



Larkrise Primary School: SEND Information Report

Larkrise Primary School welcomes all children whatever their ability. Our school endeavours to include all children in all aspects of school life, and enables them to take part in, and contribute to, the school community. We ensure that all children have access to the curriculum, and we support them in engaging fully in their own learning. We invite families to work with us in order to ensure and nurture their children's enjoyment, success and independence - unlocking their learning potential together. It is important for us to know all our children well, and to address any additional needs as early as possible, in order to break down potential barriers to learning.

<p>Who to talk to and how to contact us:</p>	<p><u>Class Teachers</u></p> <p>All class teachers have had training on a range of Special Educational Needs and are experienced and knowledgeable in providing for SEND in the classroom. You may be invited in to discuss your child's needs as matters arise, however if you would like to discuss your child's needs with their class teacher, you can do so by requesting an appointment.</p> <ul style="list-style-type: none">•Telephone: 01245 471654• Email: admin@larkrise.essex.sch.uk <p><u>Special Educational Needs and Disabilities Coordinator (SENDCo)</u></p> <p>The SENDCo is responsible for the operation of SEND policy and the co-ordination of provision made to support individual pupils with SEND. Our SENDCo is Ms Hawkins.</p> <p>If you would like to discuss your child's needs with the SENDCo, you can do so by requesting an appointment:</p> <ul style="list-style-type: none">•Telephone: 01245 471654• Email: s.hawkins@larkrise.essex.sch.uk <p><u>Learning Support Assistants (LSAs)</u></p> <p>LSAs effectively help children with classroom activities and work closely with the teacher to provide personalised experiences to suit all levels of learning. Our established LSA team are experienced in delivering interventions and able to use a wide range of resources and strategies. They are continually extending their expertise by attending externally run courses and in-house training.</p>
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	<p>If your child receives an EHCP, it may be appropriate that they work 1:1 or in a small group capacity with an LSA. Sometimes it is agreed for an LSA to meet your child at the gate in the morning to help with their transition into school. This is a valuable time to share with the LSA anything that may impact upon your child's day, but if a more in-depth discussion is needed, please arrange a meeting with the class teacher or SENDCo.</p>
How do we define Special Educational Needs and/or a Disability (SEND) at Larkrise school?	<p>'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.</p> <p>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, 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.</p> <p>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.'</p> <p><i>(SEND Code of Practice, 2015)</i></p>



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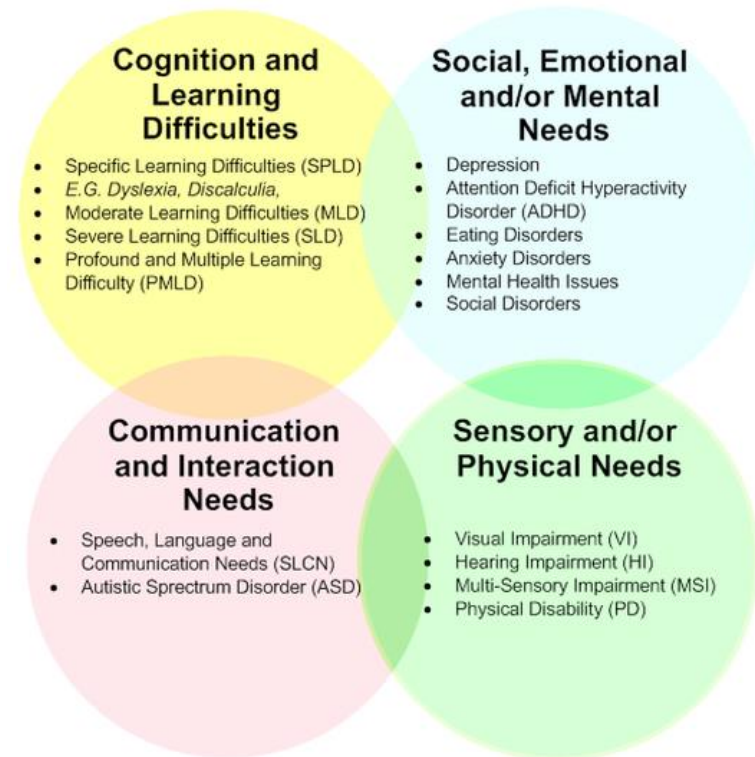
Additional needs in our school

