

Larkrise Primary School



SEND Policy

Adopted: Autumn 2025
Review: Autumn 2026

Achieve Excellence

Introduction

Our overarching objective at Larkrise Primary School is 'Learning Together – Achieving Excellence.' We provide an inclusive learning environment that supports our pupils in making the best possible progress whatever their abilities or additional need. Our pupils are individuals and by recognising and celebrating this, we can ensure that appropriate provision is put in place for all pupils to meet their potential.

A positive home-school relationship, where parents/carers are fully included in discussions about and decision-making for their children's education, is paramount and helps to support our pupils in feeling safe, supported and happy at school.

Recognising SEND:

Definition:

'A child or young person has SEND 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 a significantly greater difficulty in learning than the majority of others of the same age
- 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

For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind.'

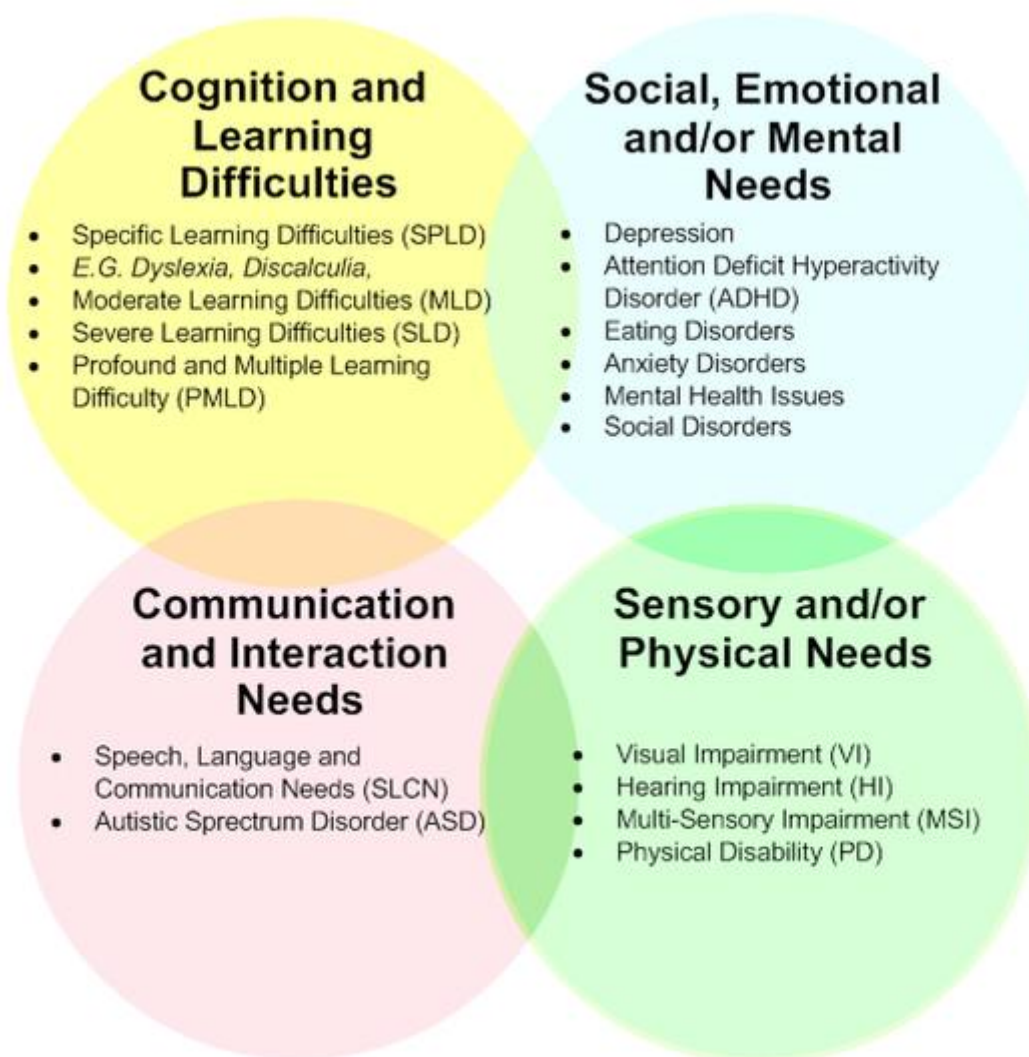
(SEND Code of Practice, 2015)

Four Areas of Need:

SEND can affect a child's -

- behaviour or ability to socialise, for example they struggle to make friends
- reading and writing, for example dyslexia
- ability to understand things
- concentration levels, for example attention deficit hyperactivity disorder (ADHD)
- physical ability (this is not the same as a medical need; please refer to the Trust's 'Supporting Pupil with Medical Needs' policy)

Overleaf are examples of different special educational needs categorised by area -



Supporting Children with SEND in School

A child may be highlighted as having SEN if they are working significantly below age-related expectations (ARE) or are failing to make expected progress with their learning. Parents/carers, outside agencies or a pupil's previous school may also raise a concern to be investigated.

