

Lark Hill Community Primary School – Special Educational Needs & Disability Policy (SEND)



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Signed by Designated Governor	Suzanna Fairbairns

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1. Introduction and Legal Framework

This SEND policy is written in accordance with:

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

The policy is reviewed annually and is available on the school website. A link to the Local Authority's Local Offer can be found at the end of this document.

"Staff have high expectations of pupils, including pupils with SEND. They expect every pupil to achieve well. Staff identify the additional needs of pupils with SEND in an accurate and timely way. Pupils with SEND are given the support they need to access the curriculum and experience success. Leaders ensure that these pupils have the same opportunities to access the school's ambitious curriculum as their classmates."

Ofsted, Feb 2022:

2. Definition of 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.

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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 others of the same age, or
- Have a disability which prevents or hinders them from making use of facilities generally provided for others of the same age in mainstream schools or post-16 institutions (SEND Code of Practice, 2015).

This definition is applied in line with the Equality Act 2010, which requires schools to make reasonable adjustments to ensure that pupils with disabilities are not placed at a substantial disadvantage compared to their peers.

3. Aims and Objectives

At Lark Hill Community Primary School we believe that:

- All children, regardless of their learning difficulties or disabilities, will have access to a broad, balanced, coherent, and relevant curriculum (National Curriculum & EYFS).
- All teachers are teachers of SEND.
- Inclusion means children feel welcome, secure, stimulated, and valued.
- Children and parents are fully involved in their child's education.
- Equality of opportunity is central to all aspects of education.
- Children are given opportunities to meet their full potential.
- Barriers to learning are identified and reasonable adjustments made.
- All children have access to a differentiated, first-hand curriculum.
- Children with SEND and/or disabilities are not treated less favourably.

4. Roles and Responsibilities

Named Staff:

ROLE	NAME
EXECUTIVE HEADTEACHER	Mrs Paula Warding
HEAD OF SCHOOL	Mrs Gemma Lavelle
SENDCO	Mrs Rachel Berry
SEND GOVERNOR	Ms Suzanna Fairbairns

SENDCo Responsibilities:

- Oversee day-to-day operation of the SEND policy
- Coordinate provision for pupils with SEND
- Liaise with parents, external agencies, and relevant staff
- Advise teachers on the graduated approach (Assess, Plan, Do, Review)
- Deploy resources effectively
- Ensure records of all pupils with SEND are up to date
- Initiate and conduct statutory annual reviews
- Support smooth transitions between phases

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5. Identification, Assessment, and Banding

Initial Concerns

- Staff must record concerns on CPOMs under 'SEN Concern' and implement targeted strategies consistently for at least 6 weeks, noting the impact over time.
- The SENDCo reviews the impact of adaptations, interventions, adjustments, and/or support recorded by staff on the original CPOMs 'SEN Concern'. The pupil will then be considered for the SEND register, with outcomes communicated to staff and parents/carers. Only pupils whose needs require something different from or additional to the provision made for other pupils will be added (*SEND Code of Practice 2015, para 6.15*).
- The process considers the Equality Act 2010, ensuring reasonable adjustments are made for pupils whose disabilities may affect access to the curriculum.
- Staff may also raise concerns during SEND drop-in sessions with the SENDCo.

Universal Screening

- Nursery and Reception pupils are screened using the WellComm Toolkit for speech, language, and communication. Targeted interventions and referrals to Speech and Language Therapy are provided where appropriate.
- We screen all pupils in Year 3 using the GL Dyslexia Screening tool in the Spring term.

Graduated Response - Assess, Plan, Do, Review cycle:

1. Assess: Review attainment and social/emotional needs
2. Plan: Agree targeted support and interventions
3. Do: Deliver interventions and monitor impact
4. Review: Evaluate outcomes and adjust support

SEND Register Banding

BAND	DESCRIPTION	RESPONSIBILITY
A-C	School-based support (SEN Support)	Class teacher implements Quality First Teaching with individual adaptations. SENDCo oversees ILPs with SMART targets. Interventions and external advice applied. SENDCo may request statutory EHC assessment.
D-G+	Education, Health, and Care Plan (EHCP)	SENDCo monitors provision as per EHC Plan. Class teacher implements provision and long-term outcomes.

