

Larkspur SEND School Report

This document outlines the SEND Information School Report and Larkspur Primary School Special Educational Needs and Disability (SEND) Policy 2024

SEND information Report 2024

Introduction

At Larkspur Primary School we strive to support all children to enable them to achieve at school. In order to do this, many steps are taken to support them through their learning journey. For some children there are occasions when further additional support may be needed to help them to make the best possible progress in school.

The four broad 'areas of need' are:

- Communication and language
- Cognition and Learning, Social
- Social, Emotional and Mental Health Difficulties
- Sensory and Physical Needs.

What is the Local Offer?

The LA Local Offer

Local Authorities and schools are required to publish and keep under review information about services they expect to be available for the children and young people with Special Educational Needs (SEND) aged 0-25. This is the 'Local Offer'.

The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area.

Gateshead's Local Offer can be found online at:

<https://gateshead-localoffer.org/>

The School SEND Information Report

This utilizes the LA Local Offer to meet the needs of SEND pupils as determined by school policy, and the provision that the school is able to meet.

If your child has Special Educational Needs, what can Larkspur Primary School offer you?

We embrace the fact that every child is different, and, therefore, the educational needs of every child are different; this is certainly the case for children with Special Educational Needs.

Below are some questions you may have about SEND provision at Larkspur primary School.

Who are the best people in school to talk to about my child's difficulties/Special Educational Needs or Disability (SEND)?

The class teacher

Responsible for:

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be targeted work or additional support) and letting the Special Education Needs/Disabilities Co-ordinator (SENCo) know as necessary.
- Writing SEND report learning plans (assess, plan, do, review, process) - sharing and reviewing these with parents at least once each term and planning for the next term.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.
- Every teacher is a teacher of children with special education needs – the school takes a single graduated approach.

The SENCo: Mrs C Anderson

Responsible for:

- Developing and reviewing the school's SEN policy.
- Co-ordinating all the support for children with special educational needs or disabilities (SEND)
- Ensuring that you are
 - i) Involved in supporting your child's learning
 - ii) Kept informed about the support your child is getting
 - iii) Involved in reviewing how they are doing.
- Liaising with all the other people who may be coming in to school to help support your child's learning, e.g. Speech and Language Therapy, Educational Psychology.
- Updating the school's SEND register (a system for ensuring that all the SEND needs of pupils in this school are known) and making sure that records of your child's progress and needs are kept.
- Providing specialist support for teachers and support staff in the school, so that they can help children with SEND in the school to achieve the best progress possible.

Mrs Anderson is also the EAL (English as an additional language) Designated Teacher and Senior Mental Health Lead and works alongside Ms C Bowden, Larkspur's Family Support Worker, who support pupils and their families with attendance, medical, emotional and social concerns.

The Family Support Worker: Ms C Bowden

Responsible for:

- Providing guidance and advice to families who are experiencing difficulties at home
- Helping children who are in need of emotional support by providing nurture groups and 1:1 interventions
- Sharing information with the Inclusion Team

The Head teacher: Mrs K Anglesea

Responsible for:

- The day-to-day management of all aspects of the school; this includes the support for children with SEND.
- The Head teacher will give responsibility to the SENCo and class teachers, but is still responsible for ensuring that your child's needs are met.
- The Head teacher must make sure that the Governing Body is kept up to date about issues relating to SEND.

The SEN Governor: Mrs J Suthren

Responsible for:

- Making sure that the necessary support is given for any child with SEND who attends the school.
- Mrs Suthren meets periodically with Mrs Anderson to discuss provision developments and how best to improve the service. This information is fed back to School Governors.
- The Head Teacher decides on the deployment of resources for Special Educational Needs and Disabilities, in consultation with the school governors on the basis of needs in the school.

Teaching Assistants: Mrs J Slater, Mrs N Dixon, Mrs K Bunn, Miss I Wilding, Mrs S Cleverly, Mrs J Reed, Miss C Ward, Miss A Dodds, Miss J Jenkins and Mrs R Bell

Teaching Assistants work with the class teacher to identify areas of support for pupils with SEND. They:

- Support pupils to access the curriculum.
- Help with the implementation of differentiation/adaptation and specialist support strategies in the classroom.
- Keep pupils focused on learning activities during lessons.
- Attend all training opportunities related to SEND and differentiation.

