St Luke's SEND and Inclusion Policy

2026/27

Headteacher	Calum Howard
SENCO / policy lead	Jessica Dewan
Responsible body	Governing Body
Approval	Autumn 2026 (subject to formal governor approval)
Review	September 2027, or earlier following statutory change
School type	Mainstream primary school
Local authority	London Borough of Tower Hamlets

Status at September 2026. This policy is based on the statutory SEND framework currently in force. The Government's 2026 SEND reform proposals are recognised as future direction and are not presented as current statutory duties.

1. Vision, values and purpose

St Luke's is a caring Church of England primary school committed to helping every pupil to be happy, successful, generous and fulfilled. We believe every child is unique and valued by God. Inclusion is therefore a whole-school responsibility: pupils should belong, participate, learn and achieve alongside their peers wherever appropriate, with barriers identified and removed early.

This policy sets out how the school identifies and meets special educational needs (SEN), fulfils duties towards disabled pupils, develops inclusive practice and evaluates whether provision improves pupils' outcomes and experience. Every teacher is a teacher of pupils with SEN and remains responsible and accountable for the progress and development of pupils in their class.

Our aims

- Maintain ambitious expectations and a broad, balanced and inclusive curriculum for pupils with SEN and disabilities.
- Identify emerging needs and barriers early and provide the right support at the right time.
- Make high-quality, inclusive and adaptive teaching the first response to need.
- Use Assess, Plan, Do, Review to secure measurable educational and wider outcomes.
- Listen to pupils and work in genuine partnership with parents and carers.
- Promote independence, attendance, participation, wellbeing and successful transitions.
- Work collaboratively with education, health, social care and Tower Hamlets services.
- Make reasonable adjustments for disabled pupils and advance equality of opportunity.

2. Legal and policy framework

The Governing Body and school have regard to the statutory framework and current guidance, including:

- Children and Families Act 2014, Part 3.
- Special Educational Needs and Disability Regulations 2014, as amended.
- SEND Code of Practice: 0 to 25 years (statutory guidance).
- Equality Act 2010, including disability discrimination and reasonable-adjustment duties.
- Statutory Framework for the Early Years Foundation Stage, where applicable.
- Supporting pupils at school with medical conditions: statutory guidance.
- DfE guidance on SEN and disability duties for school governing boards.
- Current safeguarding, attendance, behaviour, suspension and exclusion guidance, where relevant.

The school also has regard to the Tower Hamlets SEND and Inclusion Strategy 2024–29 and the Tower Hamlets Local Offer. The current national SEND Code remains the statutory framework at September 2026. St Luke's will review this policy when proposed national SEND reforms result in new legislation or statutory guidance.

3. Leadership, governance and accountability

Headteacher: Calum Howard

- Provides strategic leadership for SEND and inclusion and establishes an inclusive culture with ambitious expectations.

- Works with Jessica Dewan, SENCO, and governors to ensure statutory duties are met and provision is appropriately resourced.
- Ensures staff have the knowledge, time and professional development needed to identify barriers and teach pupils with SEN effectively.
- Ensures leaders evaluate impact, not simply the amount of provision delivered.

SENCO: Jessica Dewan (NASENCO)

Jessica Dewan is a qualified teacher and SENCO (completed the National Award for SEN Coordination). She leads the day-to-day operation of this policy and coordinates provision for pupils with SEN. Her role includes:

- Inform any parents that their child may have SEN and then liaise with them about the pupil's needs and any provision made
- Work with the headteacher and SEN governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support and differentiated teaching methods appropriate for individual pupils
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be a point of contact for external agencies, especially the local authority (Tower Hamlets) and its support services, and work with external agencies to make sure that appropriate provision is provided
- Liaise with potential next providers of education to make sure that the pupil and their parents/carers are informed about options and that a smooth transition is planned
- When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil's SEN and the provision for them are sent to the appropriate authority, school or institution in a timely manner
- Work with the headteacher and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Make sure the school keeps its records of all pupils with SEND up to date and accurate
- With the headteacher, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the headteacher, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- Prepare and review information for inclusion in the school's SEN information report and any updates to this policy
- With the headteacher and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

Governing Body

- Retains accountability for the school's SEN and disability duties and establishes the strategic policy and culture for inclusion.
- Has a lead governor or committee with specific oversight of SEN and disability.
- Receives sufficient evidence to challenge and assure itself about identification, provision, pupil experience, outcomes, equality and statutory compliance.
- Ensures the SENCO can fulfil the role effectively and works closely with the Headteacher and SENCO.
- Monitors accessibility and the participation of pupils with SEN and disabilities in the wider life of school.

The SEND link governor

The SEND link governor is Louise Collie and Father Ed Dix.

