

Larkspur Community Primary School

SEND Policy



Updated November 2025

Next review date: November 2026

Special Educational Needs and Disabilities Policy

Rationale

At Larkspur Community Primary School, we are committed to meeting the special educational needs of all pupils. We are passionate about the teaching and learning of all children at our school, and have high aspirations for each pupil. We pride ourselves on being a vital pillar in our community, and celebrate inclusion in all its forms.

All pupils are entitled to a broad, balanced, relevant and adapted curriculum throughout our EYFS, KS1 and KS2 provision. The school will ensure these entitlements are met by enabling appropriate access to the whole curriculum for all pupils. Pupils identified as having special educational needs will be supported at school level with a quality first teaching approach to learning, support from our local authority and private professionals who can support specific special educational needs or through an Education, Health and Care Plan (EHCP). We endeavour to ensure that all pupils identified as having a special educational need will, at appropriate intervals, be assessed, reviewed and listened to, in complete conjunction with parents/carers and other professionals. Provision for pupils with special educational needs will be met within the mainstream curriculum. As and where necessary, such provision will be supplemented by additional learning support and intervention, paying attention to the pupils' individual needs and barriers to learning and environmental changes in order to suit the needs of all of our pupils.

The school will support teachers and teaching assistants by ensuring the provision of appropriate time, resources and in-service training, thus empowering adults working with children with special educational needs.

As a school, we will seek to form effective partnerships with parents/carers of children with special educational needs, ensuring they are informed and involved in the full decision-making process throughout their children's education.

Compliance

Our SEND policy complies with the statutory requirement set out in the SEND Code of Practice 0-25 (2014) and has been written with reference to the following guidance documents:

- Equality Act 2010: advice for schools DfE (February 2013)
- SEND Code of Practice 0 – 25 (2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting Pupils at School with Medical Conditions (April 2014)
- The National Curriculum in England, Key Stages 1 & 2 (September 2014)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards (2021)

Larkspur Primary School will seek to work in conjunction with Gateshead Council, Education Gateshead and Gateshead Local Authority, ensuring all support is accessed and all statutory requirements are met.

Section 1

All children and individuals have varying needs throughout their time at Larkspur Community Primary School. All adults working in school recognise that each child is different. Every pupil has different strengths, abilities and weaknesses, which need to be adequately addressed by the whole school community. In line with the SEND Code of Practice 0 – 25 (2014), class teachers are responsible for the learning and progress of all children. The school's SENDCO supports teachers, teaching assistants and pupils with additional provision, assessments and strategies to ensure all pupils make progress.

All children must be afforded the opportunity to participate in a broad, balanced and creative curriculum, including the National Curriculum, and in all activities of the school. The National Curriculum helps teachers at Larkspur Primary School by providing a starting point for planning a school curriculum that meets the needs of individuals and groups of pupils. Where appropriate, special arrangements will be made for those children with specific needs, that may impede the pace and accuracy of their progress. Those who have been identified as having additional needs will be encouraged to develop their strengths, take responsibility and be helped to become independent learners to the best of their ability. All children at Larkspur are supported in becoming lifelong learners and all staff encourage pupils to set high expectations for themselves including high aspirations for their futures within the community.

Larkspur Community Primary School's SEND Policy includes children who are working significantly below age-related expectations. Where this is the case, parents will be actively involved and informed in the decision making process when going through the process of attaining an Education Health and Care Plan (EHCP) or any professional support within school.

We will make arrangements to support pupils with medical conditions. We will ensure that an Individual Health Care plan is in place and deliver co-ordinated provision for those pupils.

Section 2 – Principles and Objectives

All those in employment at Larkspur Community Primary School have a responsibility to encourage excellent SEND practice across the curriculum and wider school life. This is for the benefit of all pupils, parents and carers. To encourage excellent and inclusive practice, we are committed to the following principles:

- To ensure that all pupils' needs are identified, assessed and met;
- To ensure all staff are aware of disability equality and support positive outcomes for all pupils;
- To provide flexible, sensitive and accurate support for pupil learning that seeks to cater for pupils' short and long term needs;
- To ensure that teaching staff are aware of pupil's needs, therefore enabling them to plan and deliver inspiring and appropriate classroom experiences;
- To guide teaching staff toward accurate and relevant resources to support teaching and learning;
- To liaise with other agencies, e.g. HINT, Educational Psychologists, Early Years Intervention Team, Health and Social Care, etc. This will enable school to provide more specialist support to children with additional needs;
- To accurately assess and monitor the progress of all pupils in our school;
- To provide appropriate support and in-service training for all staff and to value their development as teaching professionals.
- To inform, value and inform the Governing Body about SEND issues across Larkspur Community Primary School.

