Special educational needs (SEN) Policy 2026-2027

Learn for Life | Believe We Can | Ensure Everyone Belongs

Date	October 2026
Review date	October 2027
SENDCo	Mrs Rachel Wilkinson
SEND Governor	Mrs J Suthren
Headteacher	Mrs Katy Anglesea
SENDCo contact	Telephone: 0191 4875628 Email:Larkspurcommunityprimaryschool@gateshead.gov.uk

1. Aims and Objectives

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 every pupil. We pride ourselves on being a vital pillar within our community and celebrate inclusion in all its forms.

All pupils are entitled to a broad, balanced, relevant and adapted curriculum throughout our Early Years Foundation Stage (EYFS), Key Stage 1 and Key Stage 2 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 and Disabilities (SEND) will be supported through high-quality teaching, support from the Local Authority and other external professionals, and, where appropriate, through an Education, Health and Care Plan (EHCP). We endeavour to ensure that all pupils identified as having SEND are assessed, reviewed and listened to at appropriate intervals in partnership with parents/carers and relevant professionals.

Provision for pupils with SEND will be met within the mainstream curriculum. Where necessary, this provision will be supplemented by additional learning support and targeted interventions that address individual strengths, needs and barriers to learning.

The school will support teachers and teaching assistants by ensuring access to appropriate resources, training and professional development opportunities, enabling all staff to effectively meet the needs of pupils with SEND.

We seek to form effective partnerships with parents/carers, ensuring they are fully informed and actively involved in decisions concerning their child's education.

At Larkspur Community Primary School, we recognise the importance of preparing all pupils for future learning and life beyond school. Through our SEND provision, we seek to develop independence, communication skills, resilience, self-advocacy, confidence and emotional wellbeing, enabling pupils to participate fully in school life and make successful transitions throughout their educational journey.

Our SEND Policy Aims To:

- Support and make appropriate provision for pupils with SEND.
- Provide pupils with SEND access to all aspects of school life so they can engage alongside their peers.
- Help pupils with SEND achieve their best and fulfil their aspirations.
- Help pupils with SEND become confident individuals living fulfilling lives.
- Communicate effectively with pupils and their parents/carers and involve them in decisions about support and provision.
- Promote inclusion, equality of opportunity and positive outcomes for all pupils.

Compliance

This policy reflects the statutory SEND framework in force in England in October 2026. It has been written with reference to:

- Children and Families Act 2014
- SEND Code of Practice: 0 to 25 years (January 2015, last updated September 2024)
- Equality Act 2010
- Special Educational Needs and Disability Regulations 2014
- Supporting pupils at school with medical conditions: statutory guidance (current guidance)

Allergy safety in schools: statutory guidance (2026)

- Schools SEN Information Report Regulations (2014)
- Teachers' Standards (2021)
- Keeping Children Safe in Education
- Accessibility Plan
- Safeguarding and Child Protection Policy

Larkspur Community Primary School works in partnership with Gateshead Council, Education Gateshead and other relevant agencies to fulfil its statutory duties and secure appropriate support for pupils with SEND. The government published proposals for SEND reform in 2026; these are not treated in this policy as changes to current statutory entitlements unless and until the relevant legislation comes into force.

2. Vision and Values

At Larkspur Community Primary School, we are committed to providing all pupils with access to a broad, balanced and engaging curriculum. We believe every child deserves the opportunity to thrive, achieve their full potential and develop the knowledge, skills and confidence they need for life.

We foster an inclusive environment where every child is valued, supported and encouraged to succeed. Our provision is tailored to meet the diverse needs, strengths and abilities of all pupils, ensuring everyone can participate, progress and experience a genuine sense of belonging.

Guided by our vision to ***Learn for Life, Believe We Can, Ensure Everyone Belongs***, we are rooted in the values of love, acceptance, respect, kindness, support, positivity, understanding and resilience.

We nurture children to be ready, respectful and resilient, empowering them to embrace challenges, celebrate achievements and contribute positively to our school community.

3. Legislation and Guidance

This policy is based on the SEND Code of Practice and relevant legislation including:

- Part 3 of the Children and Families Act 2014.

