



# Larkfields Junior School

## SEND Information Report 24 - 25

**Reviewed:** September 2025

**Next Review Date:** September 2026

At Team Larkfields, we aim to foster in each child a lifelong love of learning. We believe it is our responsibility to provide an environment of mutual respect and tolerance in which children not only feel secure but enjoy themselves. Our goal is to enable them to achieve their very best in everything they do. We strive for our children to be confident global citizens who are prepared for the 21<sup>st</sup> Century.

### **Our Children Take Care of:**

Ourselves  
Each Other  
Learning  
The Environment

### **Our Children will flex the muscles of:**

Resilience  
Resourcefulness  
Reflectiveness  
Reciprocity

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Larkfields Junior School is an average sized Junior School serving the families of Nuthall, Kimberley and Watnall. There are currently 239 pupils on roll. Of these 239 pupils, approximately 18% 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 take care of themselves and be the very best version of themselves. For children to be strong global citizens who are prepared for the 21st century.

An accessible copy of this report can be found [here](#).

## What is a special educational need?

The Code of Practice (2015) states that, '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 who has a learning difficulty or disability if they: (a) have significantly greater difficulty in learning than the majority of others of the same age; or (b) 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'.

## What kinds of special educational needs does Larkfields Junior 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. In line with the SEN Code of Practice, we make provision for the following areas of needs:

- **Cognition and Learning** - This area of need refers to those children who learn at a slower pace than their peers, even with appropriate differentiation is put into place. It also encompasses dyslexia, dyscalculia and dyspraxia.
- **Communication and Interaction Needs** - This includes needs associated with: Autistic Spectrum Conditions, Speech & Language delay, Communication difficulties.
- **Social, Emotional, Mental Health (SEMH) Needs** - This includes additional needs around behaviour, social support groups, emotional well-being.
- **Sensory and Physical Needs** - These are needs such as hearing impairment, physical needs, medical issues.

## 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 about a child is gathered from a number of sources including from parents, teachers, 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. It is believed that a parent knows their child best and so therefore their involvement is always sought as a priority.

Each child's level of attainment is assessed using the whole school progress data information from the previous year's assessments and when or if it is felt necessary, we may use the SEN Birmingham Continuums to track their small their steps of progress. The SEN Continuums are used to track progress in Reading, Writing, Maths and SEMH needs. On occasion, other assessments such as reading and spelling age analysis, Strengths and Difficulties questionnaires, RCADs, Boxall Profile and The British Picture Vocabulary Scale and the Dyslexia Pathway (see the [LJS Dyslexia Policy](#) for more information) may be carried out. Where possible and appropriate, the school gathers the views of the pupils through a variety of different ways that are most suitable to the needs of the child.

### **What is the SEN Register/Record of Need?**

The SEN register/record of Need is a list of pupils who are receiving support via the waves of intervention (detailed further below). It is updated on a termly basis and is a fluid, working document based on Pupil Progress Meetings held at the end of each term with teachers and regular (in/formal) conversations between parents and professionals are used to review whether students continue to require SEN Support. Pupils who have closed the gap and caught up with their peers will be removed from the SEN Register/Record of Need. Pupils no longer requiring interventions and whose needs can be met through good quality teaching provision would also be removed.

### **What is an Inclusion and Equality Plan?**

All children on the SEN register/Record of Need have an Inclusion and Equality Plan (IEP). This is created in partnership between the Class Teacher, SENCo, Parents and Children. The plan details how they learn successfully, barriers to their learning, what they enjoy, how they build relationships and what types of things need to be accessible to them in their environment to be successful learners. This is shared with all adults who work with the child throughout the school day.

