



## **The White Horse Federation – Larkhill Primary School**

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**Address:-** Wilson Road, Larkhill, Salisbury, Wiltshire SP48QB

**Website:-** [www.thewhitehorsefederation.org.uk](http://www.thewhitehorsefederation.org.uk)

**Point of contact:-** Emily Taylor (Headteacher) 01980652318 [head@larkhill.wilts.sch.uk](mailto:head@larkhill.wilts.sch.uk)

**Type of Provision:-** Primary Education

**Age range:-** We cater for children aged 4 - 11

**Admission arrangements:-** The White Horse Federation subscribes to the Wiltshire Council admissions procedures and policies. Parents can apply through Wiltshire Council for Primary School admissions.

### **What is the Information Report?**

Under the new legislation of the SEN Code of Practice 2014 every school and academy has to display their offer of Special Needs Provision and services available.

### **What is our SEND Information Report for?**

The Information Report is our way of providing parents with information about how children with additional needs are provided for in our school. At Larkhill Primary School we welcome working with parents, as your child's education and overall welfare is paramount.

**Curriculum:-** The Early Years Foundation Stage Curriculum is followed as is the National Curriculum being phased in from September 2014. The needs of the child could influence the curriculum they receive and this will be tailored to individual need.

**Assessment:-** We assess the pupil's continuously throughout the year; formal and standardised testing alongside teacher assessments are used to judge attainment and progress. Parents are invited to meetings to discuss their child's progress and attainment, through parents' evenings which happen in the Autumn and Spring Terms. In addition to this, parents are also invited to annual reviews for children with an Education Health Care Plan for Special Educational Needs. If situations occur where the child's behaviour is of concern or needs the assistance of Positive Handling, these are reported to the parents the same day and recorded in a Bound and Numbered Book.

Any health concerns are reviewed as is appropriate and necessary and children with a care plan have these reviewed annually with the support of the School Nurse and other professionals as appropriate.

**Transition:-** Conversations with other professionals through formal meetings will happen prior to children starting at the school and on leaving the school. At these meetings with others professionals we will check funding, write any necessary plans and look at ways of deploying staff. There is a bespoke pathway for children coming into school dependent on their need, recognising the strength of parental knowledge and the information that they can

share; parental views are essential in the process. Pupils, where possible are encouraged to visit the school with their parents at least once before their start date. Any child moving on to another school from us will have a structured plan based on individual need. There is appropriate support given to the receiving school and our Year 6 pupils have a structured transition plan in place in Term 6. If a child has an Education Health Care Plan then a transitional review will take place in year 5 and possible school options are discussed.

**Staff Expertise:-** The SENCO is a fully qualified teacher, WHF expectations are that all teachers are responsible and teachers of SEN and have the support of the SENCO to ensure good progress and attainment of all children. All teachers are expected and committed to having a good understanding and awareness of SEND. This is achieved through on-going CPD. Through the school year, a number of staff training sessions are spent on SEND and new practices. Teaching Assistants are employed to support the learning needs of all the children with the exception of targeted support for children with high needs to enable them to access a mainstream curriculum. We use a Thrive approach to support children's well being within school and there are 2 qualified thrive practitioners who assess children and provide targeted intervention.

**Monitoring of the effectiveness of the provision:-** There are systems in place for SENCO to monitor the effectiveness of the school provision these include;

- book scrutiny,
- progress meetings,
- monitoring the quality of provision for SEN children
- monitoring of planning
- provision mapping

The SEN Governor will meet with the SENCO and quality assure both procedures and practices are exemplary for children with SEND. Subject leaders/teams also monitor the delivery of their subject and the progress made. The headteacher monitors and quality assures the impact of the SEN action plan/School improvement plan. Ofsted and the Local Authority moderate as part of a cycle for ks1 phonics monitoring/ks1 SATs monitoring/KS2 SATs monitoring visit and end of EYFS data to validate or challenge.

**Equal Opportunities:-** All pupils have equal access to all facilities, activities and resources, regardless of SEND, race, religion, culture, gender, sexuality or disability determined by a thorough rigorous risk assessment procedure.

