

Larkfields Junior School – SEND Information Report



Larkfields Junior School is an average sized Junior School serving the families of Nuthall, Kimberley and Watnall. There are currently 241 pupils on roll. Of these 241 pupils, approximately 15% are on the school's SEND (Special Educational Needs and Disability) register. At Larkfields Junior School, we aim to have a fully inclusive ethos, supporting the needs of all learners and involving them in all aspects of school life. Our 'Take Care' charter, which is embedded in the curriculum and in all aspects of school life promotes the recognition, understanding and acceptance of differences and similarities of all children. Our aim is to ensure that our pupils are lifelong learners and that they are prepared for adulthood.

What kinds of special educational needs does the school make provision for?

We are a mainstream school and provide SEND provision for children of junior school age (7-11), supporting pupils with a wide range of needs including: ASD (Autistic Spectrum Disorder), physical and Sensory

needs, Specific Learning Difficulties including dyslexia and dyspraxia, Global Learning Difficulties, ADHD and pupils with social, emotional and mental health needs. Staff receive regular training as necessary.

How does the school identify the needs of and assess children with SEND?

At Larkfields Junior School, we recognise that all children learn and progress in different ways. Children identified as having SEN will be working at a level which is significantly below that of their peers. Information is gathered from a number of sources including from parents, health, care services, from feeder schools on entry into school, and at the beginning of each year for children when we carry out baseline assessments. Each child's level of attainment is assessed using information from the previous year's assessments. Other assessments such as reading and spelling age analysis, Strengths and Difficulties questionnaires and The British Picture Vocabulary Scale may be carried out if necessary.

What are the school's arrangements for consulting with parents of children with SEND?

If staff are concerned about a child, these concerns will be raised in the first instance with parents. For those children, who have Special Educational Needs, parents will be invited into school to meet with the class teacher and SENDCo as part of an initial meeting in the autumn term. A one page pupil profile will be created taking on board the views of the child and the parents and ways in which the child can be supported at school and at home will be identified.

Termly meetings will be held between the class teacher, SENDCo, parent and child (if appropriate) to review progress and identify next steps. Key points from the discussion that takes place and any resulting action will be recorded and shared with parents.

What are the school's arrangements for consulting with children with SEND?

When a child is identified as having SEND or at the beginning of each school year, teachers through discussion with pupils will complete a one page profile identifying strengths, areas of difficulty and strategies to

Larkfields Junior School – SEND Information Report



support learning. Children will be involved in the setting and reviewing of their targets on a regular basis and if appropriate will be invited to termly review meetings.

What is the school's approach to teaching pupils with special educational needs?

Larkfields Junior School has high expectations of all pupils and practises quality first teaching; work is differentiated to meet the needs of all pupils. The curriculum is adapted when required and reasonable adjustments are made to ensure children with SEND are included. Within all classrooms there is a range of enabling resources to support learning. These include spelling charts, phonics charts, hundred squares, number lines. Practical apparatus is used in all classes to support the teaching and learning in maths. Some individual targets are supported within lessons by the class teacher or a teaching assistant. Others may be supported outside the classroom through a specific intervention programme which may be delivered by a teaching assistant. Parents will be informed if their child is receiving any additional support, including the nature of this support.

How will my child/young person be included in activities outside the classroom, including school trips?

Larkfields Junior School believes in equality for all and we endeavour to include all children in all aspects of school life, with reasonable adjustments being made where necessary. We offer a wide variety of afterschool activities, school visits and residential experiences. Prior to any school visit, a pre-visit is undertaken by staff and a risk assessment is carried out.

How does the school evaluate the effectiveness of its provision for pupils with special educational needs?

Through monitoring, observing and assessing a child's needs, the SENDCO and staff work together to put in place appropriate support and provision to meet identified difficulties. For pupils highlighted as having special educational needs, an individual Pupil Profile is completed. Pre-assessments are carried out before an intervention and post-assessments carried out afterwards. Data is entered on a half termly basis into the school's tracking system. Progress and the effectiveness of provision is monitored closely as part of an 'assess, plan, do, review

cycle' by class teachers, the SENDCO and Senior Leadership team. Similarly the impact of interventions on learning and support given is monitored on a regular basis.

What support is available for improving the emotional, mental and social development of pupils with special educational needs?

Pupils' health and well-being is paramount. All staff have a responsibility for their pupils' overall wellbeing. This is supported within the classroom through the BLP (Building Learning Power), through which children are taught the skills of reciprocity, resilience, reflectiveness and resourcefulness, and through PSHE (Personal, Social and Health Education) lessons where children are given the opportunity to discuss issues such as positive relationships, self-esteem and teamwork within the curriculum, as well as through assemblies and themed days/weeks. For some children, through consultation with parents, extra provision may be put in place. This may take the form of a nurture group, a managing emotions group, a friendship group or the opportunity to talk to a fully trained counsellor.

