



SEND Information Policy

Mission Statement

- We will create a happy, secure and stimulating learning environment in which all children can grow in confidence, develop their full potential and where academic excellence can be achieved.
- We will provide a nurturing environment and value and recognise the uniqueness of every child.
- We will equip the children with the resilience and perseverance to become creative and independent thinkers and to become learners for life.
- We will provide engaging and varied learning activities across the full breadth of the National Curriculum and equip the children with a thorough understanding of the basic skills of English, Mathematics, Science and Computing.
- We will challenge the children's minds and bodies and give them a desire to learn and achieve.
- We will promote British Values and ensure the children become caring, tolerant and respectful citizens within the school and wider communities.
- We will prepare children well for the next steps in their lives by promoting self-discipline and the positive mindset which will allow them to aim high in all they do.
- We will ensure children know how to keep themselves safe when using technology.

RESPECT- RESILIENCE- RESPONSIBILITY







Our Values:

At Larkholme Primary School, we have 3 core values that underpin everything we do. The 3 core values are:

- Respect
- Responsibility
- Resilience

Alongside our core values, we also promote the fundamental British values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs.

Research:

Know and understand your pupils and their influences	Teach learning behaviours alongside managing misbehaviour	Use classroom management strategies to support good classroom behaviour	Use simple approaches as part of your regular routine	Use targeted approaches to meet the needs of individuals in your school
 <ul style="list-style-type: none">• Pupil behaviour has multiple influences, some of which teachers can manage directly• Understanding a pupil's context will inform effective responses to misbehaviour• Every pupil should have a supportive relationship with a member of school staff	 <ul style="list-style-type: none">• Teaching learning behaviours will reduce the need to manage misbehaviour• Teachers can provide the conditions for learning behaviours to develop by ensuring pupils can access the curriculum, engage with lesson content and participate in their learning• Teachers should encourage pupils to be self-reflective of their own behaviours	 <ul style="list-style-type: none">• Effective classroom management can reduce challenging behaviour, pupil disengagement, bullying and aggression• Improving classroom management usually involves intensive training with teachers reflecting on their classroom management, trying a new approach and reviewing their progress over time• Reward systems can be effective when part of a broader classroom management strategy	 <ul style="list-style-type: none">• Some strategies that don't require complex pedagogical changes have been shown to be promising• Breakfast clubs, use of specific behaviour-related praise and working with parents can all support good behaviour• School leaders should ensure the school behaviour policy is clear and consistently applied	 <ul style="list-style-type: none">• Universal behaviour systems are unlikely to meet the needs of all your students• For pupils with more challenging behaviour, the approach should be adapted to individual needs• Teachers should be trained in specific strategies if supporting pupils with high behaviour needs
Implementation				
6 Consistency is key	 <ul style="list-style-type: none">• Consistency and coherence at a whole-school level are paramount• Whole-school changes usually take longer to embed than individually tailored or single-classroom approaches• However, behaviour programmes are more likely to have an impact on attainment outcomes if implemented at a whole-school level			

Our Rules:

- Ready
- Safe
- Respectful



Larkholme SEND Information Policy



SEND Information Report

Admission arrangements

Larkholme Primary School believes that the admissions criteria should not discriminate against pupils with SEND and has due regard for the practice advocated in the Code of Practice. Pupils with SEND will be admitted in line with Lancashire's admissions policy. Preschool liaison with nursery schools allows SEND issues to be raised and pre-school induction allows parents to voice any concerns they may have with their child.

1) What kinds of Special Educational Needs and Disabilities does Larkholme Primary School make provision for?

Larkholme Primary School has approximately 300 pupils on roll. The proportion of pupils with Special Educational Needs and Disabilities (SEND) is broadly in line with the national average. At Larkholme Primary School, we make provision for children with SEND within each of the four categories identified in the 2014 SEND Code of Practice:

Communication and Interaction

We have a number of pupils who experience speech and language difficulties. Consequently, we have teachers and teaching assistants who support children with Speech and Language Difficulties in a 1-1 or small group setting. This may include pupils who find it difficult to understand what others are saying or have difficulties with fluency or forming sounds, words or sentences. We have a range of resources which are used to support children's Speech and Language development and we work closely with a number of Speech and Language Therapists.