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

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



For some children, their SEND can be identified at an early age, but for others their difficulties only become evident as they progress through school. The Code of Practice makes it clear that the purpose of identification is not to simply label children, but to inform the action the school needs to take and the provision it should make. In the majority of cases, children's needs are addressed by high quality teaching, which highlights their strengths and addresses their challenges.

Larkrise Primary School has had experience in providing for the following needs:

- Attention Deficit and Hyperactivity disorder (ADHD)
- Autism (ASD)
- Cerebral palsy
- General and cognitive learning needs – including working memory difficulties



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	<ul style="list-style-type: none">• Motor skills difficulty – including developmental dyspraxia• Specific learning difficulties – including dyslexia and dyscalculia• Speech and Language – including receptive, expressive, social communication and verbal dyspraxia• Social Emotional Mental Health (SEMH)
How do we support pupils with SEND	<p><u>High Quality Teaching</u></p> <p>All children at Larkrise School experience high quality teaching (HQT) that is adapted and personalised in order to meet their individual needs (see green band in diagram below). All parents are invited to discuss their child's progress with the class teacher in the Autumn and Spring term at formal parent consultation meetings. We also offer an open door policy and parents can make an appointment at any time with the class teacher.</p> <p><u>Class Monitor</u></p> <p>The class teacher and SENDCo will monitor the impact of the personalised learning and support that is put in place and assess the pupil's progress. If it is decided that the pupil needs additional support, the Graduated Approach will be put in place.</p> <p><u>The Graduated Approach (One Planning)</u></p> <p>This is 'a model of action and intervention in early education settings, schools and colleges to help children and young people who have special educational needs. The approach recognises that there is a continuum of special educational needs and that, where necessary, increasing specialist expertise should be brought to bear on the difficulties that a child or young person may be experiencing' (The Graduated Approach The Code of Practice, 2015 p. 280)</p> <p>The Graduated Approach is also known as One Planning. Children who have a One Plan will enter a cycle of Assess, Plan, Do, Review:</p> <ul style="list-style-type: none">• Assess – a clear analysis of need is made• Plan – The Class Teacher, SENDCo, parents and any outside agencies involved agree on a plan of support• Do – The plan, including preferred outcomes, adjustments, interventions and additional support, is put in place and monitored• Review – The quality, effectiveness and impact of the plan is reviewed. New outcomes and any changes to the plan are agreed