- The Special Educational Needs and Disability Regulations 2014.
- Equality Act 2010.
- Public Sector Equality Duty.
- The current governance guidance applicable to maintained schools.
- School Admissions Code.

4. Inclusion and Equal Opportunities

Larkspur Community Primary School strives to create an inclusive teaching environment that offers all pupils, regardless of need or ability, a broad, balanced and challenging curriculum.

We are committed to making reasonable adjustments to teaching, the curriculum and the school environment to ensure pupils with SEND are fully included in all aspects of school life.

5. Definitions

5.1 Special Educational Needs

A pupil has SEND if they have a learning difficulty or disability that requires special educational provision to be made for them.

A pupil has a learning difficulty or disability if they:

- Have a significantly greater difficulty in learning than most others of the same age; or
- Have a disability which prevents or hinders them from making use of educational facilities generally provided for pupils of the same age in mainstream schools.

Special educational provision is educational or training provision that is additional to, or different from, that made generally available for other pupils of the same age.

5.2 Disability

A pupil is considered to have a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

The school will make reasonable adjustments to ensure disabled pupils are not placed at a substantial disadvantage.

5.3 The Four Areas of Need

SEND is grouped into four broad areas:

Communication and Interaction

Including speech, language and communication needs and Autism Spectrum Condition.

<u>Cognition and Learning</u>

- Dyslexia

- Dyscalculia
- Dyspraxia
- Moderate Learning Difficulties
- Severe Learning Difficulties
- Profound and Multiple Learning Difficulties

Social, Emotional and Mental Health

- Anxiety
- Depression
- ADHD
- Attachment difficulties
- Trauma-related difficulties

Sensory and/or Physical Needs:

- Visual impairment
- Hearing impairment
- Multi-sensory impairment
- Physical disabilities

6. Roles and Responsibilities

6.1 The SENDCo

The SENDCo is Rachel Wilkinson.

The SENDCo must be a qualified teacher, or the headteacher, working at the school and must hold, or complete within the statutory timescale, the mandatory SENCO qualification applicable to their appointment. Since 1 September 2024, the mandatory qualification for newly appointed SENCOs is the SENCO National Professional Qualification (NPQ), subject to the transitional arrangements for those who had already begun the former NASENCO qualification.

The SENDCo will:

- Coordinate SEND provision across the school.
- Liaise with parents/carers, staff and external agencies.
- Monitor the effectiveness of SEND provision.
- Maintain accurate SEND records.
- Advise on the graduated approach.
- Support staff development and training.
- Coordinate annual reviews for pupils with EHCPs.
- Contribute to strategic planning and policy development.

- Ensure statutory requirements are met.

6.2 The Governing Body

The Governing Body will:

- Ensure statutory SEND duties are fulfilled.
- Monitor SEND provision and outcomes.
- Ensure the required SEN Information Report is published on the school website and reviewed at least annually, with changes updated as soon as possible.
- Ensure pupils with SEND can participate fully in school life.
- Co-operate with Gateshead Council in reviewing and developing the Local Offer and ensure the school's SEND Information Report links clearly to it.
- Ensure suitable arrangements are in place for pupils with medical needs.

6.3 SEND Link Governor

The SEND Link Governor is Mrs Suthren.

The SEND Governor will:

- Promote awareness of SEND within the Governing Body.
- Monitor the effectiveness of provision.
- Support strategic development of SEND provision.

6.4 The Headteacher

The Headteacher has overall responsibility for SEND provision and will work alongside the SENDCo and Governors to monitor and improve outcomes for pupils with SEND.

6.5 Class Teachers

Class Teachers are responsible for:

- High-quality adaptive teaching.
- Monitoring pupil progress.
- Implementing SEND support plans.
- Working with parents/carers and the SENDCo.
- Reviewing outcomes and provision regularly.

6.6 Parents and Carers

Parents/carers are encouraged to:

- Share concerns and information.
- Participate in reviews and planning.
- Support agreed targets at home.
- Work collaboratively with the school.