- Are both classroom based and deliver short term interventions such as maths catch-up, Talk Boost and phonic support.
- Help pupils to develop effective ways of becoming independent learners.

How does Larkspur Primary School know if children need extra help?

We know when pupils need help if:

- Concerns are raised by parents/carers, teachers or the child
- Limited progress is being made
- There is a change in the pupil's behaviour or progress

How will I know how Larkspur Primary School will support my child?

- Early identification of special educational needs.
- A SEND support learning plan will be written and agreed by the parents, pupil, teacher and SENCo. This will consist of two or three manageable actions which will be reviewed termly.
- Each pupil's educational provision will be planned by the class teacher. It will be differentiated/adapted accordingly to suit the pupil's individual needs. This may include additional general support by the teacher or teaching assistant in class.
- If a pupil has needs related to more specific areas of their education, such as spelling, handwriting, numeracy and literacy skills etc. then the pupil will be placed in a small focus group. This will be run by the teacher or teaching assistant. The length of time of this intervention will vary according to need, but will be reviewed to find out if it has been effective and decide where to go next.
- Parents and pupils will be asked for their views and opinions via a questionnaire or meeting during/following the intervention.
- Mrs Anderson receives regular updates from class teachers about the progress of pupils.
- A pupil may need more expert support from an outside agency. The school or parent can make a referral. The school will support the practitioners involved where possible.

How will the curriculum be matched to my child's needs?

Class teacher input, via excellent targeted classroom teaching (Quality First Teaching).

For your child this would mean:

- That the teacher has the highest possible expectations for your child and all pupils in their class.

- That all teaching is built on what your child already knows, can do and can understand.
- That different ways of teaching are in place, so that your child is fully involved in learning in class. This may involve things like using more practical learning.
- That specific strategies (which may be suggested by the SENCo) are in place to support your child to learn.
- Your child's teacher will have carefully checked on your child's progress and will have decided that your child has a gap or gaps in their understanding/learning and needs some extra support to help them make the best possible progress.
- Specialist equipment is provided to make classroom life easier, such as concentration cushions, tangle toys, writing aids and some pupils have laptops for personal use.
- Larkspur Primary School offers lunchtime clubs for pupils.

Specific group work

Intervention which may be:

- Run in the classroom or a group room.
- Run by a teacher or a teaching assistant (TA).
- Specialist groups run by outside agencies, e.g. Speech and Language therapy

This means a pupil has been identified by the SENCo/Inclusion Manager/class teacher as needing some extra specialist support in school from a professional outside the school. This may be from:

- Local Authority central services, such as HINT
- Outside agencies such as the Education Psychology Service (EPS).

What could happen:

You will be asked to give your permission for the school to refer your child to a specialist professional, e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and you to understand your child's particular needs better and be able to support them more effectively in school.

The specialist professional will work with your child to understand their needs and make recommendations as to the ways your child is given support.

[What is an EHCP?](#)

Specified Individual Support

This type of support is available for children whose learning needs are severe, complex and lifelong.

This is usually provided via a Statement of Special Educational Needs or an Education, Health and Care Plan (EHCP). This means your child will have been identified by professionals as needing a particularly high level of individual or small-group teaching.

This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups.

For your child this would mean:

- The school (or you) can request that Local Authority Services carry out a statutory assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child.
- After the request has been made to a panel of professionals (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case, they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the current support.
- After the reports have all been sent in, the panel of professionals will decide if your child's needs are severe, complex and lifelong. If this is the case, they will write a Statement of Special Educational Needs or an Education Health Care Plan (EHCP). If this is not the case, they will ask the school to continue with the current level of support and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.
- The Statement or EHC Plan will outline the number of hours of individual/small group support your child will need and what strategies must be put in place. It will also have long- and short-term goals for your child.
- An additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child.

[How will my child's progress be measured?](#)

Your child's progress will be continually monitored by his/her class teacher.

The Senior Leadership Team also monitors progress and achievement.

Larkspur's assessment tool shows your child's attainment in detail – breaking learning down into smaller steps.

At the end of key stage 2 in year 6, all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and are the results that are published nationally.

Where necessary, children will have a SEND support learning plan including targets set by outside agencies specific to their needs. These are designed to accelerate learning and narrow any gaps. Progress against these targets will be reviewed regularly, evidence for judgements assessed and a future plan made.