### **Requests for an Education, Health and Care Plan (EHCP)**

If a child continues not to make adequate progress and as part of the Graduated Response, the school will request an EHC Plan (Education, Health and Care Plan). The plan should feature all the services (Education, Health and Social Services) which the child has relied upon for extra support. The different services will work together to produce the plan. The plan will set out the learning and life outcomes sought for children and young people with SEND. The system aims to put young people and their families at the centre of the discussions about the support they receive. Parents, where they deem necessary, are also able to make their own requests in writing to the Local Authority. An EHC Plan is a legally binding document that sets out the provision the child must receive to meet his/her SEND needs. Each year the school must hold an Annual Review with the parents and all the outside agencies involved with the child to assess the child's progress and provision. For Nottinghamshire, the EHCP request process is all online. A link for this can be found at the end of this document.

## 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. The school follows a 'Graduated Response' using the 'Assess, Plan, Do, Review' cycle, with the class teacher at the heart of learning. For those children, who have Special Educational Needs, parents are invited into school to meet with the class teacher and SENDCo. An IEP is 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. The child is added to the year group provision map that outlines the different to and above provision that the child is receiving in line with their peers.

Termly meetings are offered to parents and are 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. This is also an opportunity to ensure that the IEP and provision is up to date and relevant.

## Parental Involvement

Having our parents involved in all aspects of school life is important. We value input from parents when supporting children within school. We aim to involve parents of children with SEN in the following ways and encourage you to come in and discuss any concerns that you may have:

- Through parent and child meetings (termly).
- Parents' Evenings.
- Annual/Termly review of IEPs and EHCPs.
- Through coffee mornings and workshops.
- Through informal discussions with class teachers, TAs, our SENCo or Senior Leadership Team (SLT).
- Open Door Policy: Parents are regularly invited to meet with teachers, the SENCo, SLT, and external professionals to discuss needs.
- Through booking an appointment with the relevant staff member (through the School App/school office).

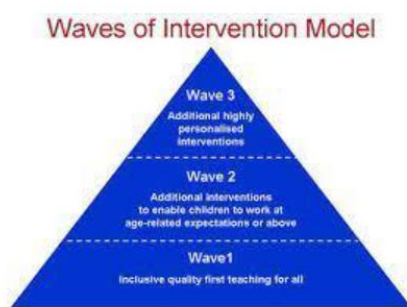
## What are the school's arrangements for consulting with children with SEND?

Whenever possible and where it is deemed appropriate, the views of the children are sought, listened to and acted upon. This is true in all areas of school but also for those with Special Educational Needs. When a child is identified as having SEND or at the beginning of each school year, the SENCo and teachers through discussion with pupils, will complete an IEP identifying strength, areas of difficulty and strategies to support learning. Children will be involved in the reviewing their progress on a regular basis and if deemed appropriate will be invited to termly review meetings.

Children are also encouraged to complete an anonymous questionnaire in which they are able to voice their opinions around our school's SEN provision.

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

At Larkfields Junior School we practise quality first teaching (Wave 1 intervention); work is differentiated to meet the needs of all pupils and the use of enabling resources in the classroom is encouraged. The curriculum is adapted when required and reasonable adjustments are made to ensure children with SEND can access the teaching and learning successfully. Within all classrooms there is a range of enabling resources to support learning. These include spelling charts, phonics charts, hundred squares, number lines (this is not an exhaustive list). Practical apparatus is used in all classes to support the teaching and learning in maths.

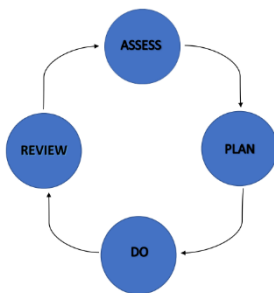


### Wave 2 & 3 Interventions

Within our provision we follow the graduated approach and understand that some children may need over and above what can be provided in the classroom. It is with this in mind that we recognise that some children may need support. Parents will be consulted when their child is to receive any additional support.

