



# **SEND POLICY & INFORMATION REPORT 2022-23**

**Approved by:** Governing Body **Date:** 19<sup>th</sup> November 2021

**Last reviewed on:** 30<sup>th</sup> September 2022

**Next review due by:** 30<sup>th</sup> September 2023

## **Introduction:**

At Larkfield we pride ourselves on being an inclusive school and do our best to ensure that every child with Special Educational Needs or Disabilities receives the support they need to make progress, feel safe and happy in school and be fully included in school life.

All children have access to a broad and balanced curriculum and high expectations are set for all pupils, relative to their prior attainment. We are proactive in overcoming barriers to learning through inclusive, differentiated teaching strategies and providing reasonable adjustments to accommodate any learning differences.

The identification of SEN is built into the whole school monitoring of the progress and development of all children at Larkfield Primary. A child has SEN when, in order for them to make progress, they require additional or different support to the schools' quality first offer which is available to all children. Regular assessment will help identify children who are not making anticipated progress and therefore require more targeted support. When children are identified as requiring SEN support parents will be notified and their views, as well as the child, will be incorporated in any targeted plan.

### **Definition of Special Educational Needs and Disabilities (SEND)**

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 them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- Have a *significantly greater difficulty* in learning than the majority of other learners of the same age, or
- Have a *disability, which prevents or hinders them* from making use of educational facilities of a kind generally provided for others of the same age.

Making high quality teaching available to the whole class is likely to mean that fewer children will require SEND support. However, for some children, further additional support is needed to enable them to make progress and to reach their full potential.

### **Special Needs Code of Practice (2014)**

## **QUALITY FIRST TEACHING PROVIDED TO ALL PUPILS**

### **How does Larkfield support all of its pupils?**

All pupils will have access to good quality inclusive teaching that provides reasonable adjustments to accommodate learning differences.

All subject curriculum is planned to be ambitious, knowledge rich and coherently sequences with regular opportunities for all pupils to make links in their learning.

All teachers will provide high quality first teaching to support every child regardless of their ability.

Teachers recognise that a variety of approaches, adjusting materials, the learning environment and groupings are indicative of good teaching and benefit a range of learners, whether they have been identified as requiring SEN support or not.

This ensures that all pupils will access good quality inclusive teaching that provides reasonable adjustments to accommodate learning differences.

Subject co-ordinators, as well as the SENCO may suggest specific strategies to be put into place to support a child's learning. The Quality First Teaching provision will be monitored in line with whole school teaching and learning monitoring through lesson observations and work scrutiny exercises. It will also be monitored by the SENCO as pupils' progress is reviewed at each reporting cycle and will form a crucial part of determining a pupils' SEN support requirements.

This will be considered through the implementation of the Code of Practice graduated response.

## Roles and responsibilities:

- Provision for pupils with SEND is a matter for the school as a whole.

***'Every teacher at Larkfield is a teacher of every child – as such, every teacher is a teacher of SEND'***

- All teachers are responsible for the progress of pupils in their class, including those who access additional support.
- The person responsible for overseeing the provision and progress of learners with SEN in Larkfield is Mr. Julian Ward (Headteacher)
- The Special Needs Coordinator [**SENCO**], **Miss Anna Felmingham**, is responsible for liaising with class teachers, parents, the SLT and outside agencies regarding SEN support. As well as being an experienced qualified teacher, she holds the nationally awarded Special Education Needs Coordination Qualification; PG Cert SpLD [Dyslexia approved teacher status] and is a member of the school's senior leadership team. Contact: 01704 224720 [afelmingham@larkfieldprimary.co.uk](mailto:afelmingham@larkfieldprimary.co.uk)
- The SENCO also works closely with the **Headteacher, Mr. Julian Ward**, in determining a strategic plan for SEN provision within school and the allocation of funds. Contact 01704 224720 [head@larkfieldprimary.co.uk](mailto:head@larkfieldprimary.co.uk)

The **SEND Governor, Mr. P. Howard**, liaises closely with the SENCO and Headteacher to monitor and challenge the school's SEND provision. Communication for the SEND governor should be marked 'private and confidential' and left at the school office – it will be passed on unopened.

## Categories of SEN:

Larkfield currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional and mental health difficulties, for example attention deficit hyperactivity disorder
- Sensory and/or physical difficulties, for example visual impairments, hearing impairments, processing difficulties, epilepsy

These four broad areas of SEND outlined above from The Code of Practice are useful when planning suitable provision. However, it is important to note that identification of a specific type of need is not necessary to put a support plan into place. Similarly, the identification of a type of need does not automatically call for the implementation of SEND support. Frequently, pupils have needs across categories and at Larkfield our priority is to gain a good understanding of how our children learn to ensure provision is appropriate, rather than focusing on category of need.