**Spiritual, Moral, Social and Cultural Curriculum:-** The WHF is a values based organisation and therefore recognises the contribution that all children can make to all aspects of school life including representation on:

- School council, to which all pupils contribute
- Pupil voice
- Pupil governance
- Community events
- Religious festivals
- Special school days
- Build strong meaningful relationships between staff and pupils
- Measures to prevent bullying
- National initiatives, such as eco-weeks, charity events, religious celebrations

This list is not exhaustive

## **Frequently asked questions**

### **1. How does the school know if children need extra help and what should I do if I think my child may have special educational needs?**

At Larkhill Primary School we share information about the additional needs of individual children at transition meetings before they enter Reception. For “in year transfers” we contact previous schools, wherever possible, for information. We encourage parents to share information with us and to discuss and raise any concerns they may have as early as possible. In the first instance parents should speak to the class teacher, this can be an informal chat about your child or you can contact school to make an appointment to see your child’s class teacher, and/or Mrs Fletcher (SENCo). The identification of special educational needs (SEN) may also arise as part of our usual practice of teachers meeting with senior leaders on a termly basis in order to monitor and discuss the development and progress of all pupils. These are called Pupil Progress Meetings. School resources are used to target support at every level for children who are experiencing difficulties.

### **2. How will the school support my child?**

The class teacher will take responsibility for the daily provision for your child and will be supported and advised by the SENCo where necessary.

The teacher will discuss with you any support that they think is needed that is additional and different to what we would offer to children as part of our usual practice.

*The school has many options to enable your child to access mainstream learning, these include the following:*

- *A provision map that states how and when a child is supported with what resources are required to enable successful delivering of the support.*
- *Specialists TAs that are specifically trained in supporting specific and high needs children.*
- *Qualified and trained teaching staff including the SENCO who can advise on strategies to support and help your child to progress*
- *Access to other professionals for advice*

### **3. How will the curriculum be matched to my child’s needs?**

*The curriculum is carefully differentiated to meet the needs of every child. That is, it is individually tailored to each pupil. The child is then able to learn at his own level and make the progress s/he needs to make. Children learn in different ways and the learning styles are also catered for, multi-sensory approaches are often used and some children work on a personalised curriculum that is time bound and reviewed regularly.*

#### **4. How will I know how my child is doing and how will you help me to support my child's learning?**

*School will communicate regularly with you and this may include:*

- *Informal conversations between parent/carers with the teacher*
- *Discussions around the child's individual learning needs and provision in place*
- *Early Help Records and TAC meetings (with other professionals involved in your child's care)*
- *Use of a My support plan or EHCP in which parents are involved in setting up and reviewing*
- *A full written report at the end of the academic year, including targets for your child to progress*
- *TA conversations with parent/teacher/school*
- *Home school diaries/informal reporting as required*
- *School website with helpful links and strategies to support your child's learning*

*This list is not exhaustive*

#### **5. What support will there be for my child's/young person's overall well-being?**

*We are a fully inclusive school and all staff are passionate about the well-being of each child. Our Values Curriculum, in which all adults try to model good behaviour to children, is used throughout the school by all members of staff. Health, safety and well-being are also taught through lessons and assemblies.*

*Continuous care, support and guidance in class and around school may also include:*

- *PSHE curriculum*
- *Fully inclusive school where every child matters,*
- *Enrichment activities (clubs, residential trips etc.)*
- *Medical care plans/ personal care plans*
- *Staff trained in First Aid*
- *Some staff are trained in positive physical intervention (Team Teach). Any physical intervention is recorded appropriately according to safeguarding and LA guidelines and is reported to parents. Physical intervention is a last resort in order to maintain the safety of a child and others around them. It is always deemed to be reasonable and proportionate to the circumstances they were intended to prevent.*
- *Outdoor learning/forest school sessions to promote wellbeing.*
- *Thrive support where needed*

#### **6. What specialist services and expertise are available at or accessed by the school?**

- *Education Psychology Service (EPS),*
- *Specialist Support for Educational Needs Service (SSENS),*
- *Behaviour Support Service (BSS),*
- *Child and Adolescent Mental Health Service (CAMHS),*
- *Speech and Language Therapy Service,*
- *School Nursing Team/Community Child Health and the Child Development Centre.*
- *Occupational Therapy*
- *Children's Services when appropriate.*

- Children's Centre
- Looked After Children Education Services (LACES)
- Advisory Teacher for Physical Disabilities
- Hearing Impairment advisory Service
- Visual Impairment advisory service
- Wiltshire Parent Carers Council
- Young Carers
- Youth Offending Team (YOT)
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<http://www.wiltshire.gov.uk/schoolseducationandlearning/specialeducationalneeds/sensupportservices.htm>

