

SEND Information Report – Lark Hill Community Primary School

2024-25



1. The kinds of Special Educational Needs (SEND) that are provided for at our school:

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

- Communication and interaction, for example, Autistic Spectrum Disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia, moderate/severe learning difficulties (MLD/SLD)
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

Some pupils may have needs in more than one area and pupils' needs can change over time.

The Local Authority's KS2 Resourced Provision, called The Oak, supports pupils with Social, Emotional, and Mental Health Needs (SEMH). It is located within Lark Hill Community Primary School and has 10 places for pupils with an Education, Health and Care Plan (EHCP). Pupils are registered with a mainstream class and follow personalised timetables tailored to their strengths and needs, dividing their time between The Oak and the mainstream classroom.

2. How our school identifies and assess children with SEND:

We assess each pupil's current skills and levels of attainment on entry, which builds on previous settings and Key Stages, where appropriate. We complete the Reception Baseline in the first 4 weeks of children starting school.

Class teachers 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

Pupil assessments are tracked using SIMS. The SLT, Phase Leaders and SENDCo can access the tracking tool to monitor progress and attainment for all pupils, including pupils with SEND. The SENDCo then works with the Phase Leader, class teacher and/or LSA to support the individual child with the most appropriate intervention to support their individual needs.

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

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We also assess progress in areas other than attainment, for example, pupils' social and emotional needs. Here at Lark Hill, class teachers score all pupils on the Strengths and Difficulties Questionnaire (SDQ) twice yearly. These assessments not only highlight pupils' social and emotional needs but also identify those who may be internalising or masking. We use these assessments to identify pupils needing therapeutic intervention, and/or to measure the impact of such interventions, where appropriate.

3. Information about our school's policies for making provision for pupils with SEND whether or not pupils have EHC plans, including; a. how our school evaluates the effectiveness of its provision for such pupils

We use a model of pre or post teach whereby children are supported to prepare for learning, including teaching key vocabulary and post teaching to support children who need a catch-up.

We have the following provisions available to support learners with SEND, alongside high-quality teaching and learning:

- 2 Sensory rooms
- SEMH intervention Learning Support Assistant (1 day per week)
- Place2Be Counselling Service (1 day per week)
- Play therapist (0.5 day per week)
- Enhanced buy-in speech and language therapy (1 day per week)

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress in Achievement for All (AfA) termly meetings with the class teacher, Phase Lead and SENDCo
- Reviewing the impact of interventions by comparing baseline and post-intervention scores
- Using pupil, staff and/or parent questionnaires
- Regular monitoring by the Leadership Team and SENDCo, including learning walks and book looks
- Holding annual reviews for pupils with EHC plans.

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b. how we assess and review the progress of pupils with SEND:

We follow the graduated approach and the four-part cycle of assess, plan, do, review.

The class teacher or Phase Leader will work with the SENDCo to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant
- The assessment will be reviewed regularly.

We capture our assess, plan, do, review for in an Individual Learning Plan (ILP).

c. the school's approach to teaching pupils with SEND:

We are an inclusive school and have children with varying needs both in our mainstream classes and the Oak.

All teachers at Lark Hill are responsible and accountable for the progress and development of all the pupils in their class. High-quality teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils. Lessons and activities are planned around children and their individual needs and learning styles. Some activities are taught 1-1, in groups and whole class.

Staff are proactive in seeking the expertise from the SENDCo, Phase Leader and outside agencies to further understand and support children's SEND needs.

The sensory rooms are accessible to all pupils who attend for a minimum of a term. Class teachers complete sensory profile questionnaires and score a pre-intervention SDQ. Children often attend the sensory room daily for 15 minutes for a term. A post-intervention SDQ is used to monitor the effectiveness of the sensory room.

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d. how the school adapts the curriculum and learning environment:

We make the following adaptations to ensure all pupils' needs are met:

- All children take part in all areas of the curriculum
- Differentiating our curriculum to ensure all pupils are able to access it, e.g., by grouping, 1:1 work, teaching style, content of the lesson,
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc
- Differentiating teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc
- Staff are deployed carefully to ensure children are adequately supported while also having opportunities to be independent
- Our learning environments are consistent, neutral and organised throughout school. Visual timetables are in place in all classrooms. Resources are clearly labelled in the classrooms and there is a dyslexia and sensory class box in every classroom with resources that all pupils can use to support their learning and emotional wellbeing.

e. additional support for learning available for pupils with SEND:

Children's additional needs are managed through a school SEND register. Pupils are banded as A, B, C, or EHCP Bands D-G. This allows all staff to know the level of support needed for pupils on the SEND register.

