



Hanley St Luke's Church of England Academy

SEND Information Report

Our Vision and Values

"I have come that they may have life and have it to the full."

(John 10:10)

At Hanley St Luke's, we are rooted in love and guided by faith. We nurture every child to live life to the full.

By showing honesty, courtesy, kindness, perseverance, and respect, we create a safe, supportive, and inclusive environment where every child can grow academically, spiritually, and emotionally.

Key Contacts

- Principal / Designated Safeguarding Lead (DSL): Mrs Zoe Cooper
- SENCO: Mrs Emma Barlow
- Assistant SENCOs: Miss Tavonne Johns and Miss Emma Jennings
- Director of Safeguarding & SEND (Three Spires Trust): Mrs Sarah Milne
- SEND Link Governor (Local Academy Committee): Mrs Heather Emery
- Designated Mental Health Lead: Mrs Emma Facey
- Telephone: 01782 234390
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Legal Framework and Ethos

Hanley St Luke's Church of England Academy, part of the Three Spires Trust, is committed to ensuring that every child, regardless of need, can thrive academically, socially, emotionally, and spiritually. Our work is guided by both Christian values and statutory frameworks for inclusion and equality.

This report is written in accordance with:

- Children and Families Act 2014
- SEND Regulations 2014
- SEND Code of Practice (2015)
- Equality Act 2010
- Keeping Children Safe in Education (2024)
- Stoke-on-Trent Local Offer
- Three Spires Trust SEND Policy (2025)

Identification and Support

We follow the four broad areas of need outlined in the SEND Code of Practice (2015):

1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotional and Mental Health (SEMH)
4. Sensory and/or Physical Needs

Identification is based on teacher observation, assessment data, parental consultation, and specialist involvement when appropriate. We use the *Graduated Approach (Assess-Plan-Do-Review)* to ensure early and effective support.

Provision and Interventions

Provision is built around high-quality, adaptive teaching, evidence-based interventions, and collaboration with specialists. Teachers remain responsible for pupil progress and outcomes.

Approaches include explicit instruction, scaffolding, metacognitive strategies, visual supports, multisensory learning, and assistive technology.

Interventions may include: Time to Talk, Early Talk Boost, KS1 Talk Boost, Nessy, Number Stacks, Mind Up!, Sensory Circuits, Cool Kids, Cool Characters, Precision Teaching, Drawing and Talking, Social Steps, Forest School, Nurture Breakfast, and the Zen Den.

Provision is monitored for impact and reviewed frequently as required by the specific intervention.

Transitions

Transitions are carefully planned and supported to ensure stability and confidence for all pupils, particularly those with SEND. Displays are thoughtfully designed to ensure consistency and continuity across the school to support effective transitions. We offer bespoke, structured transition packages for each phase of education, as needed for specific pupils, where needs cannot be met through our ordinarily available transition plan.

Early Years (Pre-school/Nursery → Nursery/Reception)

- SENCO and EYFS staff liaise with nurseries, childminders, and parents to gather information.
- Home visits and 'stay-and-play' sessions allow relationships to form early.
- Bespoke transition plans are drawn up with Early Years Forum, Speech and Language Therapists, and Portage where needed.
- Targeted interventions such as Time to Talk and Early Talk Boost support communication and confidence.

Within-School Transitions

- Handover meetings ensure teachers fully understand each pupil's needs.
- Visual supports, photo books, and familiarisation sessions are used to reduce anxiety.
- Pupils participate in a full week of transition in summer term, with bespoke packages where needed.
- Additional support includes small-group visits, photo guides, 1:1 key-worker sessions, and social stories.
- Learning Plans are updated with pupils and parents.
- SENCO and Mental Health Lead oversee additional transition support for pupils with higher needs.

Transition to Secondary Education

- Transition planning begins in Year 5 for pupils with EHCPs or higher needs.
- SENCO liaises with secondary SENCOs and attends transition meetings as required to support Year 6 staff.
- EHCP annual reviews are completed by 15 February to name the next setting.
- Pupils participate in a full week of transition in summer term, with bespoke packages where needed.
- Additional support includes group Mental Health Support Team (MHST) support sessions, 1:1 key-

worker sessions, and social stories.

