Special educational needs (SEN) information report

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

Introduction

At Larkspur Community Primary School, we are committed to ensuring that every child is valued, included and supported to achieve their best. This SEND Information Report explains how we identify and support pupils with special educational needs and disabilities (SEND), how parents/carers and pupils are involved, and where families can access further information and support.

This report should be read alongside our SEND Policy, Accessibility Plan and Gateshead Local Offer.

1. What types of SEND do we support?

Larkspur is a mainstream primary school. We provide support across the four broad areas of need identified within the SEND Code of Practice. Children may have needs across more than one area and their needs may change over time.

- **Communication and interaction:** including speech, language and communication needs and autism.
- **Cognition and learning:** including specific learning difficulties such as dyslexia, dyscalculia and dyspraxia, and moderate, severe or profound and multiple learning difficulties.
- **Social, emotional and mental health:** including needs that may be associated with anxiety, attention difficulties, attachment or trauma-related difficulties.
- **Sensory and/or physical needs:** including hearing, visual or multi-sensory impairment and physical disabilities.

2. Who leads SEND at Larkspur?

Our SENDCo is Mrs Rachel Wilkinson. The SENDCo coordinates SEND provision across the school, works with pupils, families, teachers and external professionals, monitors provision and supports staff in meeting pupils' needs. Mrs Wilkinson is new to the role of SENCO this academic year, however she has taught as a senior leader in Gateshead for over 13 years. Mrs Wilkinson has been teaching for 16 years and has worked across the whole primary age range, however has most of her experience within early years. Mrs Wilkinson is a qualified teacher.

Mrs Wilkinson is currently undertaking the National Professional Qualification (NPQ) for SENCOs.

Who is responsible for SEND?

Class teachers: provide high-quality adaptive teaching; identify emerging needs; monitor progress; implement agreed strategies and provision; and work with parents/carers, pupils and the SENDCo.

SENDCo: coordinates SEND provision; advises and supports staff; liaises with families and professionals; maintains SEND records; and monitors the effectiveness of provision.

Headteacher: has overall responsibility for SEND provision and works with the SENDCo and governors to monitor and improve provision and outcomes.

Governing Body and SEND Governor: provide strategic oversight and monitor the effectiveness of SEND provision.

3. How do we identify and assess SEND?

Children's needs may be identified through:

- teacher assessment and observation
- progress and attainment information
- discussion with parents/carers
- pupil views

- information from previous settings
- assessment of interventions and support
- advice or assessment from external professionals where appropriate

Where concerns arise, the class teacher will discuss these with the SENDCo and parents/carers. Slower progress does not automatically mean that a child has SEND. Appropriate assessment and support help us understand the individual child's strengths, barriers and needs.

4. What happens if my child needs SEN support?

Where a pupil requires special educational provision, the school will work in partnership with parents/carers and the pupil to identify:

- the child's strengths and needs
- appropriate outcomes
- adjustments and provision
- support or interventions required
- how progress will be monitored
- when provision will be reviewed

Where appropriate, a SEND Support Plan will record agreed outcomes and provision.

Larkspur uses the Gateshead SEND Thresholds to support the identification and assessment of pupils' needs and to help plan appropriate provision. The thresholds provide a shared framework across the four broad areas of SEND and support discussion between school, families and other professionals about a child's needs, the support already in place and appropriate next steps. They are used alongside the school's graduated Assess, Plan, Do, Review approach. Decisions about provision are always based on the individual pupil's assessed needs and the impact of support already provided.

5. How does the graduated approach work?

Larkspur follows the four-part Assess, Plan, Do, Review cycle.

Assess: We identify the pupil's strengths, needs and barriers to learning, drawing on information from the pupil, family, teachers and relevant professionals.

Plan: We agree outcomes and decide what adaptations, interventions or additional provision will be put in place, together with review arrangements.

Do: The class teacher remains responsible for the pupil's learning and progress, supported by the SENDCo, teaching assistants and other professionals as appropriate.

Review: We review progress and evaluate the effectiveness of provision. Support is continued, adapted, reduced or increased in response to the child's needs.

6. How will teaching and the curriculum be adapted?

High-quality adaptive teaching is the first response to pupils' needs. All pupils will have access to a broad and balanced curriculum. Depending on individual need, adaptations may include:

- breaking learning into smaller steps
- additional modelling and scaffolding
- pre-teaching vocabulary or concepts
- additional processing time

- visual supports
- adapted resources
- assistive technology or specialist equipment
- individual or small-group support where appropriate
- targeted interventions
- advice and strategies recommended by specialists

7. What additional support might my child receive?

Support will depend on individual need and may include:

- targeted classroom support
- small-group intervention
- individual programmes
- speech and language programmes
- phonics or literacy support
- mathematics support
- social, emotional or communication support
- specialist resources or equipment
- advice or involvement from external professionals

Important
Support is based on identified need rather than diagnosis alone. Provision is reviewed and adapted through the graduated approach.

8. How will we know whether the support is working?

We evaluate SEND provision through:

- progress towards agreed outcomes
- assessment information
- review of SEND Support Plans
- impact of interventions
- pupil and parent/carer views
- SENDCo monitoring and provision mapping
- attendance and participation
- advice from external professionals where appropriate
- statutory Annual Reviews for pupils with EHCPs

Provision will be adjusted where it is not achieving the intended outcomes.

9. How are parents and carers involved?

We recognise parents and carers as important partners in their child's education. Parents/carers will be involved in identifying needs, planning outcomes and provision, and reviewing progress. They will be provided with information about support and encouraged to contribute their views.