	<p>Cognition and Learning At Larkholme Primary School, we are experienced in supporting children with Cognition and Learning Difficulties through high quality teaching and effective differentiation. This includes children with Specific Learning Difficulties such as dyslexia (specific difficulties with reading or spelling), dyscalculia (specific difficulties with maths) or dyspraxia (specific difficulties with coordination). We also support children with moderate learning difficulties and children on the Autistic Spectrum. For example, we support children by breaking down activities into smaller, achievable chunks; providing appropriate resources including the use of technology or multiSensory activities and through providing adult support.</p> <p>Social, mental and Emotional Health For some children, difficulties in their social and emotional development can mean that they require additional or different provision. We support these children through pupil mentoring and social skills groups. We involve outside agencies such as CAMHS (Child and Adolescent Mental Health Service) if necessary.</p> <p>Sensory and/or physical We work closely with outside agencies to provide support for children in our school who have sensory or physical difficulties. Where necessary, we make adaptations to the curriculum or environment in order to make lessons and learning opportunities accessible to them. We hold regular meetings with outside agencies and parents to review the approaches that are in place.</p>
<p>2) How will Larkholme Primary School identify and assess my child’s Special Educational Needs and Disabilities?</p>	<p>At Larkholme Primary School, the attainment and progress of all children is carefully tracked and monitored throughout the school year by the class teachers. This process is overseen by the Headteacher who inputs data into the school tracking system each</p>

	<p>term to monitor the progress made. On a daily basis, teachers evaluate their lessons and consider whether individual children are making the expected progress within their lessons.</p> <p>If teachers have any concerns regarding a child in their class, they will discuss these concerns with parents and also with the SENDCO. The targets of children who have Individual Educational Plans are reviewed at least four times a year and teachers are formally asked at these key points of the year to reflect upon the progress of children on the SEND Register and to identify any other children of concern.</p> <p>Regular dialogue between teachers, teaching assistants and SENDCO take place. During these dialogues, pupils of concern are discussed and progress/provision of all children on the SEND register is discussed in detail in order to inform future provision and priorities. Where concerns have been raised, the child may be added to the SEND Register at the 'SEND support' level so that their progress can be closely monitored and additional support can be put in place as necessary. Parents are always informed at this stage.</p> <p>The SENDCO would liaise with the relevant outside agencies. This would determine whether any further formal assessments need to be carried out in order to identify key areas to target and to evaluate the effectiveness of any interventions that are put into place.</p>
<p>3) What is Larkholme Primary School's approach to teaching children with SEND? How will Larkholme Primary School enable my child to be included in activities with other children including those without SEND?</p>	<p>Larkholme Primary School prides itself on providing an inclusive learning environment where all children, including children with SEND are treated equally and have access to the full range of opportunities that we provide.</p> <p>For some activities, children at Larkholme Primary School are grouped according to ability but we also ensure that pupils are provided with</p>

	<p>the opportunity to work with children of all abilities within their class throughout the year. Teachers differentiate learning to meet a variety of different needs within the class and children are encouraged to reflect upon their own progress and are fully involved in the process of selecting learning that matches their own learning needs. Our approach is to tailor learning opportunities so that they are accessible to all the children through effective planning and differentiation of lessons. We aim to provide stimulating and exciting learning experiences that all children can access at their individual levels.</p> <p>The high expectations and aspirations that we have for all children in the school are extended to children with SEND. Children with SEND and disabilities are fully included in activities throughout the school day. If necessary, we provide additional support to enable this to happen.</p>
<p>4) How will the curriculum and learning environment be matched to my child's needs?</p>	<p>The SEND Code of Practice (2014) recognises that 'Special educational provision is underpinned by high quality teaching and is compromised by anything less'. At Larkholme Primary School our priority is to ensure that all children, including children with SEND have access to good or outstanding lessons which are appropriately differentiated and personalised to meet the needs of individual children.</p> <p>We also recognise that some children will require educational provision that is 'additional to' or 'different from' this. To achieve this, we engage in a cyclical four-stage process: 'Assess, Plan, Do and Review':</p> <p>- Assess: The class teachers and if necessary the SENDCO or professionals from external agencies, assess the needs of the individuals.</p>

