



SEND Information Report **2025-26**

LARKMEAD
School 



These pages set out information about our provision for children and young people with special educational needs and disabilities (SEND). They are updated annually.

Our school vision:

Larkmead is a happy, successful school that nurtures character through our ethos of **“one community, individual minds, creating futures.”**

‘One community’ means that we value each member of the Larkmead family. Our caring and supportive culture develops students and staff, with a focus on mutual respect, well-being and the power of working together. Our excellent pastoral care supports and encourages every student through compassion, security and confidence. Our positive and effective behaviour for learning enables all students to succeed and make good progress.

‘Individual minds’ encourages personality, flair and diversity, the spark in our students and staff that makes Larkmead such a thriving and exciting school. Our students learn new skills and develop new passions through curiosity, challenge and celebration in a school where they can be themselves and flourish.

‘Creating futures’ means inspiring ambition, resilience and ingenuity. High expectations provide the springboard for personal success every day, in examinations and on into the future. A Larkmead education is for life, giving each of our young people the opportunities, passion and confidence to head out into the world, ready for the exciting challenges ahead.

The Larkmead Promise captures the experience of our students and staff, our ambitions for all:

At Larkmead we will work together to help you to achieve your ambitions, hopes and dreams. Larkmead is a very special school and community, with wonderful students and staff. We believe that everyone can achieve great things.

- At Larkmead there is a whole world of exciting new knowledge and skills to learn, opportunities to embrace and challenges to meet.
- Larkmead staff really get to know you so that they can support and encourage you to achieve your very best.
- At Larkmead you will develop your character, the qualities that make you a good person, a good friend, and will set you up for the future.
- At Larkmead, everyone matters and makes a difference.
- At Larkmead you will be develop your self-confidence and do yourself proud.
- Larkmead is a happy, caring community with high expectations and ambitions for everyone.
- Larkmead is packed with wonderful opportunities and specialist facilities.
- At Larkmead you’ll enjoy a wealth of enriching experiences.
- Larkmead’s vibrant Sixth Form is an inspiring pathway to success.
- At Larkmead you will know that you are part of something special and that you are special too. You will be able to push for personal excellence as you make



your ambition your special mission. You will enjoy the sense of pride that comes with knowing you have achieved your best. You'll know that you are an important member of one community, where you can be yourself as an individual, and where you are creating a very bright future.

The first line of our 2024 Ofsted report is "Larkmead is a very happy and inclusive place because, as one parent put it, pupils' 're at the heart of what Larkmead does.'" This endorses a key line from The Larkmead Promise that 'Everyone matters and makes a difference', our commitment as an inclusive school with a focus on the individual and the community.

SEND at our school:

We are an inclusive setting that fully complies with the requirements outlined in the Special Educational Needs and Disability: Code of Practice (2015). We provide for children and young people with a wide range of special educational needs including those with:

- Communication and Interaction needs:
this includes children who have speech, language and communication difficulties including autistic spectrum conditions.
- Cognition and Learning needs:
this includes children who have learning difficulties and specific learning difficulties like dyslexia, dyspraxia and dyscalculia.
- Social, Emotional and Mental Health needs
- Sensory and/or Physical needs:
this includes children who have visual or hearing needs, or a physical disability that affects their learning

We are a mainstream school catering for up to 980 children with 21.53% of children on the SEND Register. Our primary area of need is Communication and Interaction. Therefore, our Universal Offer includes teaching and learning strategies that we know are most likely to be effective for all learners.

Our special educational needs co-ordinator (SENCo) is: Philippa Cross
She can be contacted on: pcross@lar.cambrianlt.org
Our governor with responsibility for SEND is: Laura Hopkins

Our SEND policy can be found here: [Larkmead School - Policies](#)
Our Equality Scheme and Accessibility Plan can be found here: [Accessibility Plan \(CLT\).docx](#)

How we identify and give extra help to children and young people with SEND:



The school uses Oxfordshire County Council's guidance.

The guidance sets out:

- How we identify if a child or young person has a special educational need.
- How we assess children and plan for their special educational needs, and how we adapt our teaching.
- Ways in which we can adapt our school environment to meet each child's needs
- How we review progress and agree outcomes and involve you and your child in this.

Click here to read it:

[Oxfordshire SEND Framework EYFS](#)

[Oxfordshire SEND Framework Primary](#)

[Oxfordshire SEND Framework Secondary](#)

Working with parents and children/young people:

We will always contact parents if we have a concern that a child or young person may have a special educational need.