## SEN support:

**Who should I speak to if I am concerned about my child's learning or if I think my child may have SEN?**

- The class teacher is always the first point of contact for parental concerns regarding a child's difficulties with learning.

- Further concerns can also be discussed with the school's SENCO, Miss Felmingham. Please ask the class teacher or at the school office to make an appointment.
- The school SEND policy can be found on the school website.
- Sefton's Local Offer for SEND children makes clear what is available from a wide range of services [www.sefton.gov.uk/localoffer](http://www.sefton.gov.uk/localoffer)
- Sefton Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS) is an organisation that provides independent advice and support for parents and families- email : [seftonsendiass@sefton.gov.uk](mailto:seftonsendiass@sefton.gov.uk)
- There are useful websites providing parent led information, resources and informed opinion about children and young people [www.specialneedsjungle.com](http://www.specialneedsjungle.com)

## How does Larkfield identify young people with SEN and assess their needs?

The identification of SEND is built into the overall approach to monitoring the progress and development of all pupils. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

At Larkfield, we aim to identify a child's needs at the earliest opportunity and then make effective provision thus improving the child's long term outcomes. If school feels that your child is not making progress and may have SEN then the class teacher, with the support of the SENCO, will discuss school's concerns with you, listen to any concerns you may have, plan any support that is additional to or different from our Quality First Teaching provision, involve outside agencies, if appropriate, and discuss with you how you can support your child in achieving their targets. This process is outlined in the Code of Practice as the Graduated Approach.

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## How does Larkfield Support Children with SEN?

- The class teacher will plan and differentiate the curriculum for all the children in their class, which may include additional support in a small focus group or individually within the classroom, either from the class teacher or from a teaching assistant under their direction.
- Targets are set for all children. The progress of all children will be tracked at two key points in the year and discussed with the Head Teacher in the Pupil Progress Review meetings. If a child is not making expected progress the class teacher must consider whether they have a full understanding of the pupil's learning profile to identify whether any SEND is affecting learning. The school may decide that additional and different provision is necessary for the pupil to make progress.
- Where children are identified as needing SEN support, parents will be contacted and an Individual SEN Support Plan will be written to support the child's needs, following the four stages of the **Graduated Approach; Assess, Plan, Do and Review**.

- Progress will be regularly reviewed and, if there continues to be a lack of progress, further advice may be requested at SEN planning meetings with the Inclusion Consultant and Educational Psychologist. Parental consent is always sought for referrals.
- A child identified with SEN may require additional arrangements and adjustments to enable them to fully access tests and assessments such as Key Stage 2 SATS. This may be in the form of a reader, a scribe, additional time or rest breaks.
- If a child is not making the expected progress, relative to their starting point, and the cost of support required for substantial additional and different support from our quality first offer is above £6,000, the school can request 'High Needs Funding' for the child from the Local authority.
- If, despite high needs funding the pupil continues to make no progress, then school or parents can apply for an Educational Health Care Assessment.
- At each stage pupil views must be considered if appropriate.
- Decisions regarding the allocation of support and resources to each child will depend upon the SEN budget which is set in April each year, along with termly tracking of pupil progress and discussions with specialists and parents.

## **Graduated approach:**

### **What is the process for implementing SEND support?**

The process for implementing SEND support is described in the 2014 SEN Code of Practice as the ***Graduated Approach*** and has four stages.

- **Assess**

The class teacher and SENCO gather all the information they have about a pupil from a variety of sources (pupil, parent, outside agencies) in order to develop an accurate picture of the pupil's needs, attainment, projected targets, motivators and how they respond to teaching approaches.

- **Plan**

A SEN support plan is put together to outline the methods to be used in order to achieve specific outcomes. This document includes details such as:

- Quality First Inclusive teaching approaches that are effective to enhance pupil's learning
- Proven intervention that have been identified to achieve specific targets – and how they will be delivered and monitored
- Any focused support from a teaching assistant in class. This should be purposeful, with the ultimate aim to develop the pupil's independence and maximise pupils contact with his/her class teacher
- Resources to ensure access to curriculum or environment
- Parent and child views
- Details of outside agency involvement
- Attainment details tracked over time

- **Do**

The SEN support plan becomes a working document and is annotated to record progress towards outcomes and/or adjustments made to determine success. The class teacher manages the plan and suggested outcomes. They will be accountable for the outcomes and will discuss with the SENCO if they feel the plan is not working for whatever reason.