6.7 Pupils

Pupils will be encouraged to:

- Share their views.
- Contribute to target setting.
- Attend review meetings where appropriate.
- Evaluate the support they receive.

7. SEND Information Report

The school publishes a SEN Information Report on its website explaining how this policy is implemented. It is reviewed and updated at least annually, and changes during the year are reflected as soon as possible.

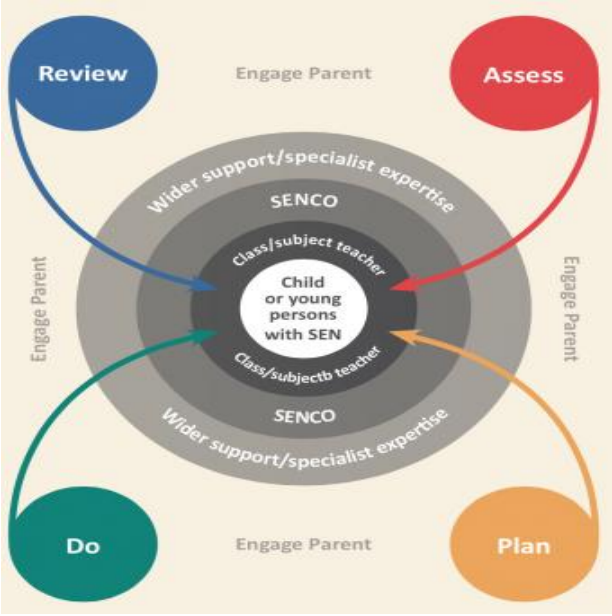
8. Our Approach to SEND Support

8.1 Identifying Pupils with SEND and Assessing Their Needs

8.2 Consulting and Involving Pupils and Parents/Carers

8.3 The Graduated Approach to SEND Support

Larkspur Community Primary School follows the Assess, Plan, Do, Review model outlined in the SEND Code of Practice.



Assess

The Class Teacher and SENDCo gather information from assessments, observations, parents/carers, pupils and external specialists where appropriate.

Plan

Outcomes, adjustments, interventions and review arrangements are agreed with parents/carers and pupils.

Do

The Class Teacher remains responsible for implementing support and monitoring progress, with support from the SENDCo and wider staff team.

Review

The effectiveness of interventions and support is evaluated against agreed outcomes and provision is adapted as necessary.

Additional Graduated Support

The Class Teacher remains responsible and accountable for the progress and development of all pupils.

Support may include:

- Adaptations to teaching and learning.
- Small-group interventions.
- Individual programmes.
- Specialist resources and equipment.
- Advice from external agencies.
- SEND Support Plans.

The SENDCo maintains records and monitors the effectiveness of provision across the school.

Parents/carers and pupils are fully involved throughout the process.

8.4 Levels of Support

SEND Support

Pupils whose needs can be met through school-based provision are recorded as receiving SEND Support.

Education, Health and Care Plans

Where, despite relevant and purposeful action to identify, assess and meet a pupil's SEN, the pupil has not made expected progress, the school and/or parents may consider requesting an Education, Health and Care needs assessment from the Local Authority. The Local Authority decides whether a statutory assessment is necessary in accordance with the Children and Families Act 2014 and the SEND Code of Practice.

8.5 Evaluating the Effectiveness of SEND Provision

The effectiveness of SEND provision is evaluated through:

- Assessment and tracking of progress.
- Provision mapping.
- Assess, Plan, Do, Review cycles.

- SENDCo monitoring.
- Termly SEND reviews.
- Annual Reviews for EHCPs.
- Feedback from pupils and parents/carers.
- Attendance and participation monitoring.
- Evaluation of specialist resources.
- Collaboration with external professionals.

Outcomes inform future planning and resource allocation.

9. Attendance

The school recognises that some pupils with SEND may face additional barriers to attendance.

Support for attendance is outlined within the school's Attendance Policy.

10. Safeguarding

Pupils with SEND may face additional safeguarding challenges.

The school is committed to ensuring all safeguarding procedures take account of the needs of pupils with SEND, as detailed in the Safeguarding and Child Protection Policy.