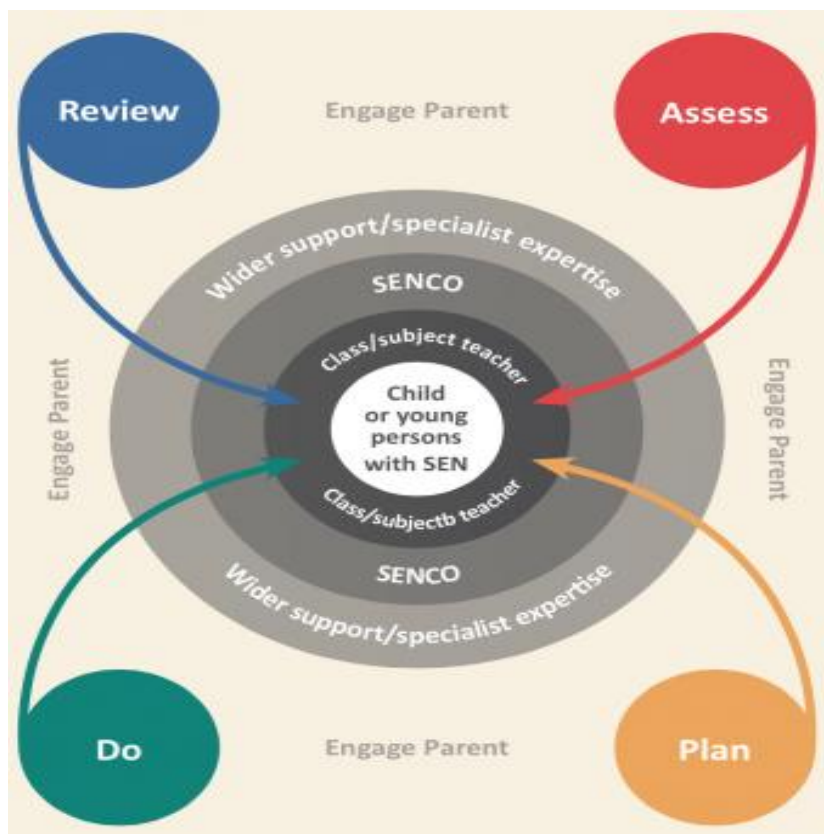
- To ensure children with special educational needs are given equality of opportunity and form part of the school decision making process through membership of the School Council.

Section 3 – Identification of Need

The needs of all individuals and groups will be met by:

- Setting suitable and inspiring learning challenges with a broad, balanced and creative curriculum, for all children.
- Responding to pupils' diverse learning needs.
- Overcoming barriers to learning and assessment for individuals and groups of pupils.
- Listening and engaging with pupils in order to develop strengths within the curriculum and to support weaknesses or barriers within children's learning.
- Class teachers, teaching assistants and support staff meeting with the SENDCo on a regular basis to discuss progress, outcomes for pupils, SEND issues within the classroom and wider community and support advice.

The school will use a graduated response, as recommended in the SEND Code of Practice 0 – 25 (2014) as follows:



Using Arbor, individual education plans (for specific learners) and other assessment systems within the classroom (AFL), conversations with parents/carers and work found within books, the SENDCo and class teachers will meet half termly to discuss the provision needs of the pupils in their class. Through considering the academic, social, behavioural and emotional progress of each child, the school seeks to value the whole person's development, measuring not only academic achievement and attainment – but valuing skills which enable children to be highly successful members of society.

Where these meetings identify children making less than expected progress for their age and individual circumstances, "characterised by progress which:

1. Is significantly slower than that of their peers starting from the same baseline
2. Fails to match or better the child's previous rate of progress
3. Fails to close the attainment gap between the child and their peers
4. Widens the attainment gap"

(SEND Code of Practice 0 – 25, 2014, p95)

The SENDCo and class teacher will consider wider support/specialist expertise regardless of whether a child is deemed to have a special educational need. Such support will be sought if parents have concerns, class teachers highlight barriers for learning or progress is deemed slower by phase leaders.