## The Graduated Approach

At Larkfields we follow the graduated approach to support children and the model of 'Assess, Plan, Do, Review'. If a teacher is concerned about some aspect of a child's progress, behaviour, or well-being they will decide what action to take within their own classroom routine and environment through quality first teaching. At this point, the class teacher may ask for support or advice from the SENCo. If the child is having learning difficulties in one or more areas, the teacher will adapt resources or change the teaching method being used to suit that child. If a child continues to make insufficient progress despite the strategies the teacher has used in class, it may be decided that more intervention is needed, and the child's academic progress will begin to be tracked using the SEN Continuums. The teacher and the SENCo will review progress together and decide on strategies which are additional to, or different from, those already being provided in the classroom to help the child to make progress. Discussions will be had to include Wave 2 support (as shown below and detailed in Appendix A). If there is still insufficient progress, then a decision will be made to seek specialist help from outside agencies and consider interventions within Wave 3. Examples of what is offered within the Graduated Approach at Larkfields Junior School can be seen in Appendix A.



**PLEASE NOTE: A REFERRAL TO AN EXTERNAL AGENCY REGARDING A CHILD'S SPECIAL EDUCATIONAL NEEDS WOULD NEVER BE DONE WITHOUT DISCUSSION WITH AND THE PERMISSION OF PARENT/CARERS.**

### **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 school visits and where possible, a pre-visit is undertaken by staff and a risk assessment is carried out. If it is felt appropriate, an individual risk assessment will be completed. All risk assessments are quality assured and agreed through Nottingham County Councils EVOLVE system.

### **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 IEP is completed. Pre-assessments are carried out before an intervention and post-assessments carried out afterwards. Data is entered on a 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 RSHE (Relationships, Sex 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. Larkfields Junior School is also practising a Zones of Regulations setting; aiming to provide children with a framework to voice their emotions and have strategies to regulate them. 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, Speech Language and Communication therapy, Lego therapy, the support of an ELSA (Emotional Literacy Support Assistant) or the opportunity to talk to a fully trained counsellor through Place2Be and Time2Talk. There is a whole child approach to supporting emotional needs and the school employs a Family Support Worker who may reach out to families to see how school could further support the child and family.

For further information, please see the school's [LJS Mental Health Pathway](#).

## **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. The school liaises directly with outside agencies and accesses training from the teams of professionals within the local authority e.g., from the Communication and Interaction team, the Education, Safeguarding, Health & Wellbeing Hub – ESHAWH, Schools Behaviour and Attendance Partnership, as well as other professional bodies to support the emerging needs of the children (further details of agencies consulted can be found further In this report.) For further information on what staff training has been carried out and what is planned, please look [here](#).

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

Starting a new school or new year group 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 throughout the year 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 several occasions to experience 'Junior School Life'. They are buddied with a Y5 pupil who remains their buddy throughout the next school year. In the lead up to secondary school, Y6 pupils attend 2 whole day 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.

For moving between year groups, transition is thoroughly thought through each year when children are transitioning between year groups. Transition can be and is tailored to the needs of the children and cohorts.

## **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 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 and can be 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, visual prompts and visual timetables where

appropriate. The school has access to classroom environment audits to make adaptations to support children with sensory needs. Further support to ensure our school is accessible to all can be sought from the Physical Disabilities Support Service (PDSS).

The school is committed to ensuring the school building is accessible to all and this can be seen in our Accessibility Plan and the school's SEND policy (both found on our school website).

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

- Our school is all situated on one level.
- Our school is wheelchair accessible.
- We have disabled toilets.
- We can provide interpreters/use of interpretation software for parents at parents' evenings or information evenings wherever possible and with advance notice.
- Working environments are adapted as much as possible for children who require quiet areas/less distraction.
- We have an NCC Enhanced Provision providing support to children across the Broxtowe area.
- Residential/day trips have detailed risk assessments completed and we ensure all individual needs are catered for.