11. Expertise and Training of Staff

The school allocates resources according to identified need and ensures funding is used effectively to support pupils with SEND.

Where provision cannot reasonably be met through ordinarily available provision, the school may seek additional support, specialist advice or statutory assessment through the Local Authority.

Staff delivering SEND provision have a wide range of skills, experience and qualifications and engage in regular professional development.

All new staff receive SEND induction training and are informed about the needs of pupils across the school.

12. Links with External Professional Agencies

The school works with a range of external agencies including:

- Educational Psychology Service
- Speech and Language Therapy
- Occupational Therapy
- Physiotherapy

- CAMHS
- School Nursing Service
- Social Care
- Education Welfare Service
- Specialist Teaching Services
- Medical Professionals

13. Admission and Accessibility Arrangements

13.1 Admission Arrangements

Larkspur Community Primary School welcomes applications from all children, including those with SEND.

A child will not be discriminated against in admission arrangements because of disability or SEND. Pupils without an EHCP apply through the normal admissions process; where an EHCP names the school, the school must admit the child.

Where a child has an EHCP that names the school, the school must admit the child. Such admissions are dealt with through the EHCP process rather than the ordinary oversubscription process.

Oversubscription criteria are fair, transparent and non-discriminatory and do not disadvantage pupils with SEND or disabilities.

13.2 Accessibility Arrangements

The school is committed to ensuring disabled pupils are not treated less favourably than other pupils.

Preventing Less Favourable Treatment

The school promotes equality through:

- Inclusive policies and practice.
- Reasonable adjustments.
- Staff training.
- Individualised planning.
- Monitoring participation and outcomes.

Facilities, Auxiliary Aids and Support Services

The school may provide:

- Adapted learning environments.
- Specialist resources and equipment.
- Exam access arrangements.

- Personalised support.
- Auxiliary aids and services.
- Specialist professional input.

Accessibility Plan

The school's Accessibility Plan is available on the website and from the school office.

Increasing Participation in the Curriculum

- Inclusive teaching strategies.
- Adapted learning opportunities.
- Accessible educational visits and enrichment activities.

Improving the Physical Environment

The school will:

- Review accessibility of classrooms and communal areas.
- Make reasonable adjustments where necessary.
- Consider accessibility in future developments.
- Provide specialist equipment where appropriate.
- Seek expert advice regarding environmental adaptations.

Improving Access to Information

The school will:

- Provide information in alternative formats where required.
- Use appropriate communication methods.
- Ensure key information is accessible for pupils and families.

14. Complaints About SEND Provision

Concerns should initially be raised with the Class Teacher or SENDCo.

If concerns remain unresolved, complaints should be made in accordance with the school's Complaints Policy. School-Complaints-Policy.pdf

Parents/carers may also seek advice from the Gateshead SEND Information, Advice and Support Service (SENDIASS). SEND Information, Advice and Support Service (SENDIASS) - Gateshead Council

15. Monitoring and Evaluation Arrangements

15.1 Evaluating the Effectiveness of the Policy

The Governing Body, Headteacher and SENDCo will regularly monitor and evaluate the implementation and effectiveness of this policy.

Evaluation will consider:

- Early identification of SEND.
- Pupil attainment and progress.
- Impact of interventions.
- Attendance and inclusion.
- Feedback from pupils and families.
- Resource deployment.
- Compliance with statutory guidance.
- Preparation for future stages of education and life.

The Governing Body will receive regular SEND reports and use this information to support continuous improvement.

15.2 Monitoring the Policy

This policy will be reviewed annually by the SENDCo and approved by the Governing Body.

It will also be updated when legislation, guidance or local procedures change.

16. Links with Other Policies and Documents

This policy should be read alongside:

- SEND Information Report
- Local Offer
- Accessibility Plan
- Behaviour Policy
- Equality Information and Objectives
- Supporting Pupils with Medical Conditions Policy
- Attendance Policy
- Safeguarding and Child Protection Policy
- Complaints Policy

Policy Review Date: Annually
Responsible Officer: SENDCo (Rachel Wilkinson)
Approval Body: Governing Body
School: Larkspur Community Primary School