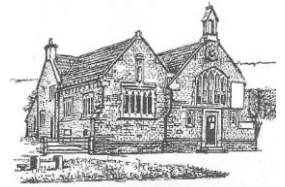


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As a staff team, Litton Church of England Primary School is passionate about working to ensure that the needs of all children are met in a fully inclusive way- a way which encourages all children to develop a love of learning and creates a whole school ethos where staff and pupils support each other to ensure success. At Litton School we believe that every child should receive effective, creative teaching to allow them to reach their full potential, regardless of background or ability, and that each child deserves a challenging, varied curriculum underpinned by careful planning and assessment.

Litton School has a very strong staff team and we use our adults to teach the core curriculum subjects to small groups of children. We see each and every child as an individual with their own unique learning needs, and this approach allows us to deliver a personalised curriculum while giving us frequent opportunities to assess each child individually to identify any potential barriers to learning. The progress and attainment of every child is recorded on our Inclusion Register and this is monitored regularly so that any child who is not making at least satisfactory progress, or any child who is achieving below the national expectation, can be supported both in class and by additional intervention programmes.

This SEND Information Report aims to explain the ways in which we implement our Special Educational Needs Policy, and should show you how we aim to meet the individual needs, not only of our SEND children, but of all our children.

Key Principles

The Children and Families Act 2014 came into force on September 1st 2014 and the new Code of Practice for Special Educational Needs and Disability was issued in June 2014. This Code of Practice describes the principles that we observe when working with children who have SEND. At Litton School we ensure that we adhere to these principles by:

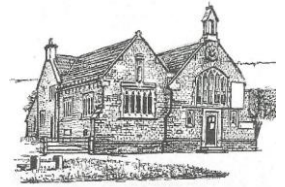
- * focusing on inclusive practices with an aim to remove barriers to learning,
- * identifying the individual needs of all of our children,
- * considering the views of the children we work with, and their families,
- * encouraging children and their parents/ carers to participate in decision making (co-production),
- * implementing high quality provision to meet the individual needs of our children,
- * working with a focus on the whole child and how to help them prepare for adulthood,
- * collaborating with our partners in education, health and social care to provide support.

What are special educational needs (SEND)?

Special Educational Needs are learning difficulties or disabilities that call for special educational provision to be made. By this, we mean provision may be different from or additional to that normally available to pupils of the same age. A child has a learning difficulty or difficulty if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.

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What are the four areas of the SEND Code of Practice?

Children with SEND may need extra help because of a range of needs. These needs can be split into four categories:

- Communication & interaction, for example, difficulties with expressing themselves or understanding what other others are saying, and difficulties in making friends or relating to adults.
- Cognition & learning, for example, difficulties in reading, writing, number work or understanding information.
- Social, mental & emotional health, for example, difficulties in concentrating, or problems with anxiety or depression.
- Sensory and/or physical, for example, a visual, hearing or multi-sensory impairment that makes it difficult for them to make use of educational facilities provided in school.

Many children come across barriers to their learning at some point during their time in school and we aim to act quickly to help them overcome these. Some children require additional support for just a short time, while others need extra help for all of their time in school.

Identifying Pupils with SEND

Only a few pupils will require interventions which are **additional to** and **different** from the adaptative curriculum provided for all pupils. This forms part of the **Graduated Response**.

We assess each pupil's current skills and levels of attainment on entry, building on information from previous settings and key stages where appropriate. We also consider if a pupil may have a disability under the Equality Act 2010 and, if so, what reasonable adjustments we may need to make for them. Class and subject teachers, supported by the Head, make regular assessments of progress for all pupils.

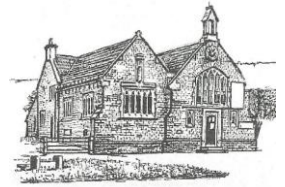
Identification and assessment of pupils' SEND will include:

- End of Key Stage attainments
- Assessment for Learning materials
- Standardised tests
- Teacher observation
- Information and advice from other agencies
- Views of the pupil
- Views of parents
- Diagnostic tests
- Observational checklists
- Dynamic forms of assessment which involve:
 - observing and recording responses in different environments
 - identifying strengths and weaknesses
 - identifying learning rates and learning styles

Assessment information highlights pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

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We also assess progress in areas other than attainment, for instance where a pupil needs to make additional progress with wider development or social needs in order to make a successful transition to adult life.

Where a pupil is making less progress than expected, our first response is high quality teaching targeted at areas of weakness. Where progress continues to be less than expected the class or subject teacher, working with the SENCO, assesses whether the child has SEND. The pupil's response to such support helps to identify their particular needs.

Who leads the school's approach to SEND?

Our aim is to ensure all children across the school are fully supported and receive any additional help that they need to attain a level equivalent to national expectations, aiming for good or outstanding progress by all.