"Bands relate to severity, intensity, and frequency of difficulty rather than specific needs" – Salford LA, 2017.

6. Quality First Teaching and Inclusive Practice

- All teachers are responsible for all pupils, including those with SEND.
- Lessons are differentiated for individual needs and learning styles.
- High-quality teaching includes visual aids, scaffolding, additional processing time, and assistive technology.
- Staff seek support from SENDCo, Phase Leaders, and external agencies to meet specific needs.

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7. Interventions and Resources

Learning Support Assistants (LSAs) provide targeted support for pupils with SEND, delivering interventions tailored to individual or group needs. These may include Lego Therapy, Speech & Language programs, and Primary Inclusion Team (PIT) therapeutic interventions such as Emotion Detectives.

The school also provides:

- The Oak (KS2 Enhanced Resource Provision): Supports pupils with social, emotional, and mental health (SEMH) needs; all pupils attending have EHC Plans.
- Counselling: Place2Be Counselling Service (1 day per week).
- Screening: GL Dyslexia Screener for Year 3 pupils and new arrivals.
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All interventions and resources are regularly reviewed to ensure effectiveness and compliance with Salford LA funding arrangements.

8. Supporting Pupils' Emotional and Social Development

- Referrals to Primary Inclusion Team (PIT) for SEMH needs
- PSHE curriculum delivered using Jigsaw, promoting PSED and Personal Development
- In-school Mental Health Champions provide support for pupils and staff
- Place2Be Counselling (1 day/week) and CAMHS referrals as appropriate

9. Transition and Preparing for Adulthood

On Entry:

- Welcome meetings for new families with SENDCo or pastoral team
- Records requested from previous schools via CPOMs
- Multi-agency meetings arranged where appropriate

Moving to Another Phase/School:

- Annual review in Year 5 for EHCP pupils begins secondary school planning
- Liaison with receiving schools and external agencies ensures smooth transition

School Phases:

- EYFS – Nursery & Reception (Phase Leader – Ms Sam Moran)
- KS1 – Years 1 & 2 (Phase Leader – Mrs Catherine Spoor)
- LKS2 – Years 3 & 4 (Phase Leader – Ms Yates)
- UKS2 – Years 5 & 6 (Phase Leader – Ms Dunne)

10. Monitoring, Evaluation, and CPD

- SEND provision monitored via learning walks, book looks, AfA termly meetings, and ILP reviews

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- Staff CPD at least once per academic year, aligned with emerging needs (e.g., Emotionally Friendly Schools Silver Award)

11. Consultation with Parents and Pupils

- Parents informed via meetings, CPOMs, and termly reviews
- Pupils with EHCPs complete Pupil View for annual reviews
- Pupil voice encouraged through marking, reflection, and school council participation

12. Complaints Procedure

- Follow school Complaints Policy
- SEN caseworker available for advice
- Parents may contact Salford LA SEND Services or the First-Tier SEND Tribunal

13. Working with Other Agencies

- School has strong relationships with a range of external agencies, including Primary Inclusion Team (PIT), Educational Psychology (EP), CAMHS, Learning Support Service (LSS), Speech and Language Therapy (SLT) and the visual impairment and hearing impairment teams.
- Our named SEND Governor monitors effectiveness and supports provision regularly throughout the year.

14. Local Authority Local Offer

- Salford Local Offer: <https://www.salford.gov.uk/localoffer.htm>

15. Supplementary Information

Consider alongside:

- Admissions & Exclusions Policy
- Relationship & Behaviour Policy
- Inclusion Policy
- Safeguarding Policy
- Medical Conditions Policy
- Intimate Care Policy