The progress of children with a statement of SEND/EHC Plan will be formally reviewed at an Annual Review with all adults involved with the child's education. The school holds interim reviews in between the Annual Review or at the request of parents.

The SENCo will also check that your child is making good progress within any individual work and in any group that they take part in.

Regular book scrutinies and lesson observations will be carried out by the SENCo, other members of the Senior Management Team and subject co-ordinators to ensure that the needs of all children are met and that the quality of teaching and learning is high.

[How will I know how my child is doing?](#)

You will be able to discuss your child's progress at Parents' Evening.

Appointments can be made at the school office if you wish to speak in more detail with the class teacher and/or SENCo. Mrs Anderson is available for meetings on a Friday.

Your child's SEND support learning plan will give you some information about how your child is achieving and progressing. We will have termly SEND reviews which parents are invited to.

The parents, SENCo, class teacher and all other professionals involved will meet termly.

[How will you help me to support my child's learning?](#)

The class teacher may suggest ways of how you can support your child.

The SENCo can support you also and may have strategies you can use.

If outside agencies have been involved with your child; they often provide recommendations for both home and school.

Occasionally, the school runs workshops for parents to help you support your child with literacy, numeracy and science.

Parents play an active part in school life and are always welcome to be a volunteer in school.

What support will there be for my child's overall well-being?

Pastoral and emotional support is provided through:

- Our Family Support Worker, Ms C Bowden will work alongside children experiencing difficulties in school, and with parents providing parenting skills workshops.
- Drop-in sessions at lunchtime with Ms Bowden providing an opportunity to talk.
- Larkspur Den is available for children to access during the lunch time period for children that are dysregulated or feel they are struggling outside.
- The services of the Emotional Wellbeing Team (4 key areas of support: Emotional Resilience and Well-being; School Refusal; Bereavement and Loss; Transition Support)
- Transition/transfer programmes (Nursery-Reception, KS1 – KS2, Year 6-Y7) are in place for all pupils, but are personalised for SEN pupils.
- A range of lunchtime clubs are available for children who find lunchtimes a challenge.
- All adults in school have training in Child Protection and Abuse Awareness; this training is updated every three years.
- A Nurture Group runs when required to support the self-esteem and confidence of pupils.
- Other programmes including THRIVE, Theraplay, Relax Kids, The Big Red Bus and The Circle of Friends are used as appropriate.

Pupils with medical needs

If a pupil has a medical need than a Care Plan is compiled by the School Nurse in consultation with parents/carers.

Staff receive EpiPen training if the need arises.

A number of Supervisory Assistants, teachers and Teaching Assistants have regular First Aid Training and Paediatric First Aid Training.

The SENCo is able to access specialist services – see below.

What specialist services and expertise are available to the school?

Family Support Worker

School based Senior Mental Health Lead

Educational Psychologist

Virtual School (for LAC children)

HINT (High Incidence Needs Team)

LINT (Low Incidence Needs Team)

EYAIT (Early Years Assessment and Intervention Team)

Area SENCo

EMTAS (Ethnic Minorities & Travellers Achievement Service)

School Nurse (Reception upwards)/Health Visitor (Nursery pupils)

Speech and Language Therapists

Occupational Therapy

Physiotherapy

Social Services

Children and Young People's Services

Emotional wellbeing team

Primary Mental Health Workers - Counsellors

SEN Team from local secondary school (personalised transition programmes Y6-Y7)

Family Outreach Workers (children 0-4 years)

Children and Young People's Well-Being Panel

Paediatric Services

An Educational Psychologist is allocated to each school. He/she works directly with pupils whose needs are quite considerable and have not responded well to the interventions put in place for them. The psychologist will meet with parents first and give feedback after assessing the child. The psychologist will offer advice to the school and to parents/carers on how best to support the pupil in order to take learning forward.

[What training have the staff supporting children with SEND had?](#)

Teachers and TAs have had training on ADHD, ASD, Child Protection Awareness and behaviour management.

A number of TAs have worked 1:1 with the Educational Psychology Teacher and the Teacher for pupils with a Specific Learning Difficulty on how to deliver a range of strategies to support literacy and numeracy needs.

HINT training on strategies to support reading and writing skills.

Whole staff training from RELAC on supporting Looked After Children in school.

We have an HLTA that is THRIVE trained.