Mrs Hicks is the SENCO and responsible for ensuring that we act according to our SEND policy who consults regularly with other members of staff and, with their input, on at least a termly basis, update the SEND register. Tracking of progress and levels of attainment of all children is recorded as part of our Inclusion Register and assessment tracker, is updated termly. By using all this information, (along with the staff who lead intervention programmes), can be used to monitor the impact of the intervention programmes, before planning interventions for the following term on our school Provision Map. Our provision map details all group support given to children, but for some children, a more individualised approach is necessary. For these children, we write Support Plans, detailing our work in order to support them. Provision for the any children with an EHCP is also closely monitored. The SENCO works closely with the children, their parents or carers, staff, and external agencies.

The SENCO works tirelessly to ensure any new initiatives and information by attending courses, conferences and briefings is disseminated to colleagues back at school and during SEND staff meetings. It is their responsibility to provide professional guidance to colleagues with the aim of securing high quality teaching for children with SEND. The SENCO works with the governing body in determining the strategic development of SEND policy and provision in the school in order to raise the achievement of children with SEND.

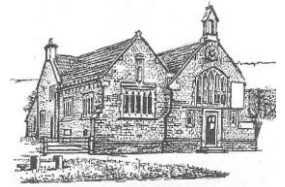
How does the school set out to support individual children?

At Litton School we work hard to deliver a personalised curriculum to all children, identifying gaps in the children's learning that we need to fill and working out the next steps needed to accelerate their progress. We have a very strong staff team and we use our adults to teach the core curriculum subjects to small groups of children.

We recognise that children make progress at different rates and have different ways in which they learn best. All lessons cater for different learning styles and are fully adaptative. This means that we look carefully at how we organise our lessons, the classroom, the books and materials that we give to each child and the way we teach, adapting it to the needs of small groups and individuals. We consider a number of options and choose the most appropriate ways to help each child learn from a range of activities.

For some children, adaptative teaching within lessons is not sufficient to ensure that they make good progress and achieve at least at the level of the national expectations. In

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order to help these children to close the gap between themselves and their peers, or to accelerate progress, we give them extra help. This extra help is often in the form of different or additional sessions called 'intervention programmes. Initially at least, intervention programmes are intended to provide a short-term boost. They may take the form of pre-teaching or 'catch-up' sessions, targeted lessons with an aim to fill gaps in knowledge, or they may be the extension lessons that we provide for our gifted and talented children to ensure that they are being stretched by the curriculum. These intervention programmes and adaptative lessons will always be planned for and overseen by the class teacher but may be delivered by any member of our staff team.

Other children need more specific support with areas that they find difficult, such as social communication, and strategies used to support these children are recorded and monitored on individual Support Plans. Some of our children also require specific resources to be provided for them, such as use of particular equipment like a computer, a desk away from other children, a pencil grip or a coloured overlay or paper.

If children need support to meet national expectations or to make at least satisfactory progress, we look carefully for any specific barriers to learning. At Litton School we place great importance on identifying special educational needs early so that we can help children as quickly as possible. We are, however, also mindful that not all children who make slower progress than expected or who work just below national expectations have SEND.

Our small group work, personalised curriculum, adaptative teaching, choice of learning activities, intervention programmes, use of Personal Support Plans and provision of specific resources all form part of our graduated approach to supporting all children, including those with SEND. This graduated approach recognises that children learn in different ways and progress at different rates, and that some children have different kinds and different levels of special educational need that means that they require additional support. For these children, step by step, specialist expertise may be brought in to help the school with the difficulties that a child may have. Additional support provided by this graduated approach may be needed only for a short time, or it may last for many years, perhaps even for the whole of their education.

At Litton, we recognise parents and carers as a vital part of our school and believe that education must be a partnership between home, school and the individual child. We always inform parents as soon as we start giving extra or different help to their child. We value input from our parents and work with them to make a difference to their child's education.

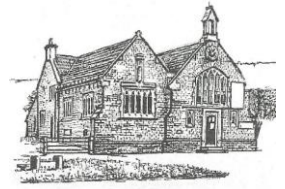
What does the school do when support children with SEND?

At Litton School we see every child as an individual and we often plan our own interventions and use our own strategies in order to meet the specific needs of our SEND children. We are constantly developing the programmes that we offer and looking for new ideas.