As referenced in the SEND Code of Practice 0 – 25 (2014), a child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A pupil will be deemed to have Special Educational Needs, 'where their learning difficulty calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.' (SEND Code of Practice 0 – 25, 2014, p94). A pupil's Special Educational Need will be identified in discussion with parents and, where appropriate, with pupils.

At Larkspur Community Primary School, we will endeavour to identify pupils with SEND at an early age in their education. We recognise however, that some pupils' needs will only become apparent as they further develop whilst at our school. With this in mind, we have developed rigorous systems to identify children in all year groups – affording teachers a clear and consistent process to refer children for whom they have concerns about. This is a continuous cycle that includes, child, teacher and parent/carer.

Where a pupil is identified as having a Special Educational Need of Disability, their needs will be categorised as per the SEND Code of Practice 0 – 25 (2014) into the following four categories:

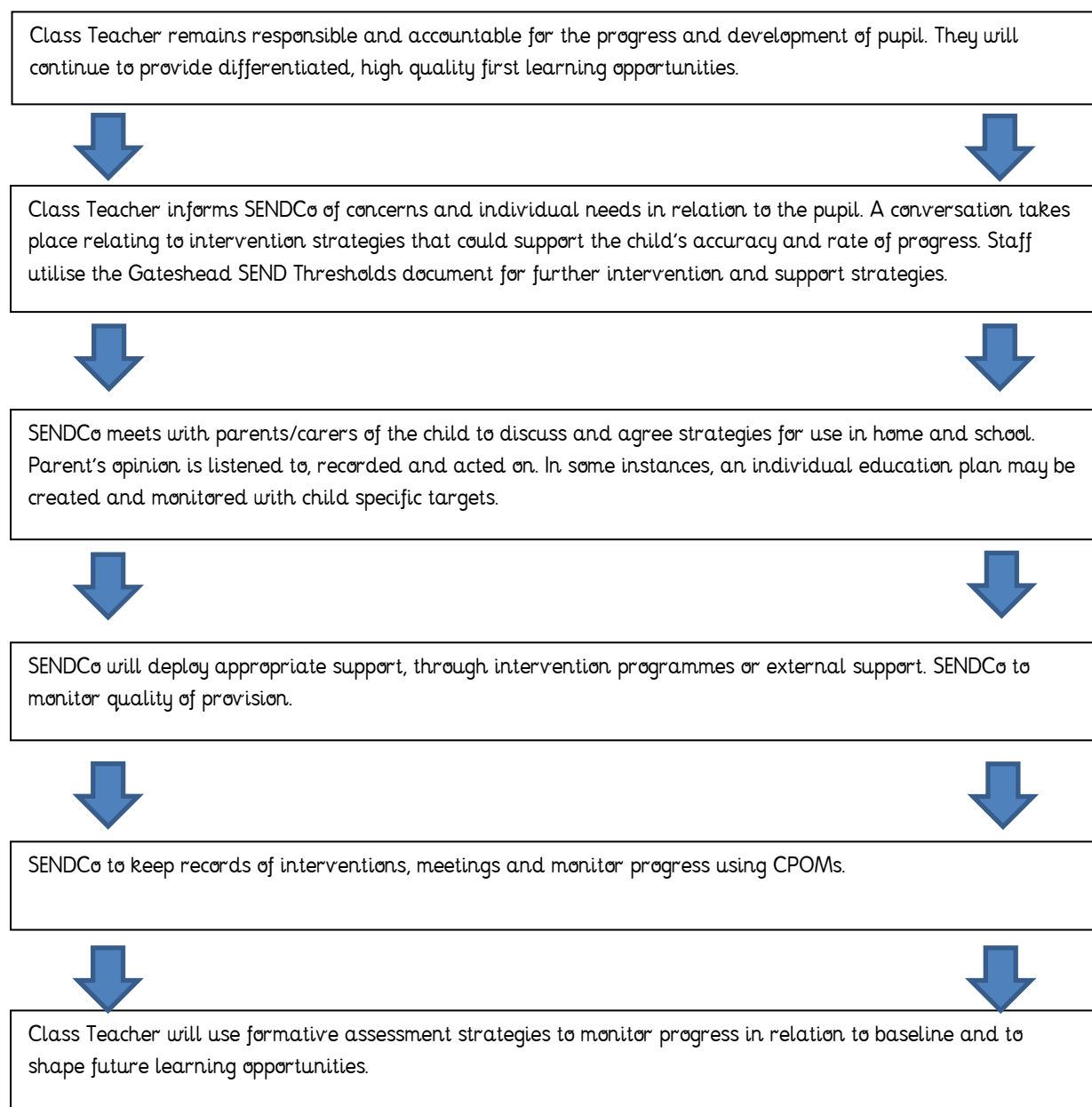
- Speech, Language, Communication and Interaction
- (Complex Social Communication)
- Cognition and Learning
- Social, Mental and Emotional Health
- Sensory/Physical