If a concern is raised and a need is recognised the following will be put in place, as appropriate:

- Meeting with parents to discuss need and agree outcomes
- Differentiated learning provided
- Differentiated resourcing provided
- Specific interventions put in place to support area of need
- Observations by SENCO
- One Plan (see below) created and reviewed termly
- Involvement of outside agencies in order to access further advice and support
- Temporary reduced timetable
- Evidence gathering to support referrals and requests for additional support

The Graduated Approach (One Planning)

One Planning is a term generally used by Essex education settings and follows the graduated approach of **assess, plan, do & review**, as outlined in the SEND Code of Practice 2014. This process will involve the Class

Teacher, Special Educational Needs & Disabilities Co-ordinator (SENDCo), you and, where possible, should include your child's views.

This document will vary in detail and length depending on the complexity of need and the level of support required and outline:

- The personalised outcomes that your child is working towards related to their need
- The support that has been planned and undertaken
- A termly review of the effectiveness of this support and the progress your child has made towards their outcomes

The duration of a One Plan is directly linked to need: if the child needs a One Plan because they require support that is different from and additional to their peers, then they will remain on a One Plan and work towards personalised outcomes. If they make such progress towards their outcomes that they no longer require support that is different from or additional to their peers, the One Planning process will come to an end. The child will then be monitored to ensure continued progress and whether support needs to be reinstated in the future.

Educational Health and Care Plans (EHCPs)

An Education, Health and Care plan (EHCP) is a legal document that sets out a child or young person's special educational, health and social needs and how those needs should be met. It sets outcomes that the child or young person wants to achieve in life.

EHCPs are regularly reviewed to make sure the support your child receives is working for them.

Your child may require an EHCP if they:

- have high support needs
- have a life-long disability
- are receiving support from a wide range of services
- are not making progress even though the support is increasing in type and amount

You do not need to have a diagnosis for an EHCP to be put in place.

(<https://send.essex.gov.uk/help-learning/education-health-and-care-plans-ehcps/what-ehcp-and-who-they-are>)

If a child has a medical need that requires an Individual Healthcare Plan (IHP), and a SEND need is also identified, the SEND need will be added to the IHP. If a child has a SEND need and is in receipt of an EHCP, and a medical need is also identified, an IHP will be created to add to EHCP.

SEND Team

Class Teachers

Class Teachers know their pupils well and it is their responsibility in the first instance to identify the abilities and needs of each child in their class in order to provide appropriate support within the classroom to facilitate progress. This is an ongoing process and teachers will adapt their practice as needed to meet the needs of their pupils.

In addition to this, Class Teachers are responsible for creating One Plans for those children identified as having an additional need. One Plans include personalised outcomes for pupils relating to their specific need, they detail the necessary support and interventions employed to support the pupil and they outline any contextual information to provide professionals working with this pupil an accurate view of the child as a whole. One Plans will be discussed with parents and reviewed termly following rigorous monitoring and assessment of progress. Where a child's additional need impacts upon behaviour, the Class Teachers' duty is to keep accurate records e.g. Behaviour Observation Record and advise parents/carers of any concerns.

If it is necessary for an outside agency to be involved in the support of and provision for a pupil with SEND, the Class Teacher will provide reports and updates as required. They will implement the advice and suggestions of the outside agency.

Learning Support Assistants (LSAs)

Pupils in receipt of an EHCP (Educational Health and Care plan) may require additional adult support. These adults are funded jointly by the EHCP and school SEND allocation and are employed to work specifically with certain children on an individual or sometimes small group scale as required.

LSAs support pupils in accessing and completing learning prepared by the Class Teacher. They are directed by the Class Teacher and Inclusion Team and their role may include supporting specific children in their interactions with others and in developing their social communication skills as well as delivering interventions and facilitating learning breaks as appropriate.