- **Review**

A timescale is attached to the plan so that everyone involved appreciates when targets are reviewed. The targets are reviewed with the child, parents and any outside agencies. A further plan can then be devised, if required, to enable the pupil to achieve their next steps in learning. Alternatively, the pupil may have made sufficient progress for the plan to cease.

- **Further options**

- Further assessment requested from outside agencies to gain a better understanding of the pupil's profile and recommendations for support
- The majority of children and young people with SEN or disabilities will have their needs met within local mainstream schools. Some children and young people may require an Education, Health and Care (EHC) needs assessment in order for the local authority to decide whether it is necessary for it to make provision in accordance with an EHC plan. This should be requested where the provision cannot reasonably be provided from the resources normally available to mainstream settings.

## **Admission procedures / transitions:**

### **What are the admission arrangements for children with Special Educational needs or disabilities?**

- The admission process is the same for all children. Admission to Larkfield is controlled by Sefton council. Full details can be found on the Sefton website at [www.sefton.gov.uk](http://www.sefton.gov.uk), alternatively you can follow the 'Applying for a place at Larkfield' link from the key information page of our school website [www.larkfieldprimary.co.uk](http://www.larkfieldprimary.co.uk), which will take you straight to the admissions section.
- We would always recommend a visit to school to see our facilities and talk about your child's needs prior to making your final selection [we welcome you to bring anyone with you to visit, for example we regularly have parents visiting along with the local authority inclusion consultant].

### **How will Larkfield support my child when joining or leaving the school or when transferring within the school?**

- There will be discussions between previous or receiving schools and settings, prior to a pupil joining or leaving Larkfield.
- Transition meetings will be arranged for those children who are already known to Early Years services to make school aware of their needs to ensure appropriate support is in place. If your child is already known to the Sefton Early Years' Service because of their need or disability, enhanced transition arrangements are actioned. A follow up visit in the Autumn term by the lead practitioner reviews this process.
- Transition visits will be arranged between other settings and Larkfield.
- Enhanced transitional arrangements, normally in the form of additional or accompanied visits, are arranged for children who need extra time in their new school or new class.
- Photographs of the new classroom and staff may be used to make a transition booklet, a copy of which will be sent home for the child's family
- Teacher to teacher meetings are arranged in the summer term to discuss classes moving up in September. One page profiles are completed for identified SEN pupils. It communicates important information about a pupil and how they want to be supported. All SEN pupils have a confidential file containing information about their additional needs.
- Year 6 teachers liaise closely with receiving high schools, implementing some or all of the strategies described above.

- The SENCO liaises with SENCOs from secondary schools to pass on information regarding SEN pupils and SEN records. Sefton Inclusion Service support schools in identifying pupils with 'complex and lifelong' needs in Year 5, to ensure that robust transition arrangements and applying for additional funding is well planned for.

## **Tracking Progress:**

### **How does Larkfield measure the progress of its pupils?**

- Targets are set for all children. The progress of all children will be tracked at two key points in the year and discussed with the head teacher in the Pupil Progress Review meetings. Children not making progress will be highlighted and appropriate interventions put into place.
- The effectiveness of SEN support will be determined by progress against personal targets. The Code of Practice recognises that for some pupils it is necessary to track progress outside of academic attainment. These areas will be outlined on the EHC or SEN support plan. Currently, our school uses B Squared as an assessment tool for showing smaller but significant steps of progress.
- The progress of children with an EHC Plan is formally reviewed at an Annual Review with all adults involved with the child's education.

### **How will I know how my child is doing?**

Partnership with parents plays a key role in enabling children with SEND to achieve their targets and make progress. The school recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents will be treated as partners and supported to play an active and valued role in their children's education.

- You will be able to discuss your child's progress at Parents' Evenings and through additional meetings if required.
- We offer an open door policy where you are welcome to make an appointment to meet with either the class teacher, SENCO or Head teacher to discuss your child's progress or share any concerns.
- If either the Educational Psychologist or Inclusion Consultant has undertaken assessments then parents are invited in for a meeting to discuss their observations and their suggested strategies for support.
- If your child is receiving SEN support they will have a SEN support plan with targets which will be shared with you at parents' evening. The class teacher may suggest ways in which you can support your child.