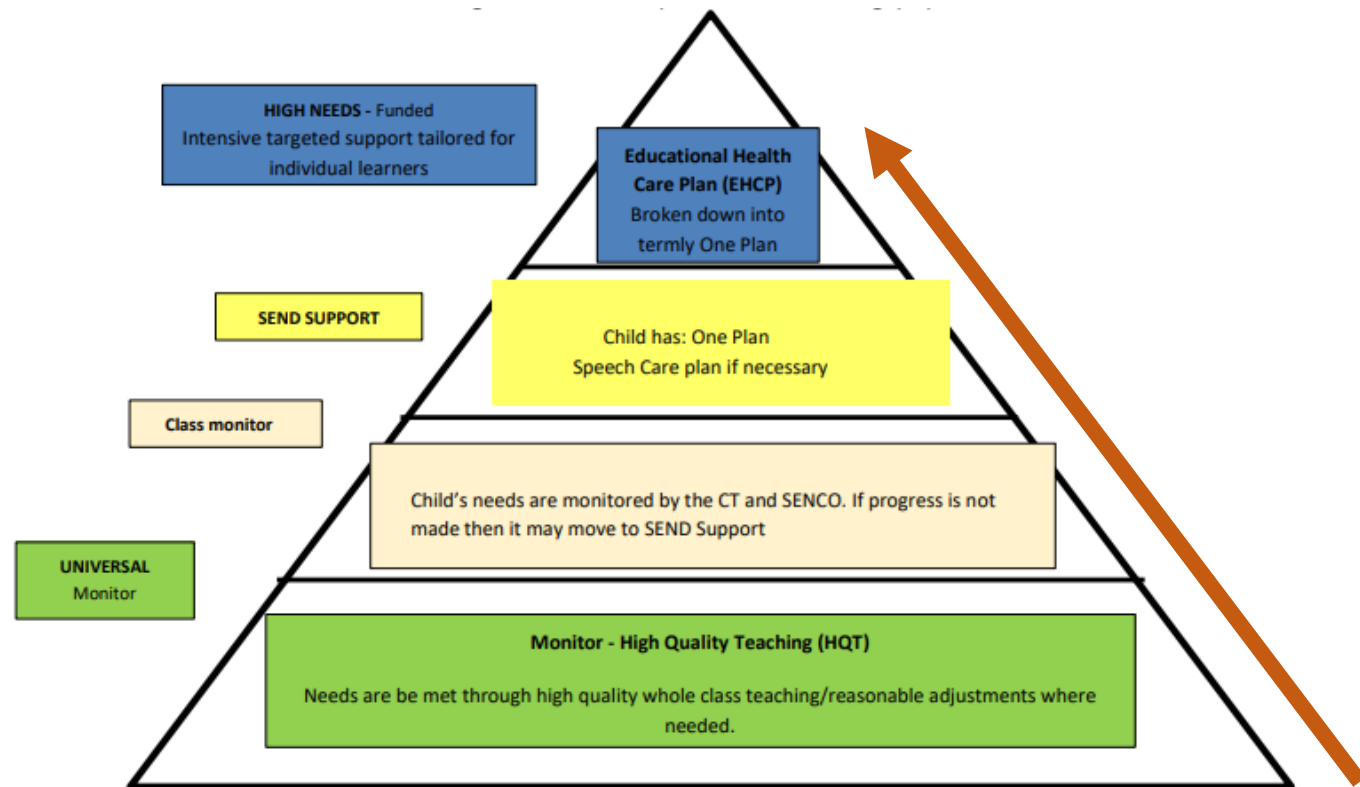


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Educational Health Care Plan (EHCP)

It may be decided that your child has a high level of need and as such would benefit from an EHCP. Children in receipt of an EHCP receive intensive targeted support tailored specifically to them. This support is funded as it is deemed additional to what the school would usually be able to provide.

The process to being awarded an EHCP involves class teachers and the SENDCo gathering robust evidence in order to request a Needs Assessment. Outside agencies will be engaged in order to provide further advice and support. If a Needs Assessment is agreed, an Educational Psychologist will attend the school to meet with, observe and assess your child. They will then compile a report to clarify and define the needs of the pupil. This in turn will inform the EHCP.