Nurture Lead

Our Nurture Lead facilitates a more needs-specific, adult-supported learning experience for individuals and small groups from across the school in our Treetops classroom. This can be in the form of Nurture Provision for small groups of children who are not yet able to cope with a whole-class environment and who need a greater focus on developing strong social, emotional and wellbeing skills, as well as appropriate academic learning. This support can also be in the form of interventions such as Six Bricks, Lego Therapy, Drawing & Talking, Sand Play and friendship groups among others.

Our Nurture Provision has been recognised as a strength by both the Local Authority during a voluntary Inclusion Review in 2024 and an Ofsted inspection in the same year. In 2025, we were successful in submitting an Inclusion Bid to expand our Nurture Provision offer in order to provide this value support to more children. Our intention is to use this space as the main nurture hub, in the form of a newly built cabin nestled next to our EYFS outdoor area, for our KS2 year groups, whilst maintaining our established KS1 provision in the Treetops classroom.

Inclusion Team: Inclusion Lead

The Inclusion Lead works to make sure every child in our school feels valued, supported, and able to achieve their best. They oversee inclusion for all pupils — including those with SEND, those who are disadvantaged, speak English as an additional language, are looked-after, or have higher learning needs. By monitoring progress and identifying barriers to learning, they help put the right support in place and ensure the school meets its duties under the Equality Act 2010. They work closely with the SENDCo, staff, families, and outside agencies to create a welcoming, inclusive environment, provide staff training, develop key policies, and promote positive outcomes for all children. Safeguarding and the wellbeing of pupils are paramount.

SENDCO

The SENDCo is responsible for making sure that pupils with special educational needs or disabilities receive the right support to thrive at school. They oversee how the school identifies, assesses, and supports children with additional needs, and they ensure that the SEND policy and SEND Information Report are put into practice. Working closely with teachers, families, the Inclusion Lead, and outside professionals, the SENDCo helps plan personalised support, monitors progress, and coordinates any extra provision or interventions. They also advise staff, manage the SEND register, contribute to strategic planning, and ensure the school meets its duties under the Equality Act 2010. Regular communication with parents and carers is central to their role so that families feel informed, involved, and supported. Safeguarding and pupil wellbeing underpin their role.

SEND Governor

The role of the SEND Governor is to work closely with the SENDCO to gain a clear working knowledge of the SEND Code of Practice (2015) and to be aware of the school's systems for SEND provision.

They will feed back to the Governing Body on issues relating to SEND, provide up-to-date information on the quality and effectiveness of SEND provision at the school and help to review the SEND policy.

SEND Inclusion Partner (SIP) – employed by the Local Authority; not a member of school staff

'The SEND Inclusion and Psychology Team supports schools, academies and education settings to be equally and effectively inclusive, accessing the provision and support they need to meet children and young peoples' needs.

All Essex Local Authority schools (including academies) have a named SIP who support early years settings, schools and colleges to develop their inclusive practice and deliver improved outcomes for children and young people with SEND.

SIPs have extensive experience in working to support children and young people with SEND from birth to 25 years, and their families. Their knowledge, skills and experience come from a range of backgrounds and draw upon evidence-based practice to inform their support to early years settings, schools, colleges and families.'

(Essex Schools InfoLink, 2023)

Admissions:

Larkrise Primary School has a culture of inclusion and aims to meet the needs of all learners regardless of ability or need. Children with an EHCP are admitted to school through a process of consultation via the Local Authority to ensure that it is an appropriate setting able to meet the needs of the child applying. Children with SEND who are not in receipt of an EHCP are admitted to school under the same arrangements as those without SEND in accordance with our admissions policy.

On our mid-term admission form, Section 8 enables parents/carers to provide any additional information pertinent to their child's admission. Including details of a child's additional needs in this section – whether or not they in receipt of an EHCP – can be beneficial in terms of ensuring that the school can put necessary support in place prior to the child's admission.

Transitions:

From Nursery into EYFS Reception Class:

The SENCO will contact each nursery to discuss individual pupils SEND needs. Staff then work closely with the family and setting (home visits by EYFS Class Teacher and Child & Family Support Worker; nursery visits by EYFS Class Teacher and SENCO, as appropriate) to ensure that the child's needs are met on admission. If a One Plan is already in place, this will be reviewed in order to ensure that appropriate support is in place. The SENCO may also engage with the SIP for advice and support.

The parents/carers of children with specific needs may benefit from a meeting with the SENCO in order to share additional information or concerns.

