Larkfield Primary School
Special Educational Needs and/or Disabilities (SEND)
Annual SEND Information Report 2026–2027

This report sets out how we support children with special educational needs and/or disabilities across our school, in line with our statutory duties under the Children and Families Act 2014 and the SEND Code of Practice.

Larkfield Primary School is an inclusive school. We will ensure, to the best of our abilities, that every child with Special Educational Needs and Disabilities (SEND), gets the support they need to make progress and take an active part in school life.

Roles and Responsibilities of the Special Needs Co-Ordinator (SENDCo – Miss FELMINGHAM / National Award for Special Educational Needs Coordination)

The SENDCo is responsible for:

- Supporting and overseeing the teaching of children with SEND.
- Coordinating all the support for children with special educational needs or disabilities (SEND)
- Ensuring that parents are involved in supporting their child's learning and kept informed about the support their child is getting and are involved in reviewing how they are doing.
- Liaising with all the external agencies who may be coming into to school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc.
- Providing specialist support for teachers and support staff in the school so that they can help children with SEND in the school to achieve the best progress possible.

Sefton's Local Offer

The Children and Families Bill was enacted in 2014. From this date Local Education Authorities (LEAs) and schools are required to publish and keep under review information about services they expect to be available for children and young people with special educational needs (SEN) aged 0-25. This is the 'SEN Information Report'.

The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area.

Sefton's SEN local offer web link –
https://www.seftondirectory.com/kb5/sefton/directory/localoffer.page?localofferchannel=0

What types of Special Educational Needs and/or Disabilities (SEND) do we provide for?

At Larkfield we provide for pupils with a broad range of needs across four areas as defined by the SEND Code of Practice:

Communication and Interaction – including autism, speech and language and communication difficulties

Cognition and Learning – including specific learning difficulties such as dyslexia, working memory difficulties and processing differences

Social, Emotional and Mental Health – including difficulty managing relationships and emotions, ADHD, anxiety and mental health needs

Sensory and/or Physical – including visual and hearing impairments and other physical or sensory needs

What are Special Educational Needs and/ or Disabilities (SEND) ?

At Larkfield we use the definition for SEND and for disability from the SEND Code of Practice (2014):
A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. 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 educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

What should I do if I think my child may have special educational needs?

The class teachers are responsible for the progress of pupils in their class, including any children who access additional support. The class teachers are therefore, the first point of contact for any parent who may have concerns about their child's progress or well-being. The SENCO, Miss Felmingham, is part of the Senior Leadership Team and works closely with the Headteacher and Governors in determining how SEND is developed in the school and decisions made concerning additional support.

How are children with Special Educational Needs identified and assessed?

Larkfield Primary adopts a graduated approach to SEND provision. Staff members seek to identify the needs of pupils with SEND as early as possible through:

- Gathering information from parents, education, health and care services and early years settings prior to the child's entry into school
- Monitoring the progress of all children in order to aid the identification of pupils with SEND
- Continuous monitoring of those children with SEND by their teachers to ensure they are able to reach their full potential
- Consulting with the SENCO for support, advice and classroom observation
- Keeping parents fully informed at every stage and encouraging them to share information and knowledge with the school

Where a child requires provision which is different from, and additional to, our High Quality Teaching approach, they will be identified and supported through our graduated response.

Concerns may be raised by parents/carers, teachers, external agencies, or the pupils themselves. A child is recorded by the school as being monitored through observations and or data tracking but this does not automatically place them on the SEN register.

How will Larkfield Primary School support my child?

Where it is determined that a pupil has a SEND profile, parents will be formally advised and the decision added to the SEND register. The aim is to ensure effective provision is in place to remove barriers to learning. Support is provided through an ongoing four-part cycle:

Assess

The pupil's needs are clearly analysed using the class teacher's assessment and experience, details of previous progress and attainment, comparisons with peers and national data, and the views and experience of parents and the pupil. Where external agencies are involved, their input will also inform the assessment.

Plan

Planning involves consultation between the teacher, SENCO and parents to agree the adjustments, interventions and support required, the expected impact on progress, and a clear date for review. All staff working with the pupil are informed of individual needs, strategies and desired outcomes.

Do

The class teacher remains responsible for working with the child on a day-to-day basis, even where interventions involve group or one-to-one teaching. The SENCO provides support with further assessment, problem solving and advising on effective implementation.

Review

Reviews of a child's progress are made regularly. The review process evaluates the impact and quality of support and takes account of the views of the child and their parents. Provision is revised and updated accordingly.

How are parents of pupils with SEND involved in their child's education?

If a pupil is identified as having a SEND profile, a SEND support plan will be written by the class teacher, in consultation with pupils, parents, support staff and the SENDCo. This plan will be reviewed termly, but is a 'live document' which can be amended or updated at any time.

Termly reviews may take place at Parents' Evenings or in separate meetings with external agencies, as appropriate. Parents are invited to attend meetings with external agencies regarding their child and are kept up to date on all provision decisions. In cases where more frequent contact is necessary, this will be arranged based on the individual pupil's needs.