Larkspur Community Primary School recognises that some pupils' progress and attainment is affected by factors other than a Special Educational Need. For example:

- Having English as an Additional Language,
- Being a Looked After Child,
- Their health and welfare,
- Their attendance and punctuality,
- Various barriers around the topic of social inclusion.

Section 4 – The Graduated Approach to SEND Support

The school uses the **Assess – Plan – Do – Review** model outlined in the SEND Code of Practice 0 – 25 (2014). Where a child has been identified as having SEND, support will be allocated as follows:



Following meetings with teaching staff and the analysis of data on Arbor, outcomes of individual education plan targets, and EHCP targets the SENDCo and class teacher will discuss the success and impact of interventions. Adjustments and adaptations will be made where needed to ensure cost effectiveness, pupil welfare and academic progress the most efficient they can be.

When advice from external agencies is required, the SENDCo will meet with class teacher and the pupils' parent/carer to discuss options, thus ensuring parents/carers are at the centre of the decision-making process for their child. A CAF will also be raised where assessment for Early Years and Interventions Team, is needed.

If an EHCP is required parents/carers, pupils, SENDCo, class teachers and other teaching staff and professionals are all required to discuss and agree on the referral. Furthermore, specialists, professionals, education and health are all required to evidence why a child would benefit from an EHCP in the form of a written report.

Every intervention begins with an entry assessment and concludes with an exit assessment, allowing direct comparison. This enables the SENDCo and class teachers to measure the impact of interventions on the progress of the child. Data is compiled and passed on to phase leaders and class teachers at pupil progress meetings which are attended by the head teacher, phase leaders, class teacher and SENDCo.

The SENDCo will seek to involve and include the governing body when analysing and presenting data, ensuring the effective management and provision of SEND at Larkspur Community Primary School. The SENDCo will provide quantifiable information about the success and impact of the SEND allocation.

Section 5 – Managing Pupils Needs on the SEND register

The SENDCo will keep an up-to-date list of pupils who are deemed to have SEND on a Special Educational Needs Register that is available to view readily by teaching staff across the school. Pupils included on the SEND Register are those considered by the Head Teacher and SENDCo to need high levels of specialist intervention – likely following a diagnosis/report from an external professional.

All pupils included on the SEND Register will also be categorised by the level of support received: either SEN Support or an Educational Health and Care Plan (EHCP). Pupils will all be assessed against the Gateshead SEND Thresholds.

Where a pupil has been identified as having complex SEND and requires additional provision which exceeds the cost of £6000 (payable from the school's designated funding), the school may also consider requesting assessment for an Education Health and Care Plan (EHCP) to secure adequate additional funding. Parents may make their own request for assessment for an EHCP. Pupils with an EHCP are entitled to an annual review meeting to discuss changes made in the EHCP and actions to be taken. An annual review meeting must take place yearly but if necessary these meetings can be moved to a more appropriate time for a review.

Section 6 – Supporting Pupils and Families

Parents/Carers can find information about how the Local Authority seek to support families via the school website or by calling the Special Educational Needs and Disability Team on 0191 433 3626 or emailing at senteam@gateshead.gov.uk.

Parents and carers can also see Education Gateshead's Local Offer at: www.gateshead.gov.uk/localoffer.

Parents may also wish to read the school's SEND Information Report which is published following Governing Body Meetings annually.

At points of transition (i.e. between classes, moving from Nursery to Reception, from Year 6 to Year 7), the school affords everyone an opportunity to meet the new teacher or visit the new institution. The SENDCo is able to accompany parents looking at moving their child into a school designed to meet the needs of children with SEND. Pupils will also be offered additional visits with different tasks to complete, to help this difficult time turn into a positive experience. Furthermore, we can allocate educational psychologist time to help ease the process of transition on occasions.

Section 7 – Supporting Pupils at School with Medical Conditions

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case, the school will comply with the duties highlighted in the Equality Act of 2010.