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

The school has access to several services including:

- Schools and Family Support Services (SFSS)
- Educational Psychology Service (EPS)
- Physical Disability Support Service (PDSS)
- Healthy Families Team
- Small Steps
- Family Services
- Targeted support
- Children's centres/Sure Start Centres
- Supporting families
- Speech and Language Therapy (SALT)
- Primary Mental Health Team
- Child and Adolescent Mental Health Services (CAMHS)

- Broxtowe Area Partnership (BAP)
- Multi Agency Support Hub (MASH)
- Occupational Therapy Services
- Physiotherapy Services
- Social Care
- Voluntary Organisations
- Place2Be (a school counselling service)
- Education, Safeguarding, Health & Wellbeing Hub – ESHAWH
- NCC EPU Staff

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

## Enhanced Provision Unit (EPU)

Larkfields Junior School is fortunate to be able to work alongside Nottinghamshire County Council and in partnership with John Clifford School in Beeston to offer an enhanced provision catering for a range of age groups from year 2 to year 7.

The Phoenix RISE provision recognises that some children find mainstream settings a challenge and need a smaller class size with specific teaching methods and differentiated resources and learning opportunities. The provision will support these children within Broxtowe and surrounding area.

The provision is situated within the school building of Larkfields Junior School and the staff, which comprises of a qualified teacher and two Teaching Assistant, are employed within and by our school.

Larkfields Junior School has a commitment to inclusion recognised in our recent Ofsted report and as such, it welcomes children, colleagues, and families to this provision with the intention of providing bespoke education for a range of learners. The Phoenix RISE provision is committed to providing a happy, secure environment in which children can develop and achieve to their full potential; intellectually, emotionally, socially, physically, and spiritually.

The enhanced provision is a wave 3, specialist provision. It has been commissioned to support the most vulnerable and complex needs. These will be those children who have a diagnosis or are understood with a profile that is recognised within the four SEN areas of need;

### **Cognition and Learning**

### **Communication and Interaction, Social**

### **Emotional and Mental Health**

### **Physical and Sensory**

If you would like further information, please take a look at our Phoenix RISE online book: <https://read.bookcreator.com/h4mBcQXQNxQfptGz6PXIX6c8nz02/-idiN0mDQJil93B9rcNdgg> or our Enhanced Provision Policy found on the school's website.

If you feel you would like to contact us, please do so at [EPU@larkfields-jun.notts.sch.uk](mailto:EPU@larkfields-jun.notts.sch.uk)

## **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 should be the class teacher. If a parent 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: [Notts Help Yourself](#)

The school's website also holds links and information for each of the SEN areas of need.

These can also be accessed here for ease: [SEMH, Cognition and Learning, Physical and Sensory Needs, Communication and Interaction](#)

Applying for a [Nottinghamshire EHCP](#)

Parents/carers can gain advice and support from Ask Us [Ask Us Notts](#) or contact the Independent Parental Special Advice team [IPSEA](#)

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 on the school's SEND section on the website here: <https://www.larkfields-jun.notts.sch.uk/>

The information in this report forms a part of Nottinghamshire's local offer which can be accessed at: [https://www.nottshelpyourself.org.uk/kb5/nottinghamshire/directory/service.page?id=Z1eP5XwsiuY&directorychannel=10\\_2\\_3](https://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 Laura Hames, who can be contacted through the school office by:

- Telephone: 0115 919 4343
- E-mail: [office@larkfields-jun.notts.sch.uk](mailto:office@larkfields-jun.notts.sch.uk)