Parents of pupils with SEND are actively encouraged to share any questions or concerns with their child's class teacher, the SENDCO or the school's Leadership Team. The school operates an open-door policy.

What support will there be for my child's emotional and social development?

We provide support for pupils to progress in their emotional and social development in the following ways:

- A robust Safeguarding Policy in place and we follow National guidelines
- The Head teacher, Senior Leadership and all staff continually monitor the Emotional Health and Wellbeing of all our pupils
- Through our PSHE curriculum
- Providing pastoral support (Phase Staff, Senior Leadership, SENDCo, Pastoral Lead)
- Mental Health Team in school provide support and advice
- Team around the school offer a variety of supportive services to parents and children.
- We also have a number of 'safe spaces' across school, which supports children who may find the daily transition into school difficult, or need a quieter and calm space at times throughout the day. All classrooms are designed to be calming and flexible, with calm corners, flexible seating and emotion check-ins.

How are pupils with SEND able to engage in activities with other pupils who do not have SEND?

Wherever possible, pupils with SEND are fully included in planned classroom activities. At times it may be more beneficial for them to work in adapted ways which could include small group or 1:1 with an adult, utilising all school spaces flexibly. Pupils are always encouraged to develop independence.

The school curriculum is regularly reviewed to ensure it promotes the inclusion of all children, including learning outside the classroom. Pupil participation is encouraged through a wide priority of opportunities such as school leadership roles, clubs and residential visits.

What specialist services and expertise are available at, or accessed by, the school?

Larkfield Primary seeks advice and support from a range of external agencies in the identification, assessment of and provision for SEND. These include:

- Sefton Speech and Language Therapy Service
- Sefton Occupational Therapy and Physiotherapy Service
- Special Educational Needs and Inclusion Service (SENIS)
- Community Paediatrician
- CAMHS (Child and Adolescent Mental Health Service)
- Early Help
- Social Services
- School Health Team
- Sefton Young Carers
- Team Around the School support workers

The school also funds further specialist support where a child's presenting needs require it:

- Block of sessions with a counsellor
- PIPs Play Therapy

How accessible is the school environment?

As a school we are happy to discuss individual access requirements. Facilities we have at present include:

- Ramp into school
- All classes are situated on one level
- Accessible toilet/ hoist/ height- adjustable profiling bed
- Hoist/ physio room
- Wide doors in some parts of building
- We follow our Equal Opportunities Policy in school

How are pupil's with medical needs supported?

If a pupil has a specific medical need then a detailed individual health care plan is compiled with support from relevant medical proessionals in consultation with parents/carers. All staff in school have first aid training, anaphylaxis and allergy training and staff receive appropriate training delivered from school health team e.g. Epi-pen training. Where necessary, and in agreement with parents/carers, medicines are administered in school but only where a signed Medicine Consent Form/letter is in place to ensure the safety of both child and staff member.

How are the school's resources allocated and matched to children's special educational needs?

The school budget, received from SEFTON LEA, includes money for supporting children with SEN. We use our SEND funding on staffing, ICT resources, training and advice from outside agencies. The Headteacher decides on the deployment of resources for Special Educational Needs and Disabilities in consultation with the SENCO, the school governors, on the basis of needs in the school.
The Headteacher and the SENCO discuss all the information they have about SEND in the school including:

- All children will have access to high quality universal approaches to support their learning.
- For children requiring support beyond what is ordinarily available, the school will meet those needs up to £6,000, beyond which an application for an EHCP with banded additional funding can be made to the Local Authority via a multi-agency panel.
- The children needing extra support will be monitored and reviewed and group or individual support may be allocated.

How will the school prepare and support my child when joining Larkfield Primary School or transferring to a new school?

Transition meetings take place between teaching and support staff as children move between year groups, during which detailed information about effective teaching and learning strategies are communicated. If the curriculum has been personalised for a pupil, this information will also be passed forward.

As children move between year groups, class transition PowerPoints are shared with pupils and parents to explore over the summer to aid familiarity and reduce anxiety. Some pupils will benefit from enhanced class visits, and for those with more complex needs, a personalised transition plan is put in place.

To support a smooth transition into school, a range of strategies are offered depending on individual need. For new starters, these may include home visits, visits to previous settings, stay and play sessions, and flexible start arrangements.

The SENCO and Headteacher are responsible for ensuring all relevant documentation are forwarded when a pupil transfers to a new school. For pupils moving to secondary school, the school participates in local authority transition events to support pupils and families during this process. The receiving school's SENCO and Larkfield SENCO have a face-to-face meeting to discuss future needs and provision.

Who do I contact for further information?

If parents wish to discuss their child's educational needs or are unhappy about something regarding their child's schooling, please speak to their child's class teacher in the first instance. For further information, please arrange an appointment to speak to the SENCO, Miss Felmingham via the school main office contact no. 01704224720 or admin@larkfieldprimary.co.uk

Our school Inclusion Governor is Mrs Julie Postlethwaite and can be contacted via the school main office.