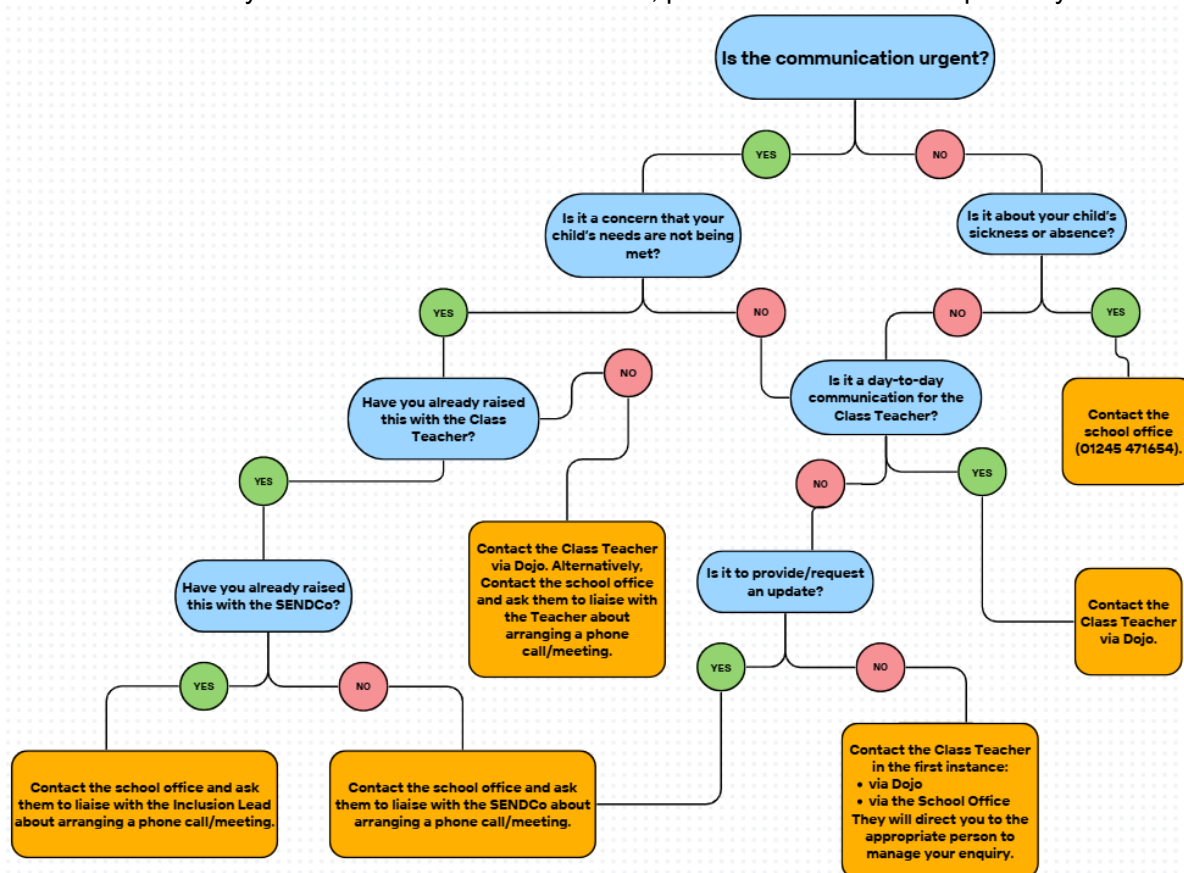
Children are invited into the school for stay-and-play sessions to familiarise themselves with their new learning environment and meet the EYFS Class Teacher and support staff. Families are invited into the school with the same aim and to learn about how their children can be supported within the setting.

Into a New Year Group/Key Stage:

A thorough handover will take place between the Class Teacher working with the pupil and, if appropriate, a transition plan will be created to ensure a smooth transition to the new class. This plan may include additional opportunities to meet the new adults working with them and to complete learning in their new environment. Social stories may be created to be used at home and in school in the run up to the change. Any additional resources required by the child will transfer with them to their new classroom

Concerns/Complaints:

We are committed to building trusting and positive relationships and working in partnership with parents to provide for their children. If parents/carers have a concern, they should speak to their child's Class Teacher in the first instance. If you are unsure of who to contact, please follow the below pathways of communication:



We will always do our very best to answer queries and address concerns, but if parents/carers feel that this has not happened and an issue is unresolved, a copy of our complaints policy can be found via the following link:

<https://primarysite-prod-sorted.s3.amazonaws.com/larkrise-primary-school/UploadedDocument/0efa76ce-3ea7-4322-9957-5f8e46cd2e32/complaints-policy-1.pdf>