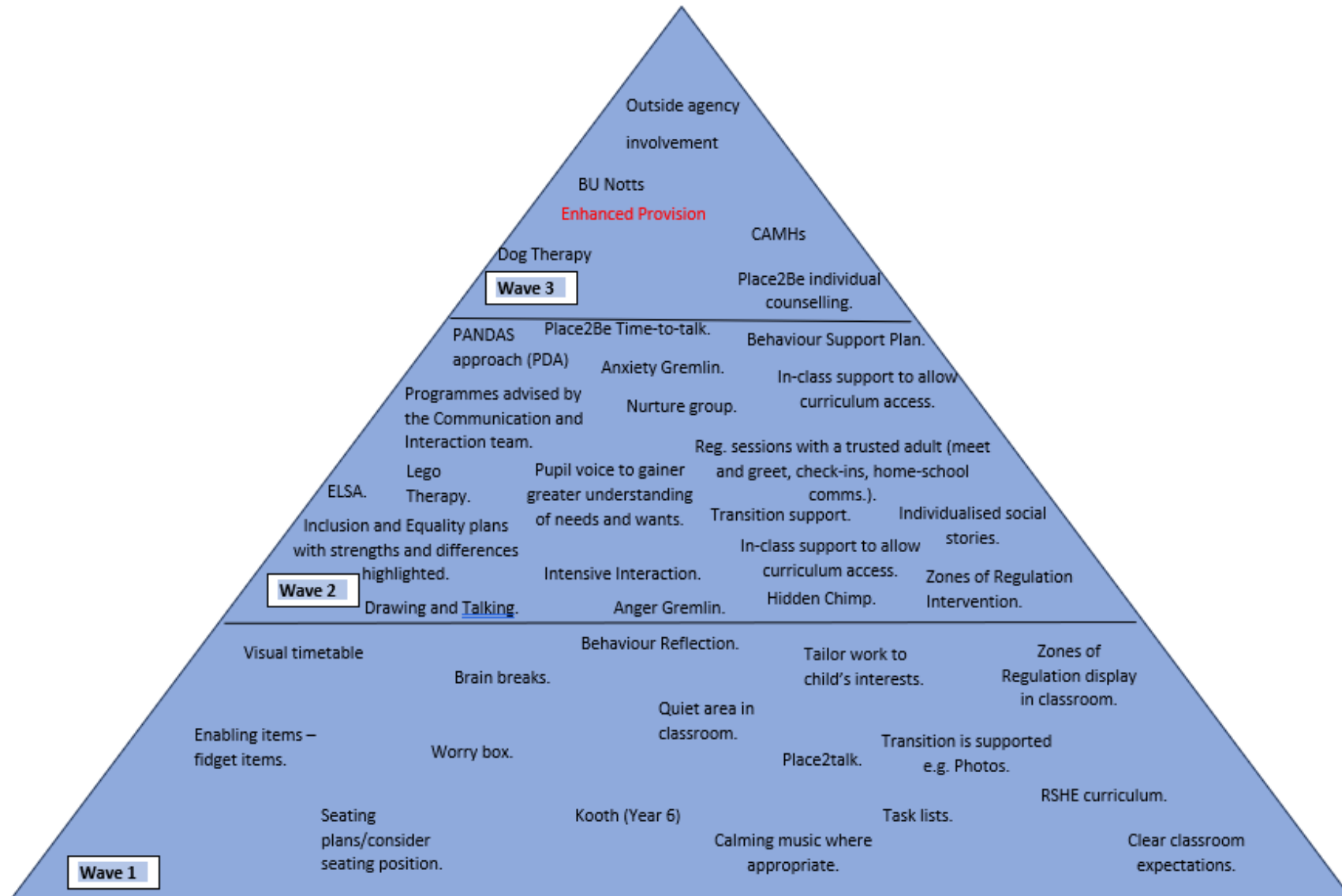
The designated governor for SEND is Mrs Katy Edwards.

