

SEND Information Report – Lark Hill Community Primary School

2025-26



This SEND Information Report is written in accordance with:

- The *Children and Families Act 2014*
- The *Special Educational Needs and Disability Regulations 2014* (Schedule 1)
- The *SEND Code of Practice: 0–25 years (2015)*
- The *Equality Act 2010*

This report is reviewed annually and is available on our school website.

A link to the Local Authority's Local Offer can be found at the end of this report.

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, Autism Spectrum Disorder (ASD), Asperger's Syndrome, speech and language difficulties
- Cognition and learning: for example, dyslexia, dyspraxia, moderate/specific/severe learning difficulties (MLD/SpLD/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

We provide support for all four broad areas of need as set out in the SEND Code of Practice (2015). Some pupils may have needs in more than one area, and pupils' needs can change over time.

The Local Authority's KS2 Resourced Provision, The Oak, supports pupils with Social, Emotional and Mental Health Needs (SEMH). It is located within Lark Hill Community Primary School and offers 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, building on information from previous settings and Key Stages, where appropriate. We complete the Reception Baseline within the first four weeks of children starting school.

We recognise that pupils may need additional support if they:

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- Make significantly slower progress than their peers starting from the same baseline
- Fail to match or better previous rates of progress
- Fail to close the attainment gap between themselves and their peers
- Show increasing difficulty in social, emotional, or behavioural areas that impact learning
- Display sensory or physical difficulties that affect access to the curriculum

Teachers make regular assessments of progress across all subjects. This data is tracked using Insight, which allows staff, the SENDCo, and senior leaders to monitor progress and attainment for all pupils, including those with SEND. The SENDCo works with Phase Leaders, class teachers, and LSAs to determine appropriate interventions and support.

On entry to Nursery and Reception, all pupils are screened using the WellComm toolkit to assess their speech, language, and communication development. This universal screening supports early identification of pupils who may benefit from additional language support or referral to Speech and Language Therapy.

We also assess progress in non-academic areas, such as social and emotional wellbeing, using the Strengths and Difficulties Questionnaire (SDQ) to identify SEMH needs and evaluate intervention impact.

Slow progress and low attainment do not automatically indicate SEND, but they may trigger further observation and assessment.

Where appropriate, we work with external agencies — including the Educational Psychology Service, Speech and Language Therapy, and Health or Social Care professionals — to gather additional assessment information.

Parents and carers are involved at every stage of identification and assessment and are informed promptly if their child is added to the SEND register or if external assessment is recommended.

3. Information about our school's policies for making provision for pupils with SEND whether or not pupils have EHC plans, including;

- how our school evaluates the effectiveness of its provision for such pupils

We use a pre- and post-teach model to support learning and evaluate progress, including vocabulary teaching and catch-up sessions.

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We provide:

- Two sensory rooms
- SEMH intervention Learning Support Assistant (0.5 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 and 0.5 day per fortnight)

We evaluate provision effectiveness by:

- Reviewing progress in Achievement for All (AfA) termly meetings
- Comparing pre- and post-intervention data
- Using pupil, staff, and parent questionnaires
- Conducting SENDCo and leadership monitoring (learning walks, book looks)
- Holding annual reviews for pupils with EHCPs

Findings from these evaluations inform future planning, staff training, and resource allocation.

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

We follow the graduated approach and the four-part cycle: *Assess, Plan, Do, Review*.

Teachers and Phase Leaders work with the SENDCo to analyse pupils' needs using:

- Teacher assessments and observations
- Progress and attainment data (on Insight)
- Parental and pupil views
- Advice from external professionals

The Assess–Plan–Do–Review cycle is recorded in an Individual Learning Plan (ILP), reviewed in October, February, and June each year.

Sensory room use and interventions are informed by sensory profiles and staff observations, with pre- and post-assessments to measure impact.

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

We are an inclusive school with pupils with a wide range of needs in both mainstream classes and The Oak.

All teachers are responsible for the progress and development of every pupil. High-quality teaching is the first step in responding to pupils with SEND, with lessons differentiated appropriately. Staff are proactive in seeking guidance from the SENDCo, Phase Leaders, and external agencies.

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

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

- Differentiating curriculum content and teaching methods
- Adapting resources and staffing
- Using recommended aids (e.g. laptops, overlays, visual timetables, larger print)
- Allowing longer processing times, pre-teaching vocabulary, and reading instructions aloud
- Providing dyslexia- and sensory-friendly resource boxes in every classroom
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These adaptations ensure all pupils access a broad and balanced curriculum in line with the Equality Act 2010 and are supported by our Accessibility Plan.

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

Children's additional needs are managed through the SEND register, with pupils banded as A, B, C, or EHCP Bands D–G.