An annual review meeting will provide the opportunity to discuss in depth, the progress of children with a SEN support plan. This will determine whether what has been implemented has worked and should continue for a while longer or whether something different needs to be tried. You will be invited to contribute to this review and informed of the next steps.

## **Building capacity:**

### **How can I be sure that Larkfield has the appropriate knowledge and expertise to support my child's needs?**

Within Larkfield, our staff have received training related to SEND Including:

- ASD training
- ADHD

- Dyslexia training
- Supporting children with Speech and Language difficulties
- Epilepsy training
- Diabetes training
- Use of an Epipen
- Cystic Fibrosis
- Supporting pupils with multiple and profound difficulties

In addition, Larkfield liaises very closely with a wide range of outside agencies securing additional specialist support as needed. Also, Continuous Professional Development [CPD] ensures that class teachers are fully aware of the Code of Practice (2014) and that they will be able to meet the demands of the graduated approach including the formulation of support plans, the effective deployment of teaching assistants, appropriate use of ICT for intervention and the effective monitoring of intervention programmes.

Where new children are admitted with needs that we are unfamiliar with, we will arrange suitable training for staff in discussion with parents and external specialists [SENIS / School Nurses etc]

## Quality of provision:

### How can I be sure that Larkfield ensures good quality provision for my child?

The Quality of teaching for pupils with SEN, and the progress made by all pupils is a core part of the school's professional development for all staff. Quality of teaching for all pupils is regularly reviewed. In addition, Pupil Progress Review meetings ensure that any child at risk of underachievement is identified. This ensures that we are maintaining the minimum quality first offer agreed across the authority. By following the Graduated Approach we ensure that children's needs are recognised and acted upon to ensure they receive the support they require. Parental views are currently sought at reviews and any other key time when decisions are being made concerning a child's provision for learning eg applications for high needs funding or permission to refer to Occupational Therapy.

## Equal Opportunities:

### What steps are taken to ensure children with SEND are not treated less favourably than other pupils?

It is the school's policy to enable **every child** to participate as fully as possible in all elements of the wider curriculum. It is our intention that **all children** can attend school trips and residential visits with support and risk assessments as appropriate and we take care to select providers that share this vision [for example, our Year 6 residential visit has catered successfully for children with Autism, Diabetes and specialist dietary requirements]. Where necessary, the school will meet with parents, carers and providers to discuss individual needs prior to any visit or activity.

Our extra-curricular activities are open to all children, including our before and after school club. Should any child need support to access these activities, school will make the necessary arrangements.

## Offer for pupils with Social and Emotional needs:

### What support will there be for my child's overall wellbeing?



Larkfield offers a variety of pastoral support for children who are encountering emotional difficulties.

- Class teachers, SENCO, welfare staff are readily available for pupils who wish to discuss issues and concerns.
- Dedicated pastoral leader [Mrs. Flynn] who has time allotted to work directly with individuals / groups and can also provide or signpost support for parents.
- 1:1 support from a commissioned psychotherapist, who can also advise parents/carers
- The School Council provides pupils with a voice.
- The provision of clubs and school buddies for those who find lunchtimes a challenge.
- 1:1 or small group support to target social skills, self-esteem, emotional well-being and anger management.

Children with identified behaviour, social and emotional needs may well require additional specialist support. External support is sought and advice implemented to ensure that pupils with emotional needs are effectively responded to.

## **How do you support my child's medical needs?**

The school has additional policies relating to the administration of medicines in school and supporting children with medical conditions. It is important that parents notify the school if their child has a medical condition, which may affect them during the school day. Children should not bring any medicines to school unless by arrangement. If medication is needed a 'Parental Agreement for School to Administer Medicine' form must be completed. This is available from the school office. For longer-term conditions we will write a care plan in consultation with the school or specialist nurse and parents. Care Plans are shared with all staff involved with the pupil. We have a number of staff that have first aid [basic and paediatric] training and all staff receive additional training from the school nurse on using an epipen/diabetes/epilepsy as required.

## **Developing accessibility:**

We have identified the following ways in which we can develop accessibility / provision for our school community:

- Our building is accessible for wheelchair users and those with restricted mobility. We have identified the main entrance door as an area we could improve by providing an automatic door facility.
- Provision of quality sensory resources and designated space for children to self-regulate outside of the classroom.
- Improve signage for those with visual impairment.

## **Compliance:**

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 2014 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 2014
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014

- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012
- The policy was created by the School's Special Needs Co-ordinator [SENCO] in consultation with the SEND Governor and a range of stakeholders and reflects the 2014 SEND Code of Practice guidance