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school

Class teachers

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is differentiated to meet pupil needs through a graduated approach
- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development, and decide on any changes to provision
- Ensuring they follow this SEND policy and the SEN information report
- Communicating with parents/carers regularly to:
  - Set clear outcomes and review progress towards them
  - Discuss the activities and support that will help achieve the set outcomes
  - Identify the responsibilities of the parent, the pupil and the school
  - Listen to the parents'/carers' concerns and agree their aspirations for the pupil

4. Identification of SEN and disability

A pupil has SEN where a learning difficulty or disability calls for special educational provision that is additional to or different from that made generally for pupils of the same age. Disability and SEN overlap but are not the

same. A disabled pupil may or may not have SEN; Equality Act duties apply whether or not the pupil is on the SEN register.

Four broad areas of need

AREA OF NEED	
Communication and interaction	Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or not understand or use the social rules of communication. Pupils who are on the autism spectrum often have needs that fall in this category.
Cognition and learning	Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including: • Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia • Moderate learning difficulties • Severe learning difficulties • Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
Social, emotional and mental health	These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have: • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder • Suffered adverse childhood experiences These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.

Sensory and/or physical	Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided. Pupils may have: • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.

These areas guide assessment and planning rather than label pupils. The school considers the whole child, strengths, communication, development, environment and barriers to learning or participation. Needs may span several areas and change over time.

Identification and assessment

We will assess each pupil's current skills and levels of attainment when they start at the school. This will build on information from previous settings and Key Stages, where appropriate. We will also consider any evidence that the pupil may have a disability and if so, what reasonable adjustments the school may need to make.

Class teachers will regularly assess the progress of all pupils and identify any whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better their previous rate of progress
- Fails to close the attainment gap between them and their peers
- Widens the attainment gap

This may include progress in areas other than attainment; for example, wider development or social needs.

When teachers identify an area where a pupil is making slow progress, they will target the pupil's area of weakness with differentiated, high-quality teaching. If progress does not improve, the teacher will raise the issue with the SENCO to have an initial discussion about whether this lack of progress may be due to a special educational need. Where necessary they will, in consultation with the pupil's parents or carers, consider consulting an external specialist.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

Potential short-term causes of impact on behaviour or performance will be considered, such as bullying or bereavement. Staff will also take particular care in identifying and assessing SEN for pupils whose first language is not English.

When deciding whether the pupil needs special educational provision, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents/carers. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

If a pupil is joining the school, and:

- Their previous setting has already identified that they have SEN
- They are known to external agencies

- They have an education, health and care plan (EHCP)

then the school will work in a multi-agency way to make sure we get relevant information before the pupil starts at school, so support can be put in place as early as possible.

5. Graduated approach: Assess, Plan, Do, Review

High-quality inclusive and adaptive teaching

High-quality, inclusive and adaptive teaching is the first response to pupils who have or may have SEN. Teachers maintain ambitious curriculum goals while adapting teaching, resources, communication, environment and assessment where appropriate. Additional intervention cannot compensate for consistently weak classroom teaching.

Assess

The class teacher, supported by the SENCO, gathers evidence about strengths, barriers, progress and needs, including pupil and parent/carer views. Specialist advice is sought where necessary.

Plan

The pupil, parent/carer, teacher and SENCO agree outcomes, adjustments, provision, responsibilities and review arrangements. Plans are clear about what the pupil should be able to do or experience as a result of support.

Do

The class teacher remains responsible for the pupil's daily education and implementation of agreed provision. Intervention is connected to classroom learning and staff delivering it are appropriately briefed and supported.

Review

Progress towards agreed outcomes and the effectiveness of provision are reviewed at least termly, and earlier where required. Evidence, including pupil and family experience, informs whether support should continue, intensify, change or cease.

6. SEN Support, the SEN register and records

A pupil is placed on SEN Support when the school identifies that they require special educational provision. A diagnosis is not required to receive SEN Support or reasonable adjustments. Parents/carers are informed and involved. St Luke's uses concise support documentation, such as pupil passports or class support plans to record outcomes, key strategies, provision and review information.

A pupil may leave the SEN register when review shows they no longer require provision additional to or different from that ordinarily available provision. This is agreed with the family and pupil where appropriate, and progress is monitored. Records are retained and transferred securely in accordance with legal requirements.

7. Pupil voice and partnership with parents/carers

Pupils with SEN and disabilities are actively involved in decisions about their support. Staff adapt participation methods to communication and developmental need, including visuals, symbols, Talking Mats, photo sorting or other accessible approaches. Pupils are supported to identify strengths, aspirations, barriers and strategies that help them learn.