We work closely with:

- The Primary Inclusion Team (PIT)
- Salford Royal Foundation Trust Speech and Language Therapy
- Occupational Therapy, Physiotherapy, Learning Support Service
- Educational Psychology Service and CAMHS
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Support and resources are allocated according to individual need and Salford LA's SEND funding arrangements.

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Our Learning Support Assistants (LSAs) are trained to deliver interventions such as Lego Therapy, Listening & Attention Skills, and ELKLAN-based approaches.

We are an Emotionally Friendly School (Bronze Award) and hold the Dyslexia Aware Quality Mark (DACQM). Each class has an adaptations resource kit, and buff-coloured paper is used across school to support visual comfort.

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

All extracurricular and enrichment activities are available to all pupils, including those with SEND. This includes clubs, trips, performances, and residential visits such as to Lledr Hall in North Wales.

When a pupil with a disability joins our school, a meeting is held with parents, the SENDCo, and other professionals to create an Individual Support Plan and Personal Emergency Evacuation Plan (PEEP).

Our school is fully accessible, and reasonable adjustments are made to support inclusion. Further information is available in our Accessibility Plan.

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

We work closely with the Primary Inclusion Team (PIT) to support pupils with SEMH needs.

We deliver a curriculum that promotes PSED (in Early Years) and PSHE/Personal Development (Years 1–6) through the Jigsaw PSHE scheme.

A team of trained Mental Health Champions provides emotional support for pupils and works alongside the SENDCo, pastoral team, and external professionals.

We also offer Place2Be counselling (one day per week) and make referrals to CAMHS and the Neurodevelopmental Pathway (ASD/ADHD) as appropriate.

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

On entry to Lark Hill:

- Parents are invited to a welcome meeting and receive transition information.
- The SENDCo meets with parents of children with known SEND.
- If transferring from another setting, previous school records are requested via CPOMS.
- For pupils accessing The Oak, the Salford SEND team consults with senior leaders and the SENDCo prior to placement, and personalised transition plans are agreed.

When moving to another school or phase:

- The SENDCo and/or pastoral team liaise with receiving schools and share records via CPOMS.
- For pupils with an EHCP, the Year 5 annual review supports transition planning to secondary school.
- Accompanied visits may be arranged where appropriate.

Salford services supporting transitions:

- Educational Psychology Service – 0161 778 0476
- Learning Support Service – 0161 607 1671
- Transition Coordinator – 0161 793 2298
- Connexions – 0161 603 6850

4. Our Special Educational Needs Coordinator

Our Special Educational Needs and Disability Co-ordinator (SENDCo) is Mrs Rachel Berry, who holds the NASENCo National Award. She works closely with the pastoral team and the SEND teams 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:

Mrs Berry has completed Mental Health First Aid and Team Teach Intermediate Tutor training. She attends LA statutory assessment panels and is trained to make neurodevelopmental referrals.

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Each year, the Leadership Team identifies key areas for staff CPD based on emerging pupil needs. In the last academic year, staff training has included dyslexia strategies, attachment awareness, and sensory processing needs.

6. Securing equipment and facilities:

We work with the Educational Psychology Service, Learning Support Service, CAMHS, Primary Inclusion Team, and SRFT Speech Therapy Service (enhanced buy-in and community).

Specialist equipment is loaned through the Salford Paediatric Therapy Team and supplemented by school-purchased resources where required.

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

Parents and carers are kept informed through daily communication, meetings, parents' evenings, and multi-agency reviews.

Parents are formally notified when their child is added to or removed from the SEND register.

Support services for parents include:

- Salford Information and Support Services (SIASS) – 0161 778 0538
- Educational Psychology Service – 0161 778 0476
- Learning Support Service – 0161 607 1671
- 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:

Pupil voice is valued and embedded in school life. Pupils contribute through book marking and reflection, school council, class reflection and Philosophy.

Pupils with EHCPs complete a Pupil Views form for annual reviews and, where appropriate, attend part of the meeting to share their views.

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9. Complaints about SEND provision at school:

Complaints about SEND provision should follow the school's Complaints Procedure, available on the website or from the school office. Parents may also contact Salford Local Authority SEND Services for support prior to making a referral to the First-tier SEND Tribunal, which handles claims relating to:

- Exclusions
- Provision of education or associated services
- Reasonable adjustments under the Equality Act 2010

10. Working with other agencies including the governing body

We engage openly with health, social care, local authority, and voluntary agencies to meet pupils' needs and support families.

Our named SEND Governor is Ms Suzanna Fairbairns, who monitors and supports the effectiveness of SEND provision.

11. The local authority Local Offer

Our Local Authority's Local Offer is published here: <https://www.salford.gov.uk/localoffer.htm>