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Potential intervention provision available within our school	<p>LSAs are trained to deliver interventions and to use specific resources and strategies. Class teachers and the SENDCo will consider the suitability of interventions and strategies for your child as the need arises. You will be informed if your child is selected for additional interventions and this provision will be recorded on their One Plan.</p> <table><tr><th>Intervention</th><th>Purpose</th></tr><tr><td>Pre-Teaching</td><td>To pre-teach key vocab or concept BEFORE they are looked at in class</td></tr><tr><td>Same-Day Interventions</td><td>To reinforce learning from the day's lessons and cover misconceptions</td></tr><tr><td>Precision Teaching</td><td>To increase fluency and accuracy in reading, spelling and Maths</td></tr><tr><td>Nelly</td><td>Used in EYFS to increase language and communication skills</td></tr><tr><td>Talk Boost</td><td>To increase oracy and fluency of speech</td></tr><tr><td>Attention Autism (Bucket Time)</td><td>Specifically for children with ASD – to aid communication</td></tr><tr><td>1:1 Phonics – Read, Write Inc.</td><td>To increase reading and spelling accuracy of those who are falling behind with their phonic knowledge</td></tr><tr><td>Toe-By-Toe</td><td>To improve reading comprehension and fluency as well as spelling for children with dyslexic tendencies</td></tr><tr><td>Daily Reading</td><td>To improve reading fluency and comprehension in children working below ARE</td></tr><tr><td>Number Stacks</td><td>To fill gaps in mathematical knowledge</td></tr><tr><td>Times Tables</td><td>To improve fluency and accuracy for children working below ARE</td></tr></table>	Intervention	Purpose	Pre-Teaching	To pre-teach key vocab or concept BEFORE they are looked at in class	Same-Day Interventions	To reinforce learning from the day's lessons and cover misconceptions	Precision Teaching	To increase fluency and accuracy in reading, spelling and Maths	Nelly	Used in EYFS to increase language and communication skills	Talk Boost	To increase oracy and fluency of speech	Attention Autism (Bucket Time)	Specifically for children with ASD – to aid communication	1:1 Phonics – Read, Write Inc.	To increase reading and spelling accuracy of those who are falling behind with their phonic knowledge	Toe-By-Toe	To improve reading comprehension and fluency as well as spelling for children with dyslexic tendencies	Daily Reading	To improve reading fluency and comprehension in children working below ARE	Number Stacks	To fill gaps in mathematical knowledge	Times Tables	To improve fluency and accuracy for children working below ARE
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Physical/Medical Needs	<p>We will discuss your child's needs with you prior to your child joining the school, and if appropriate, we will devise a 'Health Care Plan' with your input and agreement. This document will describe your child's needs and how we will accommodate those needs.</p> <p>1:1 support will be provided by the school in certain cases and will be reviewed on a termly or yearly basis as appropriate. If a greater amount of 1:1 provision is required, the school will apply to the local authority for additional support.</p> <p>Medication for children with allergies and other chronic conditions is kept in the school office for use if required. We do not allow nuts to be brought into school under any circumstances. All first aid trained staff have completed a training course on the use of an Epi-pen for anaphylactic shock.</p>																								



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	<p>A register of children with chronic medical conditions is circulated and updated each term. Similarly, a photo gallery of children with physical/medical needs is maintained in the staff room and medical room. We have a disabled toilet on site.</p>
<p>What support do we give to children who are having a difficult time emotionally?</p>	<p>We recognise that some pupils with SEND may have emotional and social development needs, that will require support in school. The emotional health and wellbeing of all our pupils is very important to us. The senior management team, the SENDCo and all the teachers and support staff continually monitor the emotional social and emotional wellbeing of all our pupils.</p> <p>Our Child & Family Support Worker, Ms Pointon, uses her expertise and experience to support children who are experiencing social and emotional difficulties. This is delivered on a 1:1 basis. Ms Pointon also works closely with families. She helps them to find ways to support their child and deal with situations which may require deeper emotional involvement.</p> <p>Our Nurture Lead, Mrs Day, is trained in 'Drawing and talking', 'Lego therapy' and 'Nurture UK' which are all strategies that can help children who are experiencing social and emotional difficulties.</p> <p>We have a zero-tolerance approach to bullying and follow a robust and detailed approach to ensure that we prevent bullying wherever possible. Children and Parent/Carers are encouraged to talk to either the class teacher, Headteacher, SENDCo or Child & Family Support Worker immediately if they have any concerns that bullying may be taking place.</p>
<p>How do we listen to children with SEND?</p>	<p>It is important to include children in discussions and decisions about their needs where appropriate. The One Plan includes a 'Child's Voice' section which is integral to informing a person-centred approach. Pupils with SEND are also actively encouraged to run for School Council positions and share their views.</p>
<p>Specialist Involvement</p>	<p>Where a child continues to make less than expected progress, despite evidence-based support and interventions that are matched to the child's area of need, we will consider involving specialists, including those from outside agencies. These may include professionals such as Educational Psychologists (EP), Speech and Language therapists (SaLT), School Nurse Service and Experienced Learning Mentors.</p> <p>We may involve specialists at any point to advise us on early identification of SEND and effective support and interventions. We will usually seek to involve a specialist where a child continues to make little or no progress or where they continue to work at levels substantially below those expected of children of a similar age, despite SEND support being delivered by appropriately trained staff.</p>