Parents and carers are partners in identification, planning and review. The school listens to their knowledge of the child, communicates clearly and seeks to resolve concerns early. Families can be signposted to the Tower Hamlets Local Offer and impartial SEND information, advice and support. Engagement is evaluated by the quality and impact of participation, not simply by recording that a meeting occurred.

8. Early Years and early identification

In Nursery and Reception, staff use the EYFS framework, observations and information from families and previous settings to understand each child's development and emerging needs. The SENCO works with Early Years staff and, where appropriate, Tower Hamlets Early Years Inclusion and relevant professionals. Support should begin when need is identified and should not be delayed while awaiting a diagnosis.

9. Specialist and multi-agency support

Where school-based assessment indicates that further expertise is needed, St Luke's may work with educational psychology, speech and language therapy, occupational or physiotherapy, specialist teaching, health, social care or other relevant services, following appropriate referral and consent processes. External advice supports, but does not replace, the school's responsibility to make appropriate provision and evaluate impact.

10. EHC needs assessments and EHC plans

Where, despite relevant and purposeful action through SEN Support, a pupil has not made expected progress or their needs may require provision beyond that normally available, the school and/or parent may consider requesting an Education, Health and Care (EHC) needs assessment from Tower Hamlets. The decision is based on needs and evidence, not simply the availability of funding.

For a pupil with an EHC plan, St Luke's will use its best endeavours to secure the special educational provision specified in the plan, cooperate with the local authority and relevant partners, and contribute to statutory reviews. EHC plans are reviewed at least annually. Reviews are person-centred, evidence progress towards outcomes and consider whether provision and outcomes remain appropriate.

11. Provision, interventions, resources and impact

Provision is matched to assessed need and intended outcomes. It may include classroom adaptations, environmental adjustments, targeted evidence-informed interventions, communication support, sensory or physical adaptations, specialist advice and pastoral or therapeutic support. Interventions are selected for a clear purpose, delivered with appropriate fidelity and reviewed for impact.

Provision mapping supports strategic oversight of need, resources and impact. Funding arrangements do not replace the school's duty to use its best endeavours to secure SEN provision or its Equality Act duties. Leaders evaluate whether provision improves learning, participation, independence, attendance, wellbeing and preparation for the next stage.

12. Attendance, behaviour, safeguarding and belonging

St Luke's recognises that pupils with SEN and disabilities may experience additional barriers to attendance, regulation, communication and belonging. Leaders consider underlying need and reasonable adjustments when applying behaviour and attendance systems. Persistent or severe absence is considered through an inclusion and safeguarding lens as well as an attendance lens, with families and relevant professionals involved where appropriate.

SEND does not reduce safeguarding expectations. Staff remain alert to the increased vulnerability that some pupils with SEND may experience, including bullying, exploitation, communication barriers and difficulties reporting concerns. The school's safeguarding procedures are followed at all times.

13. Curriculum, participation, accessibility and reasonable adjustments

Pupils with SEN and disabilities are entitled to an ambitious curriculum and to participate in the wider life of the school. St Luke's does not operate an additionally resourced provision. Teachers adapt access without unnecessarily narrowing curriculum ambition. The school anticipates and makes reasonable adjustments for disabled pupils and implements its Accessibility Plan to improve access to the curriculum, physical environment and information over time.

Educational visits, PE, clubs and other activities are planned inclusively. Individual risk assessment is used where necessary. Decisions are based on individual need, safety and reasonable adjustments rather than diagnosis alone.

14. Supporting pupils with medical conditions

Some pupils with medical conditions may also be disabled and/or have SEN. St Luke's follows its Supporting Pupils with Medical Conditions Policy and statutory guidance. Individual healthcare plans are developed where appropriate with parents/carers, healthcare professionals and school staff. The school does not diagnose conditions or independently create clinical treatment plans; it implements agreed healthcare arrangements and seeks appropriate professional advice. Staff undertaking specific healthcare procedures receive suitable training.

15. Transitions and preparation for the next stage

Transition planning begins early and is proportionate to need. Information is shared securely between classes and settings. Support may include transition meetings, additional visits, visual or social stories, one-page profiles, staff liaison, family meetings and relevant professional advice. Year 6 transition is planned with receiving secondary schools so that provision, adjustments and training needs are understood before transfer wherever possible.

16. Staff knowledge and professional development

SEND and inclusion are whole-school responsibilities. Induction gives staff relevant information about school systems and pupil needs. Professional development is informed by the profile of pupil need, monitoring, staff confidence and evidence about teaching quality. The SENCO supports teachers to develop expertise, and specialist professionals contribute where appropriate. Training will regularly be provided to teaching and support staff. The headteacher and the SENCO will continuously monitor to identify any staff who have

specific training needs and will incorporate this into the school's plan for continuous professional development.