Mrs Anderson has regular training on all matters concerned with Inclusion (for example, Child Protection and Safeguarding, SENCO Conferences and EAL Designated Teacher Training). She also attends a number of network groups: SENCo, Inclusion and Behaviour.

How will my child be included in activities outside the classroom including school trips?

Activities and school trips are available to all.

Risk assessments are carried out and procedures are put in place to enable all children to participate.

However, if it is deemed that an intensive level of 1:1 support is required a parent or carer may be asked to accompany their child during the activity.

How accessible is the school environment?

As a school we are happy to discuss individual access requirements.

There is a disabled toilet. The school is all on one level and there are wide doors for access in and around the building.

How will the school prepare and support my child when joining Larkspur Primary School or transferring to a new school?

We recognise that transitions can be difficult for a child with SEND, and we take steps to ensure that any transition is as smooth as possible.

If your child is joining us from another school:

Your child will be able to visit our school and stay for a taster session, if this is appropriate.

The SENCo will liaise with the previous school in preparation for transfer.

If your child is moving to another school:

We will contact the school SENCo and ensure he/she knows about any special arrangements or support that need to be made for your child. Where possible, a planning meeting will take place with the SENCo from the new school.

We will make sure that all records about your child are passed on as soon as possible.

When moving classes in school:

Information will be passed on to the new class teacher in advance and in most cases a planning meeting will take place with the new teacher. SEND support Learning Plans will be shared with the new teacher.

In Year 6:

The SENCo will discuss the specific needs of your child with the SENCo of the child's secondary school. In most cases, a transition review meeting to which you will be invited will take place with the SENCo from the new school.

Your child will participate in focused learning relating to aspects of transition, to support their understanding of the changes ahead.

Where possible, your child will visit their new school on several occasions, and in some cases staff from the new school will visit your child in this school.

The Family Support Worker may work with your child in the last term in primary school to prepare for transition.

How are the school's resources allocated and matched to children's special educational needs?

The school budgets include money for supporting children with SEND.

The Head Teacher decides on the deployment of resources for Special Educational Needs and Disabilities, in consultation with the school governors on the basis of needs in the school.

The SEND budget is allocated for each financial year. The money is used to provide additional support or resources dependent on an individual's needs. The SENCo holds a small budget for aids/resources and some CPD.

Pupil Premium was introduced in 2011 and is allocated to schools for pupils who have been registered for free school meals (FSM) and at any point in the last 6 years. Schools also receive funding for Looked After Children.

During examinations SEN pupils may qualify for extra time, someone to write or read for them or have rest breaks.

How is the decision made about how much support my child will receive?

These decisions are made in consultation with the parent, SENCo, Head Teacher and class teacher. Some decisions are informed by advice from outside agency recommendations and termly tracking of pupil progress.

What are the SEND Thresholds?

The Gateshead SEND Thresholds are a breakdown of the levels of need a child or young person (CYP) may experience. The Thresholds progress from 1 to a maximum of 7 - the higher the Threshold, the higher the level of need and, therefore, the higher the level of intervention required, possibly from a range of services.

They are intended to enable people to make both an accurate identification of needs based on the presentation of the CYP and, crucially, an identification of appropriate types of specialist provision.

They are NOT a tick list. They are a basis for collaboration between school, CYP, parents/carers and services to form an accurate and full picture of a CYP's level of need. This is then used to identify appropriate and realistic support.

Larkspur Community Primary School have now implemented the use of the SEND Thresholds to support pupils.

How will I be involved in discussions about and planning for my child's education?

All parents are encouraged to contribute to their child's education.

This may be through:

- Discussions with the class teacher
- Parents' Evening
- Discussions and meetings with Mrs Anderson and other professionals
- Parents are encouraged to contribute and/or comment upon their child's SEND support Learning Plan
- Every spring, a SEN questionnaire is sent out to parents of SEN pupils which invites comments and opinions on how best to improve the provision at Larkspur Primary School
- Parents and pupils are invited to complete feedback questionnaires about intervention programmes

Who can I contact for further information?

If you wish to discuss your child's educational needs or are unhappy about something regarding your child's schooling, please contact the school office to arrange a meeting with the Head Teacher, class teacher or the SENCo.

Larkspur Primary School Special Educational Needs and Disability (SEND) Policy

Date: November 2024

Review: November 2025

Mrs C Anderson SENCo