

## Larkrise SEN Information Report 2019-2020



**What kinds of Special Educational Needs are catered for at Larkrise School?**

Larkrise is a Special School catering for pupils aged 3 to 19. We have provision to meet the needs of pupils with Severe Learning Difficulties (SLD), Profound and Multiple Learning Difficulties (PMLD) and Autistic Spectrum (AS).

**How would Larkrise identify and assess my child's Special Educational Needs?**

All pupils at Larkrise have a Statement or Education, Health and Care Plan (My Plan). These are reviewed annually and amended as needed. School Staff and where appropriate outside professionals e.g. Speech & Language Therapist, Occupational Therapist, Physiotherapist, are involved in the assessing, reviewing and amending process.

**How does the Larkrise evaluate the effectiveness of provision for pupils with Special Educational Needs?**

Larkrise has a Cycle of Evaluation to ensure the effectiveness of provision is continually monitored, evaluated and developed. The Cycle of Evaluation identifies key reporting dates for Governors to ensure they have a robust understanding of school effectiveness and the information needed to challenge/question school performance.

**How do I know how well my child is doing at school?**

The school has four key meeting/reporting dates with parents each academic year:

- Autumn Parents Meeting to set and agree pupil targets
- Spring Parents Evening to review progress against targets
- Summer Parents Evening to further review progress against targets and discuss transition into the next class.
- Annual Review Meeting to review the pupil statement and holistic pupil needs
- Annual Report to Parents summarising and celebrating achievement.

Each child has a Home/School book to facilitate communication between home and school.

**How will Larkrise staff support my child and how will the curriculum be matched to my child's needs?**

Each child within the school has an Individual Education Plan (IEP) which is created to deliver the objectives identified within the child's Statement or 'My Plan'. The IEPs are regularly reviewed by teachers and discussed/developed with parents through Parents Meetings and Annual Reviews. Outside professionals e.g. Speech and language, Physiotherapist etc. will also support the design and delivery of IEP targets. Staff teams of teachers and Teaching Assistants work together to deliver the curriculum through whole class, small group and one to one working.

The general curriculum is highly differentiated to ensure all

	pupils can access at their own level.
<b>How is the decision made about the level of support my child receives made?</b>	Initially needs are identified through the child's Statement/My Plan. Levels of support are put in to ensure the objectives of the Statement and access to the wider curriculum are met.
<b>How will my child be included in activities outside the school curriculum including trips?</b>	There are many offsite activities arranged for the children at Larkrise. These include sporting and cultural events. This provision is differentiated and when an activity is not deemed appropriate for a group of pupils alternative arrangements are put in place.
<b>What support is there for my child's overall well-being?</b>	The school meets all safeguarding legislation, safeguarding is an agenda item at all Governors meetings. A safeguarding element is part of all TD Days. Safer recruitment procedures are in place and SLT and Governors supporting staff interviews have completed Recruitment Training.
<b>What training is provided for staff supporting children and young people with Special Educational Needs?</b>	Training is available to staff through INSET Days. Here a combination of training identified as relevant to all staff e.g. Team Teach, etc. is delivered alongside programmes designed for staff working with specific groups e.g. PMLD, Complex AS etc. Staff are trained to meet the medical needs of their pupils annually. The school employs staff who are able to deliver training in Manual Handling, Communication and ICT specific to children with SEND.
<b>How accessible is Larkrise School?</b>	Larkrise School is fully accessible with dedicated parking bays and toileting facilities. Many rooms have overhead hoisting and tracking leading to changing facilities for children and young adults. The school has an Accessibility Plan which is reviewed annually and new targets set.
<b>How are Parents involved in Larkrise School?</b>	<p>The school recognises that the parent/school relationship is key to successful education. Parents are engaged with the school by transition meetings prior to their child starting, and ongoing review meetings during the year. Various parent groups are organised by the school including Communication Skills, Behaviour Management etc.</p> <p>FOLs (Friends of Larkrise) are a parents group that arranges fundraising and social activities for the school. All new parents are welcome to become involved.</p>
<b>How do parents and children get involved in their education?</b>	In the summer term parents have the opportunity for a structured conversation with their child's teacher for the next academic year. Targets are discussed and set in consultation. These targets are reviewed termly through further structured