Literacy support that we have used in recent years includes:

- Toe-by-toe (a multi-sensory approach to reading)
- Speed-up (a kinaesthetic approach to developing handwriting)
- Write Words (an overlearning approach to the spelling of key words)
- Booster classes for Year 6 children

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- Additional guided reading or group reading sessions
- 1:1 reading support
- Buddy reading
- Additional Read, Write Inc Phonic sessions
- Provision of equipment such as coloured paper, coloured overlays, pencil grips, sloped writing boards.
- Nessy (an online programme to support spelling and reading)
- Work with the Speech & Language Therapy team
- Work with the Inclusion team
- Touch typing
- Assisted Technology
- GL Dyslexia Screening

Maths support that we have used in recent years includes:

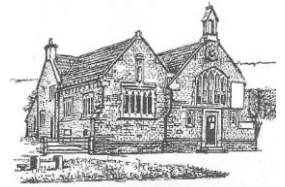
- Numicon
- Power of 2 maths intervention
- Plus 1 maths intervention
- Work with the Inclusion
- Booster classes for Year 6 children
- Individual pre-learning of key concepts
- Use of concrete apparatus, in line with Maths mastery approach

Support for children with social, emotional and mental health difficulties, or for those with **communication and interaction difficulties** have all had interventions created and designed for them on a personal level. These have included:

- Work with the Speech & Language Therapy team, the Inclusion team and Educational Psychologist, along with follow-up work between visits.
- Playground buddies.
- The Mini-Leaders programme (where Year 6 are trained to lead inclusive playground games).
- Jobs created in the playground or around school for those who need a focus at playtime.
- A Friendship shed and reading hut for those children who need a quiet area at playtime
- Circle time
- Running Club
- Nurture activities and games played with groups of children to, for example, boost self-esteem, work on social skills, managing feelings and empathy.
- Use of the 5-point anger-management scale
- Zones of Regulation
- The concept of people's 'bubbles' (personal space) or the importance of eye-contact, for example, being discussed with a child and then targets set and reward systems set up for to recognise progress made in these areas.
- Special chairs, desks or areas set up in the classroom for children who need their own space to work in.
- Personal reward systems for following the class rules or specific behaviour related targets.
- Gold Book

Details of the children involved in these programmes, the leaders of the intervention and the frequency of them is all planned for using our Provision Map. Specific intervention

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and/or additional support details are recorded by the class teacher for every child. Support designed specifically for a child may also be recorded on their Personal Plan.

What can we, parents and carers, do if we have concerns?

If you have any concerns about your child's learning, progress or happiness in school, however small, then please talk to us as soon as the concern arises. We do not feel that it is appropriate to discuss individual children's needs in the playground or in a classroom full of children, so the best way to talk to us is to book an appointment to see your child's class teacher after school. Mrs Hicks, the head teacher/SENCO is also always happy to discuss concerns with parents.

The teachers at Litton are very keen to work with you and establish a supportive and communicative relationship which will make it easier to sort out worries and problems. The closer you work with your child's teacher, the more successful any help for your child can be.

If you have concerns that your child has a special educational need, you might like to ask their teacher if:

- the school thinks your child has difficulties;
- the school thinks your child has special educational needs;
- your child is able to work at the same level as other children of a similar age;
- your child is already getting some extra help; and
- you can help your child.

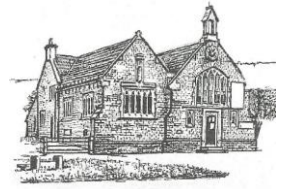
In order to communicate with you, we will provide you with an annual report on your child's progress at the end of the summer term every year. We will also offer at least three opportunities a year for you to come and see us, although please remember that we are always willing to see you whenever a concern arises.

If you have a child who has SEND, or a child who requires additional support, it is even more important that we can communicate with you regularly. We will always consult you about decisions made that affect your child and will make sure that you are fully aware of the planned support and interventions. We will often seek your involvement to reinforce or contribute to progress at home. After your child has received an intervention, we will seek your opinions on the impact of the programme and will ask for your help in planning next steps. The views of your child will also be included in these discussions, although these will often be gathered before the discussion takes place. If your child has a Personal Plan, we will review this with you in our meetings, recording the outcomes, action and support agreed through the discussion, and will then ensure that you and all members of staff who work with your child have a copy.

If you have any concerns about any Special Educational Need or Disability matter, please do not hesitate to contact school in person, by phone **01298 871449** or by email headteacher@litton.derbyshire.sch.uk The school SEND governor is **Sarah Ebbatson**. She can be contacted via the school office.

If you have a complaint or serious concern, please contact the headteacher Mrs Hicks and refer to the Complaints Policy on our website if appropriate.

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Preparing for the next step

Transition is a part of life for all learners. This can be transition to a new class in school, having a new teacher, or moving on to another school, training provider or moving in to employment. We are committed to working in partnership with children, families and other providers to ensure positive transitions occur.

Planning for transition is a part of our provision for all learners with SEND. Moving classes will be discussed with you and your child at their summer term review meeting. Transition to secondary schools will be discussed in the summer term of the child's Year 5 and throughout Year 6, to ensure time for planning and preparation. We can organise personalised transitions for children wherever necessary or appropriate. We work closely with all our local secondary schools to ensure information is shared before the start of the new term.

Derbyshire Services

If you would like more information on services available to you and your family in Derbyshire, please go to: www.derbyshiresendlocaloffer.org

Mrs Caroline Hicks – Headteacher / SENCO
September 2024