17. Monitoring, evaluation and continuous improvement of SEN provision

Leaders and governors evaluate the quality and impact of SEND and inclusion as part of normal school improvement, not as a separate compliance exercise. Evidence may include:

- Tracking pupil progress and achievement from individual starting points;including by using provision maps
- quality of curriculum access, teaching, adaptations and reasonable adjustments;
- attendance, behaviour, suspension/exclusion and participation patterns for pupils with SEND;
- implementation and impact of interventions and support plans;
- pupil voice and parent/carer experience, including whether concerns lead to action;
- case sampling and review of identification, provision and transitions;
- learning walks, work scrutiny and professional dialogue with staff;
- governor challenge, external professional feedback and local authority review where applicable
- Holding annual reviews for pupils with EHC plans
- Getting feedback from the pupil and their parents/carers

Leaders look for patterns, including any disproportionate outcomes for pupils with SEND, and take timely action. The central question is whether systems and provision make a positive difference to pupils' access, experience, progress and outcomes.

18. Links with external professional agencies

The school recognises that it won't be able to meet all the needs of every pupil. Whenever necessary, the school will work with external support services such as:

- Speech and language therapists
- Specialist teachers or support services
- Educational psychologists
- Occupational therapists, speech and language therapists or physiotherapists
- General practitioners or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services
- Phoenix outreach services
- Stephen Hawkins Outreach services

19. Admissions and equality

Admissions operate in accordance with the school's published arrangements and applicable law. Disabled pupils must not be treated less favourably because of disability. Statutory arrangements apply where an EHC plan names a school. St Luke's considers SEN and disability duties alongside its wider equality responsibilities.

20. Complaints and disagreement resolution

SEND concerns should normally be raised first with the class teacher and/or SENCO so that they can be understood and resolved promptly. Formal complaints are managed through the school's Complaints Policy. Parents/carers may seek impartial advice through Tower Hamlets SEND information, advice and support arrangements. Statutory mediation and appeal rights may apply to decisions concerning EHC needs assessments and EHC plans.

21. Information, confidentiality and transfer of records

SEND information is recorded, stored, shared and transferred in accordance with data-protection and pupil-record requirements. Staff receive information necessary to teach and safeguard pupils effectively. Relevant records are transferred securely and promptly when pupils move settings.

22. SEN Information Report and local information

The school publishes a SEN Information Report explaining how this policy is implemented in practice and reviews it at least annually. It should remain accurate, accessible to families and consistent with the provision actually available at St Luke's. The school also signposts families to the Tower Hamlets Local Offer and relevant advice and support services.

23. Related school documents

- SEN Information Report
- Accessibility Plan
- Equality information and objectives
- Safeguarding and Child Protection Policy
- Supporting Pupils with Medical Conditions Policy
- Behaviour Policy
- Attendance Policy
- Anti-Bullying Policy
- Complaints Policy
- Admissions arrangements
- Educational Visits / Health and Safety procedures

24. Policy review

This policy is led by Jessica Dewan, SENCO, in partnership with Calum Howard, Headteacher, and is subject to Governing Body approval. It will be reviewed at least annually and sooner where legislation, statutory guidance, local arrangements or school practice materially changes.

Appendix A: Compliance and inspection-readiness checklist

Area	Status	Policy evidence
Vision, values and aims	Covered	Sections 1 and 13
Legal framework	Covered	Section 2
Leadership and governance	Covered	Section 3
Identification and assessment	Covered	Sections 4 and 8
Graduated approach and SEN Support	Covered	Sections 5–6
Pupil and parent partnership	Covered	Section 7
Specialist/EHCP arrangements	Covered	Sections 9–10
Provision and impact	Covered	Sections 11 and 17
Attendance, behaviour and safeguarding	Covered	Section 12
Accessibility/equality	Covered	Sections 13 and 19
Medical needs	Covered	Section 14
Transitions	Covered	Section 15
Staff training	Covered	Section 16
Ofsted inclusion evidence	Covered	Sections 17–18
SEN Information Report	Separate statutory publication	Section 22

Appendix B: September 2026 reference points

- DfE/DHSC SEND Code of Practice: 0 to 25 years, statutory guidance; GOV.UK page last updated 12 September 2024.
- DfE, Special educational needs (SEN) and disabilities: guidance for school governing boards, updated 3 February 2025.
- Ofsted, State-funded schools inspection toolkit, version 2.0, for inspections from 7 September 2026.
- Ofsted inspection materials update, June/August 2026, including a strengthened focus on leaders' engagement with pupils with SEND and their families within inclusion.
- Tower Hamlets SEND and Inclusion Strategy 2024–29, centred on timely coordinated support, early identification, effective education, family experience and inclusion.
- DfE SEND reform consultation and supporting information published in 2026. These proposals inform forward planning but are not treated in this policy as current statutory duties.