We have purposeful relationships with many external services, including the Primary Inclusion Team (PIT), Salford Royal Foundation Trust (SRFT) Speech and Language (enhanced buy-in and community services), Paediatrics, Occupational Therapy, Physiotherapy, Learning Support Service and CAMHS. We can refer children with suspected Autism Spectrum Disorder (ASD) or Attention Deficit Hyperactivity Disorder (ADHD) traits through the neurodevelopmental pathway.

We have a number of Learning Support Assistants (LSAs) who are trained to deliver interventions such as Read Write Inc, Lego Therapy, Listening & Attention Skills and ELKLAN approaches. Some staff have also completed the moving and handling training.

We are an Emotionally Friendly School (EFS) and have the bronze award.

We are certified as a Dyslexia Aware School. All classes have an adaptations resource kit with dyslexia friendly resources such as overlays and alphabet arcs. We use buff-coloured paper and avoid black text on a white background whenever possible.

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f. enabling pupils with SEND to engage in activities available to those in the school who do not have SEND:

All of our extracurricular activities, including before- and after-school clubs, school visits, sports days, school plays etc are available to all pupils, including those with SEND or disabilities. We encourage all pupils to participate in residential trips, such as to Lledr Hall in North Wales. Pupils are not excluded from these activities due to their SEND or disability.

If a pupil with a disability joins our school, a meeting will be held with parents/carers, SENDCo, Phase Lead or class teacher, and other professionals as needed, to discuss how best to support the pupil. Relevant paperwork, such as a Personal Emergency Evacuation Plan (PEEP), will be completed and shared with staff. We also ensure that our school is accessible to all pupils, with appropriate adjustments and facilities in place to support inclusion. For more information on how we help disabled pupils access the school and prevent discrimination, please refer to our school's accessibility plan on our website or contact the school office for a copy.

g. support available for improving the emotional and social development of pupils with SEND:

We have strong links with The Primary Inclusion Team (PIT), which offers support to all Salford primary schools, via referral, for pupils with SEMH needs. We place a strong emphasis on delivering a curriculum that promotes PSED (for EY children) and PSHE (for Year 1–6). We use a PSHE scheme called Jigsaw to deliver this curriculum to all KS1 and KS2 pupils.

Mrs. Rachel Berry (SENDCo), Mrs. Lindsey Rivington (Children and Families Officer), Emily Jackson (class teacher), and Mrs. Wendy Hughes (LSA) are trained 'Mental Health Champions'.

Mrs. Berry is able to request assessments for ASD and ADHD via the neurodevelopment pathway, as well as complete referrals to CAMHS core services.

Place2Be is our chosen school counselling service, which is delivered here one day per week. Our Place2Be Practitioner is Kelly Barnsley. She works closely with the SENDCo, staff, parents/carers, and children.

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h. how we support pupils moving between phases and preparing for adulthood

On entry into Lark Hill:

- Parents/carers are invited to a meeting at the school and are provided with a range of information to help them support their child in settling into the school routine.
- The SENDCo meets with all new parents of pupils who are known to have SEND.
- If pupils are transferring from another setting, previous school records will be requested via CPOMS.
- The Salford SEND team consults with the Executive Headteacher and SENDCo regarding the placement of new pupils accessing The Oak. A multi-agency meeting is held with the SENDCo, lead Oak teacher, staff from the pupil's current setting, parents/carers, and other professionals where appropriate. Following this meeting, if a place is offered, parents/carers and the pupil are invited for a visit, and a transition plan is agreed upon with all parties.

Transition to another school, including moving on to High School:

- The SENDCo or Phase Leader may meet with the new school to discuss the needs of pupils moving on to another school to ensure a smooth transition. Likewise, a multi-agency meeting may be arranged if a range of professionals are involved with the child and/or family.
- The annual review in Year 5 for pupils with an EHCP begins the process of supporting parents in making decisions regarding secondary school choice. Parents will be encouraged to consider options for the next phase of education, and the school will involve outside agencies, as appropriate, to ensure the information provided is comprehensive and accessible.
- Accompanied visits to other providers may be arranged, as appropriate.
- Upon request, information may be shared via CPOMS with the new school.

In Salford, there are a range of services that can support pupils moving between phases and preparing for adulthood. The contact details of such agencies can be found below:

Starting Life Well (0-5 years) 0161 793 3275	Educational Psychology Service 0161 778 0476
Learning Support Service 0161 607 1671	New Directions (Joint Learning Difficulty Team within adult services) 0161 793 2286
Transition Coordinator 0161 793 2298	Connexions 0161 603 6850

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4. Our Special Educational Needs Coordinator

Our Special Education Needs and Disability Co-ordinator (SENDCo) is Mrs Rachel Berry. She works closely with our pastoral team and the SEND team from our partnership schools; Christ Church and Lewis Street Primary Schools. She holds the NASENCo National Award for SEND.