*We also work closely with CEAS and SSAFA supporting forces and their families with the education of service children*

<https://www.gov.uk/government/groups/the-childrens-education-advisory-service-ceas>  
<https://www.ssafa.org.uk/>

#### **7. How will my child be included in activities outside the classroom including school trips?**

*We are a fully inclusive school, however, access to activities outside of the classroom / school trips will be determined through a rigorous risk assessment procedure.*

#### **8. How accessible is the school environment?**

*The school is wheel chair accessible and there is a disabled toilet. Reasonable adjustments are made for children who have a physical, hearing, visual or sensory impairment. The Accessibility plan is available on the school website.*

#### **9. How will the school prepare and support my child to join the school or transfer to a new school?**

*Conversations with other professionals through formal meetings will happen prior to children starting at the school and on leaving the school. At these meetings with other professionals we will check funding, write any necessary plans and look at ways of employing staff. There is a bespoke pathway for children coming into school dependent on their need, recognising the strength of parental knowledge and the information that they can share; parental views are essential in the process. Where possible, pupils visit the school with their parents at least once before their start date. Where appropriate home visits take place. Any child moving on to another school from us will have a structured plan based on individual need. There is appropriate support given to the receiving school and our Year 6 pupils have a structured transition plan in place in Term 6. If a child has an Education Health Care Plan then transitional review will take place in year 5 and possible school options are discussed. When children join from another primary school we transfer records and have meetings/ conference calls as needed and appropriate.*

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

*The school has funding for all children including children with Special Educational Needs and Disabilities. In addition, additional funding can be requested to support higher needs children, children with Education Health and Care Plan. The Headteacher and the SENCO will discuss each child's needs in detail and then ensure that school based provision meets the needs of each child as detailed in the EHCP.*

*This may include access to:*

- *Additional resources*
- *Additional learning support*
- *Support from outside agencies*
- *Targeted interventions*

## **11. How is the decision made about what type and how much support my child will receive?**

- *Through initial assessments and provision mapping*
- *Where appropriate assessments may be sought from partnership agencies*
- *Meetings with teacher/parent and other professionals (where appropriate)*

## **12. Who can I contact for further information?**

The class teacher is the first point of contact but parents are welcome to contact the Special Educational Needs and Disabilities Coordinator directly about any concerns.

- SENCO, Mrs Charlotte Harmer [senco@larkhill.wilts.sch.uk](mailto:senco@larkhill.wilts.sch.uk) 01980 348 079

*If you are considering applying for a place at Larkhill Primary School and your child has Special Educational Needs please telephone the SENCO to arrange a visit if you are able, where we can discuss your child's individual needs.*

*Other services that may help you if you are applying for a school place are:*

### **Admissions and Transport:**

<http://www.wiltshire.gov.uk/schoolseducationandlearning/schoolsandcolleges/schooladmissions/admissiontoprimaryschool201415.htm>

### **Wiltshire SEND Team:**

<http://www.wiltshire.gov.uk/schoolseducationandlearning/specialeducationalneeds.htm>

*To be reviewed in Sept 2022*



*Appendix A*

WHF – White Horse Federation

LA – Local Authority (Wiltshire Council)

SEN / D – Special Educational Needs and Disabilities

SENCO – Special Educational Needs co-ordinator

TA – Teaching Assistant

CP – Child Protection

SSENs – Specialist Special Educational Needs Service (LA)

LAC – Looked After Child

PEP – Personal Education Plan

CAMHS – Child Adolescent Mental Health Service

FLW – Family Link Worker

EHR/P – Early Help Record and Plan

EHCP – Education Health and Care Plan

TAC – Team Around the Child

FMS – Fine Motor Skills

GMS – Gross Motor Skills

SPARK-EY / SPARKS – Fine and Gross Motor skills program

Toe-by-Toe – Dyslexia program

AAC – Augmentative and Alternative communication

ADHD – Attention Deficit Hyperactive Disorder

ASD – Autistic Spectrum Disorders

SpLD – Specific Learning Difficulty

SATs – Statutory Assessment Tasks

CPD – Continued Professional Development

FSM – Free School Meals

EAL – English as Additional Language

PP – Pupil Premium