**Date:** September 2025

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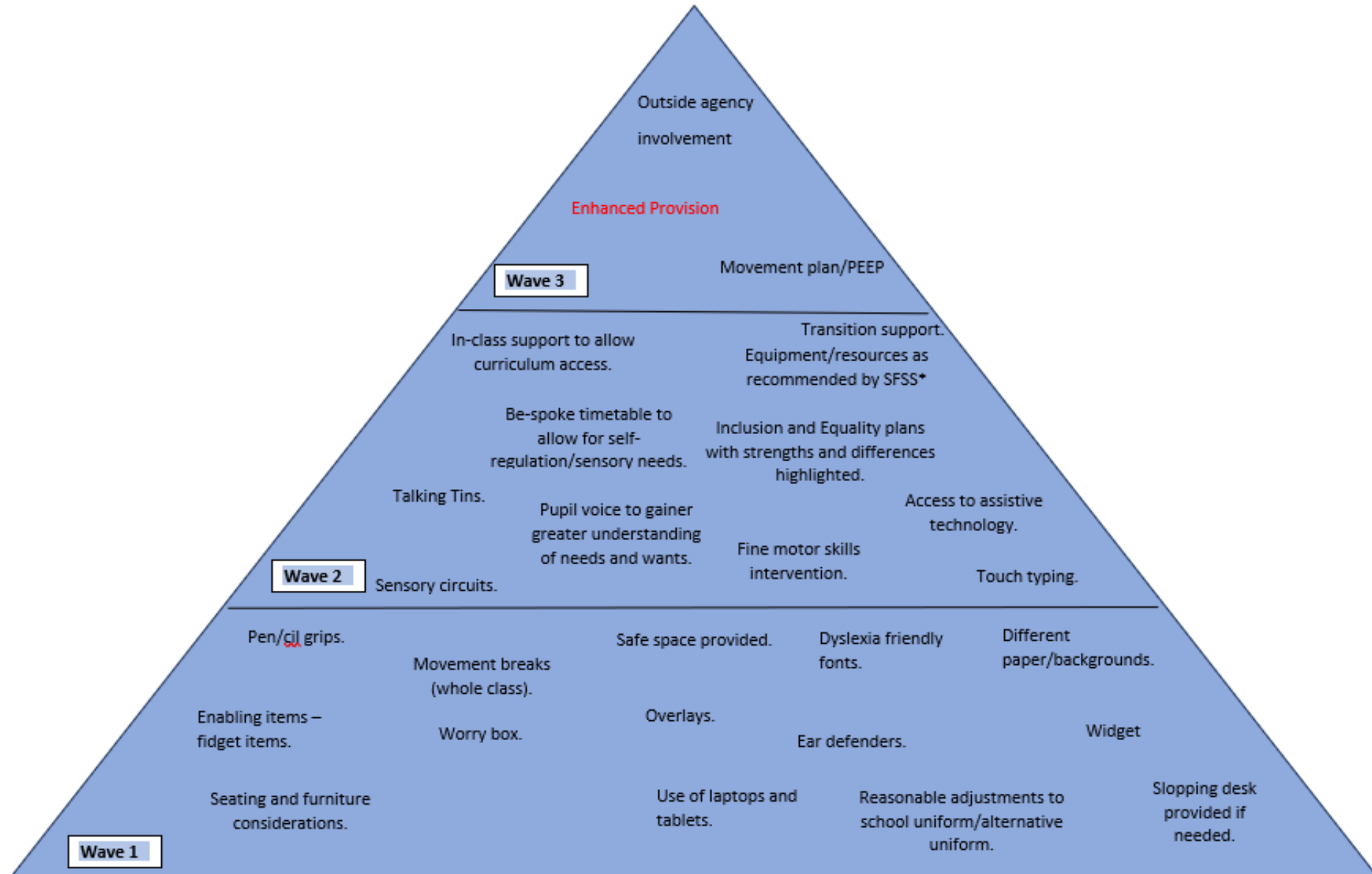
## Appendix 1 - Social, Emotional and Mental Health Waves of Intervention

\*Please also refer to the LIS Mental Health Pathway.