Larkfields Junior School – SEND Information Report



What training have staff supporting children with special educational needs had and what is planned?

Staff at Larkfields Junior School receive regular and ongoing training either in house, through staff meetings or INSET days, or from outside providers. Ongoing professional development is key to ensuring staff are kept up-to-date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND.

How are children supported in their transition from one setting to another?

Starting a new school can be an anxious time for all children and their parents. We encourage visits to our school before applying. At Larkfields Junior School, we work closely with our feeder school, Larkfields Infant School, as well as with the local secondary school, The Kimberley School. The SENDCos meet on a regular basis as part of a 'Family of Schools' where information is shared. In the summer term, Year 2 pupils are invited to visit the school on a number of occasions to experience 'Junior School Life'. They are 'buddied' with a Y5

pupil who remains their buddy throughout the next school year. Y6 pupils attend 3 transition days as well as a series of after school 'induction clubs'. For some children extra visits may be arranged in order that they become familiar with their new surroundings. Additional transition plans may be put into place in consultation with both schools and parents and where necessary outside agencies. For some children the SENDCo and/or head teacher may attend progress reviews while for others a transition book or social story maybe written for the child to use at home, this may include photographs of the building, adults working with the child and key times of the school day. In school we aim to prepare all children for adulthood and develop independence to take a full and active part in society.

How will equipment and facilities to support pupils with special educational needs be secured? How accessible is the school/setting?

Where possible we provide equipment or complete necessary funding applications to provide any equipment that is deemed

necessary in order to support children in school. We aim to ensure that all activities and equipment are accessible to all children, parents/carers and visitors to our school. Reasonable adjustments have been made to improve accessibility for all. Our school site, a single story building, the majority of which is one level, is wheelchair accessible. There are ramps to the main and rear entrances and a stair lift in place. There are disabled toilet facilities including space to accommodate changing. Risk assessments and safe systems of work are in place to ensure the safety of all staff and children. We use symbols and visual timetables where appropriate.

What specialist services and expertise are available or accessed by the setting/school?

The school has access to a number of services including:

- Schools and Family Support Services (SFSS)
- Educational Psychology Service (EPS)
- Physical Disability Support Service (PDSS)
- School Nurse
- Family Services
- Targeted support

Larkfields Junior School – SEND Information Report



- Children's centres/Sure Start Centres
- Supporting families
- Educational health and well-being team (EHWB)
- Complex case resolution
- Speech and Language Therapy (SALT)
- Child and Adolescent Mental Health Services (CAMHS)
- Primary Mental Health Team
- Multi Agency Support Hub (MASH)
- Occupational Therapy Services
- Physiotherapy Services
- Think Children
- Social Care
- Voluntary Organisations

Support from these services will be accessed from these if necessary and consent to share information and for involvement will be gained from parents.

What do I do if I have a concern or complaint about the SEND provision made by the school/setting?

The first point of contact for a parent to discuss general concerns in the first instance should be the class teacher. If a parent has still has concerns then the SENDCo would be

the next point of contact followed by the headteacher. If parents feel their concern is not resolved through this process, they should refer to our Complaints Procedure set out in the school policy which can be found on our school website.

How does the school seek to signpost organisations, services etc. who can provide additional support to parents/carers/young people?

The SENDCo will give advice to parents and signpost to the Nottinghamshire's SEND Local Offer. The Nottinghamshire County council Local Offer is a comprehensive directory of local services, opportunities and access for children and young people with SEND and disabilities. This can be accessed at:

<http://www.nottshelpyourself.org.uk/kb5/nottinghamshire/directory/localoffer.page?directorychannel=10>

Parents/carers can gain advice and support from Parent Partnership
www.ppsnotts.org.uk

or contact the Independent Parental Special Advice team www.ipsea.org.uk. Parents may be advised of other voluntary organisations who may be able to offer support.

Where can I access further information?

Further information can be accessed from the SEND Policy on the school's website: <http://larkfields.schooljotter2.com/policies>
The information in this report forms a part of Nottinghamshire's local offer which can be accessed at:
http://www.nottshelpyourself.org.uk/kb5/nottinghamshire/directory/service.page?id=Z1eP5XwsiuY&directorychannel=10_2_3

Who is the school's SENDCo and how can they be contacted?

The designated person for the co-ordination of SEND is Mrs Lisa Burger, who can be contacted through the school office by:

- telephoning 0115 919 4343 or
- via email office@larkfields-jun.notts.sch.uk

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