We work closely with children and young people with SEND and their parents to agree outcomes and how we will all work towards these, and then to review progress. We do this by having the SENCO available at all parents evenings for parents to make an appointment with, and by scheduling two further meetings with students and a member of the inclusion team to review, update and then share the pupil profiles.

There are also opportunities for parents and children to contribute to our policies on SEND and Equality. We do this via parent surveys, discussions at parents' evenings, meet the tutor days and pupil reviews.

Adapting the curriculum:

Based on EEF guidance and research, our Teaching and learning strategy is focused on adaptive approaches to teaching, making learning accessible for all.

We offer a broad and balanced curriculum for all children and young people including those with SEND. Details are published on the school website.

The way we adapt this for children with SEND is set out in the School Accessibility Plan.



You can read it here [Accessibility Plan \(CLT\).docx](#)

Expertise we can offer:

Our SENCO is Philippa Cross (BSc Hons, PGCE, PAPAA).

All teaching staff are trained to use adaptive teaching, to be inclusive, deliver high quality teaching and learning, preparing all pupils for their next steps.

We have some staff who have received enhanced training in supporting pupils with literacy needs, social and communication needs and physical needs.

Teaching assistants are trained to support the particular needs of the children they work with.

Our Governor responsible for SEND is Laura Hopkins.

We also have access to a range of specialist support services including

- Educational Psychology
- SENSS, who support children with communication and language, sensory needs and physical needs
- *Behaviour Support*
- Child and Adolescent Mental Health Services (CAMHS)
- *Oxfordshire School Inclusion Team*
- Therapy services
- Early Intervention
- Children's Social Care

Information about these services and what they offer can be found on the Oxfordshire County Council SEN web pages.

We always discuss the involvement of specialist SEN services with parents first.

We also work with other services and organisations that are involved with a family, with the family's permission.

How do we know if SEND provision is effective?:

The progress of all children/young people is tracked throughout the school through the school's tracking and reporting system.

In addition for children/young people with SEND we regularly review progress towards agreed outcomes assessing whether the support that's been in place has made a difference and what we need to do next. We evaluate this progress against age related expectations.

When we run special intervention programmes for groups of children we assess how successful they have been and use that information to decide on how best to run them in the future.

Information about how the governing body evaluate the success of the education that is provided for pupils with SEND is contained in the governors' annual SEND report. You can read it here [Larkmead School - Special Education Needs and Disabilities \(SEND\) provision](#).

Helping children and young people with SEND access activities outside of the classroom:

All children and young people are included in activities and trips following risk assessments where needed and in accordance with duties under the Equalities Act 2010. We talk to parents and young people when planning trips so that everyone is clear about what will happen.

There is information about activities and events for disabled children and those with SEND in Oxfordshire in the Family Information Directory:

<http://fisd.oxfordshire.gov.uk/kb5/oxfordshire/fsd/disabilities.page>

Oxfordshire's accessibility strategy can be read at:

[Oxfordshire's Accessibility Strategy](#)

Supporting the wellbeing of children and young people with SEND:

All children have the opportunity to share their views through pupil voice opportunities.

We listen to the views of children and young people with SEND through student questionnaires, annual reviews and regular review meetings with staff in the Inclusion Department.

We take bullying very seriously. We help to prevent bullying of children and young people with SEND by following the school's behaviour policy.

Joining the school and moving on:



We encourage all new children to visit the school before starting.

Children and young people with SEND are provided with an enhanced transition programme to enable them to feel confident by the time they join us, if required. This includes additional transition visits, and multiagency transition planning meetings that take place in the summer term. The SENCO attends the Year 6 phase transfer reviews for all pupils with an Education Health and Care Plan (EHCP), as well as visiting pupils with identified SEND at their primary setting prior to them starting at Larkmead in Year 7.

Who to contact:

If you are concerned about your child, please contact their tutor in the first instance.

If you'd like to feedback, including compliments and complaints about SEND provision please contact the Assistant Headteacher for Inclusion, Mrs Liz Stierner (lstierner@lar.cambrianlt.org). We aim to respond to any complaints in a timely manner.

If you'd like impartial advice from Oxfordshire's SENDIASS contact [SENDIASS Oxfordshire](#)

If you'd like to know more about opportunities for children and young people with SEND and their families, support groups or information about SEND these are listed in the Family Information Directory:

<http://fisd.oxfordshire.gov.uk/kb5/oxfordshire/fsd/disabilities.page>

Oxfordshire's Local Offer contains lots of information for parents. Click here to see it: [SEND: The Local Offer](#)

Our school contributes to the county's Local Offer through attendance at training workshop and through trialling of new guidance and systems.