	<ul style="list-style-type: none"> - Plan: We identify the barriers to learning, intended outcomes and plan appropriate support and intervention to meet those outcomes. - Do: We provide appropriate support either within the classroom or as part of a targeted intervention programme. This could involve the provision of a resource, a change in an approach to learning, access to technology or working with an adult. - Review: We evaluate the impact of the support provided and consider whether changes to the support need to be made. <p>A small number of children may require specific adaptations to the learning environment. Examples include the provision of modified equipment, individual workstations, picture cards, Sensory equipment (e.g. Sensory stories) etc. Through consultations with teachers, TAs, parents, children and Headteacher, the SENDCO makes decisions regarding the most effective allocation of resources in order to most effectively meet the needs of the children with SEND within the school. This includes physical and human resources. Teaching Assistants are allocated carefully according to their skills and experience, with many Teaching Assistants becoming specialised in certain areas such as Speech and Language or with certain interventions. See Accessibility report below</p>
<p>5) What kinds of specialist SEND provision does your school provide?</p>	<p>At Larkholme School we have experienced teachers and teaching assistants. Together we adopt a caring and nurturing environment for all pupils including those with a special educational need.</p> <p>Each classroom has a Teaching Assistant and we currently have 1-1 support for 6 children who have a Statement of Educational Needs. Individual Education Plans (IEPs) are written and reviewed each term</p>

	<p>and this is the job of the class teacher who discusses new targets with the Teaching Assistant and any professionals involved with the child.</p> <p>The SENDCO monitors and supports the whole process and holds meetings with parents where necessary. Independent learning is encouraged through differentiated work/activities and a variety of different teaching techniques.</p> <p>We also work with many outside agencies. These include: Educational Psychology services, Special Educational Needs and Disabilities Service (SEND), School Nurse/Doctor, Speech and Language and inclusion teachers. The teacher provides specialist teacher time to those pupils with a Statement of Educational Needs.</p>
<p>6) How will Larkholme Primary School support my child's emotional and social development and wellbeing?</p>	<p>For pupils with a medical need Larkholme Primary School will work with the necessary medical professionals to produce a care plan. If a care plan is required, school staff will meet with parents and relevant medical professionals to produce the document collaboratively. Any staff member who has contact with the child identified within the care plan are made aware of the content.</p> <p>Training on medical needs is provided through first aid training. Any extra requirements for specific medical needs would also receive training. Many healthcare professionals provide support to the school as and when required and the School Nurse attends school regularly and offers excellent support.</p> <p>Our Family Learning Mentor runs social skills and anger management groups for those pupils who require support with this area of their education. She is also skilled in dealing with pupils who require emotional support. We have a whole school behaviour management system which promotes social and emotional development</p>

<p>7) How will Larkholme Primary School involve me in supporting my child with SEND?</p>	<p>At Larkholme Primary School, we recognise the value of working in collaboration with parents and carers of children with SEND in order to achieve the best outcomes for them. As a school, we strive to ensure a high level of communication with parents so that you feel well informed about what is happening in school and how your child is progressing. This includes parent consultation evenings, open evenings and annual reports. We have an 'open door policy' and teachers are always happy to meet with parents at a mutually convenient time.</p> <p>We aim to meet with parents of children with SEND as they join our school, either in Reception or in later years. The SENDCO may meet with parents of children with SEND to review their progress and to make collaborative decisions about how to meet their needs.</p> <p>For children with Statements of Educational Needs or EHC (Education Health and Care) plans, parents will be invited to attend their Annual Review meeting in which children's progress against their individual targets is looked at in detail and decisions about future provision is jointly agreed.</p>
<p>8) How will Larkholme Primary School involve my child in decision making?</p>	<p>When supporting children with SEND, we aim to talk to our children and fully involve them in the process. We discuss their individual targets and progress with them and make sure we celebrate their achievements with them, however big or small.</p> <p>For children with a Statement of Educational Needs or an EHC Plan, we always share their views within the Annual Review process. These views may be discussed with them before the meeting or if</p>
	<p>appropriate, children can come into the meetings to share their views. We use a range of practical and visual strategies to support children who find it difficult to express their views with words.</p> <p>Wherever possible, we try to take into account the views, wishes and aspirations of our pupils when discussing outcomes for the child and approaches to achieve them.</p>