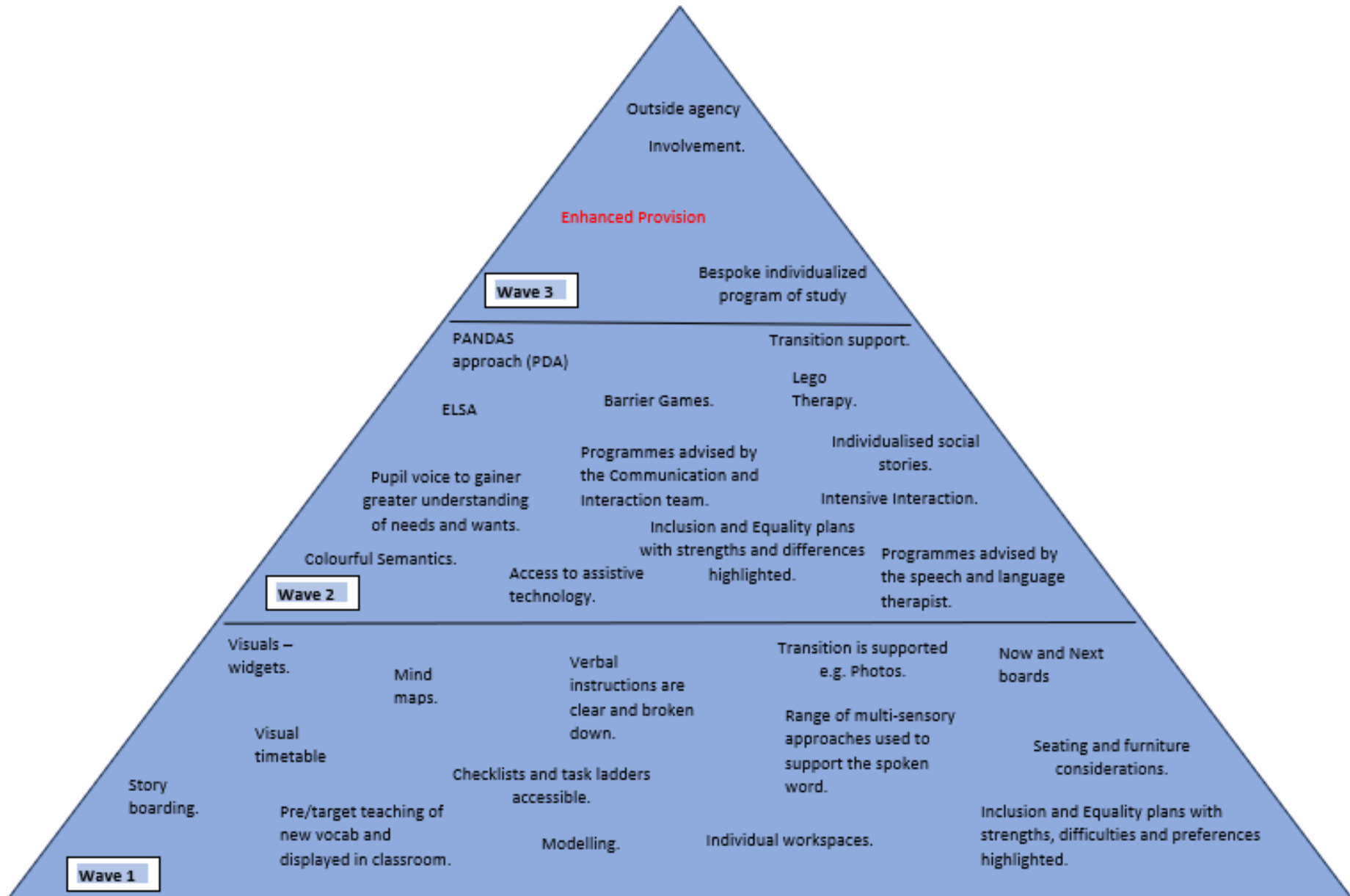


## Appendix 2 - Physical and Sensory Waves of Intervention

\*SFSS Schools and Families Support Services.



### Appendix 3 - Communication and Interaction Waves of Intervention



## Appendix 4 - Cognition and Learning Waves of Intervention