For pupils receiving SEN support, the class teacher will meet parents/carers regularly, with a minimum of three opportunities across the academic year to review outcomes, progress and provision. Parents/carers may contact the class teacher or SENDCo if concerns arise between reviews.

10. How are pupils involved?

Children's views are central to SEND provision. We will support pupils, according to their age and needs, to:

- express their views
- identify what helps them learn
- contribute towards outcomes
- participate in review meetings where appropriate
- evaluate the support they receive
- develop independence and self-advocacy

11. How do we support inclusion, wellbeing and participation?

We aim for pupils with SEND to participate fully in school life alongside their peers. This includes curriculum activities, educational visits, residential experiences, clubs and enrichment, pupil leadership opportunities, and pastoral and wellbeing support. Reasonable adjustments will be considered to remove barriers to participation.

Pastoral support may include additional opportunities to develop communication, friendships, emotional regulation and social skills. Where needed, the school will seek appropriate advice or support from relevant external services. Bullying concerns are addressed through the school's behaviour, safeguarding and anti-bullying arrangements.

12. What expertise and specialist support is available?

Our staff undertake SEND professional development appropriate to the needs of pupils within the school. New staff receive SEND induction and staff are supported by the SENDCo to understand the needs of pupils and the provision required.

Where appropriate, the school may work with external professionals and services including:

- Educational Psychology Service
- Speech and Language Therapy
- Occupational Therapy
- Physiotherapy
- specialist teaching services, including HINT and LINT
- School Nursing Service
- medical professionals
- Children and Young People's services
- Early Help and Social Care
- relevant early-years services

SEND staff development 2026-2027

Staff receive ongoing SEND training according to the needs of pupils within the school. Training and professional development are identified through SENDCo monitoring, staff development priorities and advice from external professionals. Where specialist expertise is required, the school seeks advice, training and support from appropriate external services.

13. How are resources, equipment and additional provision secured?

The school allocates resources according to pupils' identified needs. This may include adapted resources, specialist equipment, additional adult support, staff training, specialist professional advice and targeted interventions.

Where a pupil requires provision that cannot reasonably be met through ordinarily available provision, the school may work with the Local Authority and other professionals to explore further support, additional funding or statutory assessment in accordance with current local arrangements.

14. How do we support pupils moving between classes or schools?

Transitions are planned according to the individual needs of the pupil. Support may include:

- enhanced transition arrangements
- additional visits
- sharing relevant SEND information
- meetings between school staff and SENDCos
- pupil and parent/carer involvement
- transition resources
- liaison with external professionals

For Year 6 pupils, the school works with receiving secondary schools to support a successful transition. We also plan carefully for transitions between year groups and into Larkspur from early-years or other settings. From the earliest years, we support pupils with SEND to develop the communication, independence, confidence, resilience and self-advocacy skills that will help prepare them for future learning and adulthood.

15. What is an Education, Health and Care Plan (EHCP)?

Most pupils with SEND have their needs met through high-quality teaching and SEN Support. Where it is considered that a pupil may require provision through an EHC plan, the school and/or parents/carers may request an Education, Health and Care needs assessment from the Local Authority.

The Local Authority is responsible for deciding whether an assessment is necessary and, following assessment, whether an EHC plan should be issued. Where a pupil has an EHCP, the school will deliver the educational provision specified within the plan and the EHCP will be reviewed formally through the Annual Review process.

16. What support is in place for looked-after and previously looked-after children with SEND?

Looked-after and previously looked-after children with SEND receive support through the same graduated approach. Where a looked-after child has a Personal Education Plan (PEP), the school will ensure that the PEP, SEND Support Plan and any EHCP are aligned so that provision and outcomes are coherent.

17. What happens if I have a concern or complaint?

We encourage families to raise concerns as early as possible. Parents/carers should normally contact the child's class teacher or SENDCo in the first instance. If concerns remain unresolved, the Headteacher may be contacted and formal complaints will be addressed through the school's Complaints Policy.

Parents/carers may also seek independent information, advice and support through Gateshead SENDIASS. Information about disagreement resolution, mediation and SEND Tribunal routes is available through the relevant statutory services where applicable.

18. Where can families find further SEND support?

Gateshead Local Offer

The Local Offer explains the SEND services, provision and support available to children, young people and families in Gateshead.

Website: Gateshead SEND Local Offer - Gateshead Council

Gateshead SENDIASS

Gateshead SEND Information, Advice and Support Service (SENDIASS) provides information, advice and support for children and young people with SEND and their parents/carers.

Website/contact details: Gateshead SENDIASS

School SEND information

- SEND Policy - available on the school website
- Accessibility Plan - available on the school website
- Complaints Policy - available on the school website
- Supporting Pupils with Medical Conditions Policy - available on the school website
- School office: 0191 4875628

19. Glossary

Term	Meaning
APDR	Assess, Plan, Do, Review - the graduated cycle used to plan and review SEND support.
EHCP	Education, Health and Care Plan - a statutory plan setting out a child or young person's needs, outcomes and specified provision.
Local Offer	Information published by the Local Authority about SEND services and provision available within the local area.
Reasonable adjustments	Changes made to reduce or remove disadvantages experienced by disabled pupils.
SEND	Special Educational Needs and Disabilities.
SENDCo	Special Educational Needs and Disabilities Coordinator.
SENDIASS	Special Educational Needs and Disabilities Information, Advice and Support Service.
SEN Support	Special educational provision for a pupil with SEN that is additional to or different from that generally available to pupils of the same age.

Related documents

- SEND Policy
- SEND Information Report

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