<p>9) Who could be involved in supporting my child or our family?</p>	<p>School: Headteacher: Mr Fann SENDCO: Ms Zoe Perkins Family Learning Mentor (FLM): Mrs Natalie Mellow</p> <p>External Agencies: We have strong links with a range of education, health and social care professionals who can support the process of assessment, targetsetting and ensuring that the needs of children with SEND are appropriately met. This includes working with:</p> <ul style="list-style-type: none"> - Special Educational Needs and Disability Officer (SENDDO) – Lancashire SEND provide us with a SENDO to work closely with the SENDCO and the school; offering advice and support in a range of situations. <p>Our school SENDo is: Mrs Heather Currie - (01524) 581200</p> <ul style="list-style-type: none"> - Educational Psychologists: Our school EP is: Debbie Shannon - Speech and language Therapists: We currently have speech and language therapists who develop
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	<p>Speech and Language Plans for children in our school. The therapists we work with are: Sophie Danvers.</p> <ul style="list-style-type: none"> - Advisory Teachers: We work with specialist teachers from SEND who we buy in to work with and carry out specific tests with children. - Occupational Therapists: Children in need of OT input need to be referred by their GP. Larkholme School will ensure programmes of work are implemented when necessary. - Medical practitioners including paediatricians and Child and Adolescent Mental Health Service (CAMHS). - Social Workers from Lancashire County Council and other local authorities. - Professionals from the local Children’s centre.
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<p>10) How does Larkholme Primary School evaluate the effectiveness of provision for pupils with Special Educational Needs and Disabilities?</p>	<p>At Larkholme Primary School, we have a robust system of self evaluation in which we evaluate:</p> <ul style="list-style-type: none"> - Outcomes for pupils and Pupil Achievement - Behaviour and Safety - Leadership and Management - Quality of Teaching. <p>As part of this process, we evaluate the effectiveness of the provision for pupils with Special Educational Needs. The SENDCO and SEND governor meet to discuss the provision for children with SEND. The Governors also receive regular reports.</p>
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	<p>Each term, the performance data of children with SEND is analysed by the SENDCO and presented to the Headteacher, and areas of need are identified. In addition, interventions are regularly review and monitored to ensure that the impact is effective.</p>
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<p>11) How does Larkholme Primary prepare children with SEND for joining the school or transferring to another school? What are the arrangements for supporting children with SEND when they move between classes?</p>	<p>Change can be challenging for all children, particularly children with SEND. Therefore, at Larkholme Primary we have lots of procedures to support the transition of children with SEND as they join our school, move to new classes within the school or transfer to new schools.</p> <p>Joining our school: We work closely with preschool settings to support the successful transition of all of children as they begin their school journey with us in Reception. Our Reception teacher visits the children in their preschool setting and the children come into school for an induction period. In order to support children and families of children with SEND, we also offer meetings in the term before the children start school with the SENDCO, Foundation Stage Leader, parents, and representatives from the preschool setting in addition to any other professionals that are supporting the child or family. This ensures that we are well informed about the child’s additional needs and can plan appropriate provision for when the child starts at school.</p> <p>At this meeting, we can also agree any other strategies that could support a successful transition including photo books, extra visits to the school and home visits. Children with SEND may initially come to school on a part-time basis but this is individual to each child. We liaise closely with parents of children with SEND to help them to decide when their child is ready to come to school on a full-time basis.</p> <p>If a child with SEND is joining Larkholme Primary School part-way</p>
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through their school career, we will arrange for parents to meet with the SENDCo and Headteacher to discuss the child's needs. We will also liaise with the child's previous school to discuss strategies and support that have been effective in the past. If necessary, we can arrange extra visits to support a child's transition to us.

Moving classes:

We have structured transition programme to support children as they move between classes or key stages within the school. Teachers are given allocated times to meet and share information about each child, including effective approaches and strategies for meeting the needs of children with SEND. All children are given the opportunity to spend a time with their new class teacher. Where necessary, children with SEND make extra visits to their new classroom, are supported by social stories to prepare them for the changes ahead and are given photo-books of their new classroom, teacher and any other adults that will be supporting them. For children with complex additional needs or for children who will find the transition particularly challenging, a meeting is arranged with parents and both the previous and new class teacher.

Transferring to a new school:

Moving on to secondary school can be an exciting but daunting time for all children so at Larkholme Primary, we ensure that the children are well-prepared for the transition. We have good links with the local Secondary Schools including special schools within the area. For children with Statements of Educational Needs or Education Health and Care Plans, the SENDCO from the secondary school will be invited to either the Year 5 transition Annual Review or the Year 6 Annual Review or both. This gives parents the opportunity to find out how the school will be able to support a child through the transition and

