arrange your involvement. Parent Teacher and Friends Association (PTFA): The PTFA at St Luke's plays an important role in school life and welcomes new members eager to contribute to fundraising and community events. More details can be found on the school website or by enquiring at the school office. Parenting Support: The school signposts parenting classes and workshops designed to support families. To learn more or get involved, parents can contact Kerry Cutler, Family Support Worker, via the school office or directly by email at stlukesfsw@coastalpartnership.co.uk Ongoing Communication: We encourage open and regular dialogue between parents and school staff to share insights and collaborate on supporting your child's learning and wellbeing. This can happen informally through everyday contact, as well as formally during termly parent consultations and SEND reviews. <p>By actively involving parents and carers, St Luke's ensures that children receive consistent support both at school and at home, promoting the best possible outcomes for every child.</p>

There is more information available in the Coastal Learning Partnership's policy for Inclusion and SEND which is available on the CLP website:

<https://www.coastalpartnership.co.uk/special-educational-needs-and-disability-send/>



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The Local Offer for Bournemouth Local Authority can be found at: <https://fid.bpcouncil.gov.uk/send-local-offer>

This provides information on services and activities for children and young people living in Bournemouth, Christchurch and Poole aged 0 to 25 with special educational needs and disabilities.

This report is due for review in September 2026