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	<p>If we feel that we need more information about your child's unique needs, we may ask you to approach your GP for a referral to the School Paediatrician.</p> <p>We are able to refer directly to the Speech and Language Service. Once your child has been assessed the Speech & Language Therapist will design a treatment plan for them. Parents are expected to fully engage with the treatment process and to practise with their child regularly at home. At school children will work on their plans with their class teacher or an LSA.</p> <p>We, or your GP, can also refer to the 'Emotional Wellbeing and Mental Health Service' (EWMHS). EWMHS professionals consult with parents and teachers and will sometimes work with the child on a 1:1 basis in the school environment. We will always inform parents/carers if we wish to seek specialist advice and consent will be sought before any form of further action is taken.</p>
Transition	<p><u>From Nursery/Into EYFS Reception Class:</u></p> <p>The SENDCo 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 SENDCo, 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 SENDCo may also engage with the School Inclusion Partner for advice and support.</p> <p>The parents/carers of children with specific needs may benefit from a meeting with the SENDCo in order to share additional information or concerns.</p> <p>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.</p> <p><u>Into a New Year Group/Key Stage:</u></p> <p>A thorough handover will take place between the Class Teachers and 1:1 LSAs 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</p>



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	by the child will transfer with them to their new classroom and their personal timetable will be reviewed with a gradual integration into the new class agreed if necessary.
Complaints about SEND provision	<p>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 an in-depth conversation is required, they should arrange an appointment by calling the main office. If parents/carers believe that they need to speak directly to the SENDCo, they should arrange an appointment in the same way.</p> <p>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:</p> <p>https://primarysite-prod-sorted.s3.amazonaws.com/larkrise-primary-school/UploadedDocument/0efa76ce-3ea7-4322-9957-5f8e46cd2e32/complaints-policy-1.pdf</p>
SEND Governor	<p>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.</p> <p>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.</p>
Support Services available to Families	<ul style="list-style-type: none">• Family Solutions (provides a key person to help you find solutions to problems your family may be facing) 0345 603 7627 and ask for the Children's Line Online referral form: https://socialcareportal.essex.gov.uk/s4s/FormDetails/FillForm?formId=1• Kids Inspire (mental health charity providing therapeutic services for children) 01245 348707 Email: clinaladmin@kidsinspire.org.uk Online referral form: https://www.kidsinspire.org.uk/contact-us• Parent Zone (offers free services and resources to parents and families) 02076867225 Email: infor@parentzone.org.uk 24/7 crisis support for mental health: Text 'PARENTZONE' to 85258• Families InFocus 01245 353575 Email: helpline@fifessex.org.uk



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	<p>Online referral/enquiry form: https://www.familiesinfocusessex.org.uk/about/contact-us/</p> <ul style="list-style-type: none">• School Nursing Service (Essex Child & Family Wellbeing Service) 01245 283396• The Yo-Yo Project (Chelmsford) - Child Bereavement service Website: https://www.farleighhospice.org/advice-support/bereavement-support/yo-yo Email: yoyoproject@farleighhospice.org Phone 01245 457416• SNAP (supporting parents to give best possible help for their children) Telephone: 01277 211300 Helpline: familyteam@snapcharity.org General Enquiries: info@snapcharity.org
The Local Offer	<p>You are able to find more information about the range of services accessible in our area by clicking on the link below: http://www.essexlocaloffer.org.uk</p>