	<p>conversations. Annual reviews, where appropriate, are attended by children so that they can discuss their successes and aspirations. These review meetings also offer parents the opportunity to invite outside professionals they feel can support their child's education.</p>
<p><b>What do I do if I have a concern about the provision at Larkrise School?</b></p>	<p>In the first instance we recommend that parents consult with their child's class teacher. If concerns remain or a parent feels it is not appropriate to talk to the class teacher then please contact the Headteacher. If this does not resolve a complaint then contact the Chair of Governors.</p>
<p><b>What specialist services and expertise are available at or accessed by the school?</b></p>	<p>Please see Provision List at the end of this document.</p>
<p><b>How do you prepare my child for joining Larkrise School or transferring to another school?</b></p>	<p>Prior to starting at Larkrise transition meetings take place involving parents, school, present settings, other professionals and if appropriate your child. A plan is put in place including transition days that best suits the needs of your child.</p> <p>Transition from Larkrise is carefully planned over as long a period as possible. A transition review meeting will support families and young adults to identify colleges and appropriate courses. The school ensures students have opportunities to become as familiar as possible with their new settings prior to leaving school.</p>
<p><b>Where can I get further information about services for my child?</b></p>	<p>Follow the links to the Wiltshire Local Offer  <a href="mailto:localoffer@wiltshire.gov.uk">localoffer@wiltshire.gov.uk</a></p>

## Larkrise School Provisions



Provision within the school is constantly adapting to the changing requirements of pupils. Training needs and capital investment in equipment and the wider school environment is driven by ongoing evaluation by professionals within the wide school community.

### Universal Provision

Class groups of 5 to 12  
 High Staff/Pupil ratios  
 Specialised trained SEN Teachers (PMLD, ASD, SLD)  
 Specialised trained SEN Teaching Assistants (PMLD, ASD, SLD)  
 Identified link workers  
 Broad and balanced curriculum appropriate to needs  
 Personalised curriculum with individual planning  
 Total Communication Environment e.g. Makaton, PECs etc.  
 Adapted environment to meet physical/sensory needs  
 Age/need appropriate outside environments  
 Educational Psychologist advice and guidance

Onsite Speech and Language Therapist  
 Onsite Communication Specialist  
 Onsite AAC/ICT Specialist  
 Onsite Physiotherapist  
 Onsite Occupational Therapist  
 Access to Local Authority V.I Support Teacher  
 Secure internal and external site  
 Supervision and support across the school site  
 Access to adapted ICT  
 Interactive sensory environments  
 Age appropriate hoisting and personal care facilities  
 Regular offsite trips to support the curriculum  
 Sensory Arts link with Roche Court

### **Communication and Interaction**

Personalised visual schedules and social stories  
 Access to workstations  
 Occupational therapy  
 Sensory integration  
 Speech and language therapy through SaLT input  
 Specialised and personalised management of transitions between activities  
 Environment with significantly reduced sensory stimulus  
 Ear Defenders  
 Individual Behaviour plans  
 Attention Autism  
 Personal AAC (Augmentative and Alternative Communication) devices  
 PECs  
 Makaton  
 Onsite AAC clinic

### **Social, Mental and Emotional Health**

Individual Behaviour Plans  
 Team Teach trained staff  
 Targeted EP support  
 Targeted Learning Disability Team support  
 Individual Counselling through CSLtd  
 CAMHS  
 Positive handling

### **Medical Needs**

Access to school nurse  
 Support from life time nurses  
 Personalised and specific training for staff  
 Staff trained in epilepsy  
 Staff trained in use of epi-pen  
 Staff trained in diabetes  
 Regular medicine administered during school day  
 Access to dietician  
 Access to SaLT (dysphagia) and eating risk assessment  
 Medical Risk Assessment  
 Onsite Continence Clinic  
 Onsite Wheelchair clinic  
 Onsite Paediatric Clinic

### **Physical Difficulties/Sensory Loss**

Physiotherapist Support: weekly termly  
 Physiotherapy exercises daily  
 Standing Frame  
 Walking Frame  
 Individual Communication Aid  
 Assistive Technology  
 Access to hoists and individual slings  
 Staff trained in manual handling  
 Mediation of auditory environment  
 Occupational Therapy  
 Adapted ICT equipment  
 Support from advisory teachers – hearing impairment, VI, MSI, PI.  
 Sensory Integration  
 Hydrotherapy  
 Individual class seating  
 Gross motor skills programme

**Physical Difficulties/Sensory Loss continued**

Fine Motor skills programme  
Adapted vehicle transportation (tail lift)  
Music Therapy  
Postural Management Programme  
Wheelchair training

Cognition and Learning	Other
Profound Curriculum Social Communication Curriculum (ASD) Adapted National Curriculum (SLD) Personalised Curriculum Planning	Music Therapist P.E Specialist Swimming Artist in Residence Makaton Trainer (including Makaton for parents). Friends of Larkrise

Onsite wheelchair clinic

Age Related Provision beyond Universal Provision	
Profound Curriculum Social Communication Curriculum (ASD) Adapted National Curriculum (SLD) Personalised Curriculum Planning	Music Therapist P.E Specialist Swimming Artist in Residence Makaton Trainer (including Makaton for parents). Friends of Larkrise

Larkrise School recognises that all pupils are individuals with differing needs. The school endeavours to adapt and develop in order to offer the most appropriate provision for each child. The school is happy to discuss with prospective parents how the above offer can be further enhanced.