	<p>beyond.</p> <p>Where necessary, additional support arrangements such as extra visits and transition projects can be put in place to support a successful transition to secondary education. For children with Special Educational Needs and for children who are likely to find the transition more challenging the SENDCO will arrange an extra visit to the secondary school.</p> <p>If a child with SEND is moving to a new school before the end of Year 6, we ensure that all relevant paperwork is forwarded to the receiving school. Our Headteacher will liaise with the new Head teacher, SENDCo to ensure that they are well-informed of the child’s individual needs.</p>
<p>12) What do I do if I have a concern about the provision for my child with SEND?</p>	<p>At Larkholme Primary School, we are committed to working in partnership with parents and carers to meet the needs of the children in our school.</p> <p>If parents have questions or concerns about the provision for a child with SEND, in the first instance, we would encourage them to contact the child’s class teacher. Should they then wish to discuss the concerns further, they could contact the SENDCO or Headteacher.</p> <p>In the unlikely event that a concern is not resolved, then please make contact with our Chair of Governors in line with our ‘Parental Complaints’ policy and procedure.</p>
<p>13) Where can I get further information about services for my child?</p>	<p>The information in this report feeds into Lancashire County Council’s Local Offer which details support, opportunities and services available to children and young people their area that have SEND.</p> <p>This can be accessed at:</p>
	<p>Http://new.lancashire.gov.uk/children-education-families/specialeducational-needs-and-disabilities.aspx</p> <p>The Parent Partnership Service can also provide information, support and advice service to the parents or carers about their child’s special educational needs.</p> <p>To contact them please call 0300 123 6706 or visit information.lineteam@lancashire.gov.uk</p>

Issue	Action	People/Resources and any timescales	Success Criteria	Monitoring method: Who? How?
Two-storey school – access to the first floor for those unable to use the stairs. Lift in place.	Lift access to all floors with safety controls. To be checked for safety regularly.	Annual Service contract	Lift and controls in operation	Bursar
Disabled toilet available with electronic bed available for children with disabilities.	Named staff are trained and available for pupils to use the toilet and changing facilities.	Named staff members.	Pupil able to access disabled toilet	EYFS
Access to building – some entrances and exits have steps.	Plan an alternative route for anyone requiring non-step access.	Whole staff Headteacher Governors – Buildings and grounds Committee	All pupils can access the whole school building	Headteacher Governors – Buildings and grounds Committee
No unauthorised access to the building.	Outside doors need a card reader to gain access or have no outside handle and can only be opened from the inside.	Whole staff Headteacher Governors – Buildings and grounds Committee	No unauthorised access to pupils or school building	Headteacher Governors – Buildings and grounds Committee
Raise staff awareness of disabilities issues whenever appropriate (1).	<ul style="list-style-type: none"> School to seek advice from experts. Consider the needs of specific pupils, both for school and off-site activities 	LA Health authority Disability Rights Commission All school staff	Teachers and TAs aware of issues. Detailed information and support available and passed on by	Headteacher SLT SENCO Class Teachers TAs Other nonteaching staff

			staff.	
Raise staff awareness of disabilities issues whenever appropriate (2).	Promote disability equality via: <ul style="list-style-type: none"> Staff meetings PSHCE lessons Assemblies Celebrating difference 	Whole staff	Increased whole school awareness of disability issues	SENCO All staff

Ensure class environment enables access for all pupils.	<ul style="list-style-type: none"> • Consider furniture layout • Consider the heights of tables and chairs • Make sure there is adequate space for movement around the room • Consider appropriate equipment is available 	Class Teacher SENCO Advisors for children with SEND	Classroom is fully accessible for all pupils.	Headteacher SLT Class Teacher SENCO Advisors for children with SEND
Ensure all school trips and residential visits are accessible for pupils with learning or physical disabilities.	<ul style="list-style-type: none"> • Thorough planning • Advance visits • EVOLVE form and risk assessments • Parental involvement 	Visit leaders Educational Visits Leader Headteacher SENCO	School trips and residential visits are accessible for all pupils.	Visit leaders Educational Visits Leader Headteacher SENCO Feedback from pupils
Strive to ensure the curriculum is fully accessible to pupils with any type of difficulty or disability.	<ul style="list-style-type: none"> • Consider alternative communication systems • Consider the way information is presented to pupils • Consider the ways in which pupils can communicate 	All staff Subject leaders SENCO Advisors for sensory impairments and children with SEND	Curriculum is fully accessible for all pupils	Headteacher SLT SENCO

	their ideas			
School policies make reference to provision for pupils with difficulties and disabilities	Policies include this information.	Whole staff Subject Leaders Advisors	Policies include provision for pupils with difficulties or disabilities	Headteacher Subject Leaders