5. Specialist expertise and training of our staff in relation to children with SEND:

Rachel Berry has completed Mental Health First Aid training, alongside Lindsey Rivington (our Children and Families Officer), Emily Jackson (teacher), and Wendy Hughes (LSA).

Rachel Berry is trained to request assessments for neurological needs, including ADHD and ASD, via Salford's Neurodevelopmental Assessment Pathway. She attends regular panel meetings for requests for statutory assessments within the Local Authority SEND team.

Rachel Berry is also a Team Teach Intermediate tutor. There is a rolling programme for Team Teach training, and both the Leadership Team and The Oak staff have completed the 12-hour Team Teach course. Some staff have completed the 6-hour Team Teach course.

Rachelle Broadist, a teacher from the Primary Inclusion Team, works closely with Lark Hill to support the analysis of the Strengths and Difficulties Questionnaires (SDQs) in school. Dianne Sutton (LSA) delivers SEMH pupil interventions one day per week, using the results from the SDQs and referrals from staff.

In the last academic year, staff have been trained in strategies to support dyslexia in the classroom, attachment awareness, and sensory processing needs.

6. Securing equipment and facilities:

We have a positive working relationship with the Educational Psychology Service, Learning Support Service, including ACE and CAMHS Core Teams, the Primary Inclusion Team and SRFT Speech Therapy Service enhanced buy-in and community services. Specialist equipment is loaned to school by Salford Paediatric Therapy Team to support our pupils with physical disabilities.

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7. How we consult with and involve parent/carers of children with SEND about the education of their child:

Parents/carers are kept informed about their child's progress at all times through informal meetings at the school door, meetings inside school with the class teacher, Phase Leader, and/or SENDCo, termly Learner Review parent meetings, and multi-agency meetings. Parents may also find the home-school diary a useful tool for more regular communication with school staff.

Parents/carers are encouraged to arrange an appointment with the class teacher to discuss their child's progress in the first instance. If concerns persist, they can then meet with the Phase Leader or SENDCo at any time to share information that could impact their child's success. Please contact the school office at 0161 921 1390 to arrange an appointment.

We formally notify parents when it is decided that a pupil will receive SEND support and be added to the school's SEND register.

Below are some support services for the parents/carers of pupils with SEND, including those related to arrangements made in accordance with Clause 32:

Salford Information and Support Services (SIASS) 0161 778 0538	Early Support/Portage Home Visiting Team/Inclusion Officers (0-5 years) 0161 793 3275
Statutory Assessment Team/Local Authority 0161 778 0410	Learning Support Service 0161 607 1671
Educational Psychology Service 0161 778 0476	Children with Disabilities Social Work Team 0161 793 3535

8. The arrangements of consulting young people with SEND about, and involving them in, their education:

Children are familiar with staff sharing information about their learning and behaviour. Marking in books encourages children to read their teacher's comments and respond to them. Often, there is a question or activity to reinforce or further develop pupils' learning.

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The school has a school council, consisting of children from each class who are involved in making decisions about aspects of school life. All pupils are encouraged to regularly share their views with members of the school council. We also have an Emotionally Friendly Schools (EFS) pupil group, which is involved in decisions about how we support pupils' mental health in school.

Pupils with EHCPs are asked to complete a child view form, which is shared at the annual review meeting. Where appropriate, children are also invited to attend part of the annual review meeting so their views can be heard.

9. Complaints about SEND provision at school:

Complaints about SEND provision at our school should be made in accordance with the School's Complaints Procedure, which can be found on our website or by contacting the school office directly at 0161 921 1390.

We also have a SEN caseworker, Sharon Entwistle, who can be reached at 0161 778 0517 to discuss any concerns or complaints about SEND provision at the school.

Parents of pupils with disabilities have the right to make disability discrimination claims to the First-Tier SEND Tribunal if they believe our school has discriminated against their child. Claims can be made regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

10. Working with other agencies including the governing body

School engage openly with all external agencies, including health and social care bodies, local authority support services and voluntary sector organisations in meeting pupils' SEND and supporting their families.

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The Governing Body supports the work done by Salford Information and Support Services (SIASS). There is a named SEND Governor, Mr Philip Royle.

11. The local authority Local Offer

Our local authority's local offer is published here: <https://www.salford.gov.uk/localoffer.htm>