

SEND Information Report – Lark Hill Community Primary School

2023-24



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 for pupils with Social, Emotional and Mental Health Needs (SEMH) is The Oak. It is located within Lark Hill Community Primary School and has 10 places for pupils with an Education, Health and Care Plan (EHCP). The pupils are registered with a mainstream class and follow personalised timetables based on individual strengths and needs, with time spent in the Oak and 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 build 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 both tracking tools 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.

SEND Information Report – Lark Hill Community Primary School

2023-24



We also assess progress in areas other than attainment, for example, pupils' social and emotional needs. Here at Lark Hill, we use The Boxall and Strengths and Difficulties Questionnaire (SDQ) to complete such assessments of pupils' wellbeing. These may be used 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 teacher (one day a week)
- Place 2 Be Counselling Service (3 days per week)

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

- Reviewing pupils' individual progress in Achievement for All 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.

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

SEND Information Report – Lark Hill Community Primary School

2023-24



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.

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.

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, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.

SEND Information Report – Lark Hill Community Primary School

2023-24



- 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.
- Carefully consider staff deployment so that children are adequately supported as well as given time 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 via a school SEND register. Pupils are banded by 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), SRFT Speech and Language (enhanced buy-in and community services), Paediatrics, Occupational Therapy, Physiotherapy, Learning Support Service and CAMHS. We are a link school for CAMHS so can now refer directly for children with suspected ASD and ADHD traits via the neurodevelopment 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 a dyslexia aware school and working towards the dyslexia accreditation. All our resources are planned with this in mind and we avoid black print on a white background at all costs.

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

SEND Information Report – Lark Hill Community Primary School

2023-24



All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs. All pupils are encouraged to go on our residential trip(s) to Lledr Hall, North Wales. All pupils are encouraged to take part in sports day/school plays/special workshops. No pupil is ever excluded from taking part in these activities because of their SEND or disability.

If a pupil with a disability joins our school, a meeting will be held with parents/carers, SENDCo and Phase Lead or class teacher, as well as other professionals where appropriate, so that information can be shared on how best to support the pupil once they are on roll. Associated paperwork is completed depending on the needs of the child, i.e. Personal Emergency Evacuation Plan (PEEP) written prior to the pupil starting and shared with relevant staff. For further information on the facilities we provide to help disabled pupils access our school, including steps we have taken to prevent disabled pupils from being treated less favourably than other pupils, can be found in our school's accessibility plan on our website. Alternatively, you can contact the school office directly and request 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). PIT offer support to all Salford primary schools, via referral, for pupils with SEMH needs.

We have a strong emphasis on delivering a curriculum that promotes PSED (for EY children) and PSHE (Year1-6). We use a PHSE scheme called Jigsaw to deliver this curriculum to all KS1/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 assessment 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 three days per week. Our Place2Be Practitioner is Lynn Varden. She works closely with the SENDCo, staff, parents/carers and children.

SEND Information Report – Lark Hill Community Primary School

2023-24



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

A number of strategies and approaches are in place to enable effective pupils' transition. These include:

On entry into Lark Hill:

- Parent/carers are invited to a meeting at the school and are provided with a range of information to support them in enabling their child to settle 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, the previous school records will be requested via CPOMS.
- Salford SEND team consult with the Executive Headteacher and SENDCo regarding placement of new pupils accessing the Oak. A multi-agency meeting is held with the SENDCo and 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 pupil are invited for a visit and a transition plan is agreed with all parties.

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

- The SENDCo or Phase Leader may meet to discuss the needs of pupils moving to another school in order to ensure a smooth transition for the pupil. Similarly, a multi-agency meeting may be arranged if a range of professionals are working with the child and/or family.
- The annual review in Y5 for pupils with an EHCP begins the process where parents are supported to make 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 information provided is comprehensive but accessible.
- Accompanied visits to other providers may be arranged as appropriate.
- Upon request, information may be shared via CPOMS with the new school.
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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

SEND Information Report – Lark Hill Community Primary School

2023-24



Transition Coordinator 0161 793 2298

Connexions 0161 603 6850

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.

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

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

Rachel Berry received training to request assessment for a neurological need including ADHD and ASD via Salford's Neurodevelopmental Assessment Pathway. She attends regular panel one meetings for requests of statutory assessments within the Local Authority SEND team.

Rachelle Broadist, a teacher from the Primary Inclusion Team, works at Lark Hill one day each week and delivers SEMH pupil interventions. This is delivered on a model of capacity building so our LSAs can deliver subsequent interventions on their own.

Rachel Berry and Andrew Quigley are Team Teach Intermediate tutors. There is a rolling programme for Team Teach Training, of which SLT and The Oak staff have completed the 12-hour Team Teach course and some staff have completed the 6-hour Team Teach course.

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:

SEND Information Report – Lark Hill Community Primary School

2023-24



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.

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, from informal meetings at the school door, meetings inside school (with 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 to use to communicate with school staff on a more regular basis.

Parents/carers are encouraged to arrange an appointment to discuss their child's progress with the class teacher in the first instance, and then the Phase Leader and SENDCo at any time when they feel concerned or have information they feel they would like to share that could impact on their child's success. Please contact the school office who will arrange this appointment for you. The contact number is 0161 9211390.

We formally notify parents when it is decided that a pupil will receive SEND support, and as such be added to the school's SEND register. Here are some support services for the parents/carers of pupils with SEND, including those for 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 through their teacher's comments and respond to them. Often, there is a question or an activity to reinforce pupils' learning or to develop it further.

SEND Information Report – Lark Hill Community Primary School

2023-24



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

Pupils with EHCPs will be asked to complete a child view form which will be shared in 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 in our school should be made in line with the School's Complaints Procedure, which can be found on our website or by contacting the school office directly on 0161 921 1390.

We also have a SEN caseworker, Sharon Entwistle, who is contactable on 0161 778 0517 to discuss any complaints or concerns about SEND provision in school.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination 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.

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

SEND Information Report – Lark Hill Community Primary School

2023-24



11. The local authority Local Offer

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