Some children may also have SEND and may have an EHCP which brings together health and social care needs, as well as the special educational provision and the SEND Code of Practice 0 – 25 (2014) is followed.

School will always take advice from health care professionals in order to provide medical intervention and support for a pupil with long term medical conditions. Any changes to health care plans by health professionals should be shared with school and these should be followed.

Any school staff who support with pupils' medical needs must have contact details of health care professionals involved with the child. If there is a mis-understanding of health care plans or medical needs then the health care assistant/professional should be contacted immediately.

Section 8 – Monitoring and Evaluation of SEND

The Governing Body will monitor, evaluate and review the provision for pupils with SEND. The governor with a special interest in special educational needs and inclusion will meet with the SENDCO at least twice a year to consider the following success criteria:

- Any children with SEND are identified early,
- SENDCO to provide a written report to Governors,
- The wishes of the child and parent are considered,
- The effectiveness of the school in meeting all children's SEN,
- Intervention programmes are accurately delivered, measured and analysed,
- Numbers of children who move between different levels of the graduated response – especially those who catch up with age-related expectations,
- Equal access to school activities for all pupils.

The Governing Body can expect to receive a report from the named governor on the outcomes of these meetings.

The SENDCO:

- Observes and plans interventions to ensure the pace and accuracy progress of children with an area of need/SEN is good.
- Line manages teachers and teaching assistants delivering interventions across all key stages.
- Attends School Improvement Team meetings weekly to discuss issues arising and to enable whole-school planning for provision.
- Uses a working group of parents to seek opinion and discussion around the school's policy and practice surrounding pupils with SEND.
- Meets with phase leaders, class teachers and members of the Senior Leadership Team.
- Monitors the achievement of children with SEND and areas of need by working with class teachers on half-termly cycles to analyse progress.
- Informs and includes parents at each step of the decision-making process.
- Communicates with outside agencies regarding referrals.
- Participates in Pupil Progress Meetings, ensuring the progress and teaching and learning of SEN children is to a high standard.
- Provides additional training for staff members so they are able to provide a graduated approach to learning and quality first teaching is taking place.

The Head Teacher:

- Discusses and agrees the provision map.
- Monitors and compares progress and attainment of all groups.
- Line manages the SENDCO and holds to account through appraisal target setting, performance management meetings and annual reviews.
- Monitors the SEND School Action Plan.
- Sets performance management targets for the SENDCO.
- Monitors the impact with the SENDCO for the allocation of the SEN budget.
- Completes performance management for Teaching Assistants.

Section 9 – Training and Resources

Larkspur Community Primary School will allocate funds to meet the needs of pupils with special educational needs to the sum of £6000 per child. When a child requires a greater sum than £6000 per annum to meet their needs, the SENDCo will request assessment by the local authority for an EHCP.

Staff allocated to delivering and planning interventions is a highly skilled group of practitioners, with an eclectic range of experiences and qualifications. They maintain high levels of training to ensure that the quality of intervention reflects best practice.

Pupils with an EHCP are given specific staff allocation and time. Staff allocation is discussed with the SLT and experience and training is taken into consideration. Resources are widely available for all staff members after a discussion has taken place with the SENDCo.

New staff to school will have an induction meeting with the SENDCo to discuss the needs of the children throughout the school, school policy and the process of referrals.

Section 10 – Storing and Managing Information

All information is stored in a secure location on our CPOMS system relating to SEND. The head teacher, SLT members and phase leaders have access to all year group SEND documentation and incident reports. Class teachers are given access to SEND documentation specific for their year groups in order to read and update any changes that may occur throughout the year. Class teachers are able to see actions and targets set out for SEND pupils within their classrooms and should make necessary changes to their environments, teaching practices and interventions to suit the needs of these pupils.

Class teachers and teaching assistants will receive SEND registers termly in order to monitor and support pupils on these registers. This will help transition, shape planning and ensure children's needs are being met throughout the academic year.

Section 11 – Reviewing the Policy

This policy will be reviewed and agreed annually by staff and governors.

Section 12 - Complaints

Complaints under this policy fall under the school's General Complaints Procedure, which as a general rule, promotes informal resolution of difficulties before more formal procedures are required.

Where parents wish to make a complaint about the handling of a decision made by the LA, for example in a request for statutory assessment or assessment for EHCP, separate procedures apply. Advice for parents can be sought through the Parent Partnership Service.

Reviewed Date: 01/10/2025

Next Review Date: October 2026