In-Year Admissions

- SENCO contacts previous schools to collect SEND records before admission.
- Bespoke induction plans include phased start options and/or key-worker support.
- For complex needs, multi-agency planning meetings are arranged before entry.

Working with External Agencies

We work closely with:

- Stoke-on-Trent Inclusion Services (Educational Psychology and SEND Support Teams)
- Speech and Language Therapy (SALT)
- Occupational Therapy and Physiotherapy
- NHS Hub and CAMHS
- Hearing and Visual Impairment Teams
- Social Care and Early Help
- Mental Health Support Team (MHST)

Support Arrangements for Admission of Disabled Pupils

Hanley St Luke's Church of England Academy is an inclusive school that welcomes all children, including those with disabilities or additional needs. Admissions for pupils with SEND or disabilities follow the Local Authority's coordinated admissions process in line with the Equality Act 2010 and SEND Code of Practice (2015).

Where a child has an Education, Health and Care Plan (EHCP) naming Hanley St Luke's, the school will work with the Local Authority to ensure the appropriate placement and provision are in place prior to admission.

For all other pupils, reasonable adjustments and bespoke transition packages are arranged in advance, including:

- Pre-admission meetings with parents, SENCO, and relevant professionals.
- Visits for familiarisation with classrooms, facilities, and staff.
- Phased start arrangements or modified timetables where necessary.
- Early liaison with external agencies to ensure continuity of care and support.

Steps Taken to Prevent Disabled Pupils from Being Treated Less Favourably

In accordance with the Equality Act 2010 and the school's ethos of inclusion and respect, Hanley St Luke's ensures that no pupil is treated less favourably due to disability.

The school promotes equality of opportunity through:

- Making reasonable adjustments to teaching, assessment, and activities.
- Providing adapted equipment and resources (e.g. height-adjustable desks, ergonomic tools, assistive technology).
- Training staff in disability awareness, inclusive teaching, and mental health first aid.
- Ensuring all policies, trips, and enrichment activities are accessible to all pupils.
- Monitoring participation, progress, and wellbeing of pupils with disabilities to identify and remove barriers.

Accessibility Plans

The academy maintains and regularly reviews its accessibility and access for disabled pupils.

Key priorities include:

- Curriculum access: Ensuring lessons are accessible for all, visual aids and technology are used effectively, and staff receive ongoing CPD in inclusive practice.
- Physical access: Continuing to develop the site to ensure all areas are accessible, including, playgrounds, and sensory-friendly classrooms.
- Information access: Providing materials in accessible formats, such as large print, coloured overlays, and use of visual communication systems (e.g. Makaton, communication boards).

The accessibility provision is reviewed regularly by the SENCO, Headteacher, and site staff, ensuring compliance with statutory duties and alignment with the Equality Act 2010.

SEND Funding and Impact

SEND funding is allocated to secure high-quality provision, assistive technology, and staff training.

Headline Spend Categories (2024-2025)

1. Safe, inclusive learning environments and accessibility upgrades.
4. Whole-school refurbishment for accessibility and neurodiversity friendly.
5. Specialist equipment: ergonomic pens, iPads, laptops, dyslexia keyboards, ear defenders, fidget tools, coloured overlays etc.

6. Resources for interventions such as Sensory Circuits.
7. Staff CPD in inclusive practice, adaptive teaching, assistive technology, and communication.

Summary of Impact (2024-2025)

- Improved sensory regulation and wellbeing.
- Increased independence and engagement.
- Greater inclusion and participation in all learning and enrichment activities.
- Enhanced staff confidence in inclusive practice.

Review and Compliance

This SEND Information Report is reviewed annually by the SENCO, Academy Governors, and Three Spires Trust.

It complies with the SEND Code of Practice (2015) paragraphs 6.79-6.83, SEND Regulations (2014) Schedule 1,

Children and Families Act (2014) Section 69, and Equality Act (2010).

Next review: September 2026.