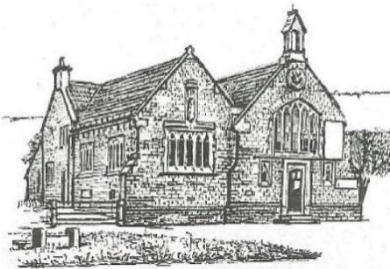


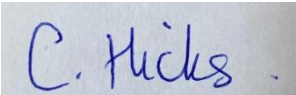
Litton Church of England Primary School



SEND Policy

Date Reviewed: 03.10.2025
Date Approved:
Approved by: Governors
Version: 4

Signed:



Mrs Caroline Hicks
Headteacher



Mrs Emily Noble
Chair of Governors

Review date	By whom	Summary of changes made	Date implemented
26.09.2022	J Green	Updated personnel	26.09.2022
25.10.2024	C.Hicks	Reviewed and updated	25.10.2024
03.10.2025	C.Hicks	Reviewed and updated	

This policy was written in consultation with stakeholders including children, parents, staff and governors. The day to day implementation of this policy is led by our Special Educational Needs Coordinator / Head teacher Caroline Hicks. However, it is the responsibility of the Headteacher to ensure that it is implemented. The governor with responsibility for Special Educational Needs is Sarah Ebbatson.

As a school we are committed to excellence for all our children. We believe every child should have the opportunity to be the best that they can be and our job as a school is to enable and encourage each individual child to achieve more every day. We want all children to feel valued and respected as individuals and to respect others in our diverse society. At Litton Church of England Primary School we value the abilities and achievements of all our pupils, and we are committed to providing, for each pupil, the best possible environment for learning. All teachers in our school are teachers of all children, including those with SEND.

Mrs Hicks be contacted via the school office on 01298 871449 or email :

headteacher@litton.derbyshire.sch.uk

The SEND, Equal Opportunities and Educational Inclusion Governor is Sarah Ebbatson who can also be contacted through the school office on 01298 871449.

Aims

Litton Church of England Primary School is committed to providing an appropriate and high-quality education to all the children living in our local area. We believe that all children, including those identified as having special educational needs, have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life.

We ensure that all children should be equally valued in school and strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe.

Litton Church of England Primary School is committed to inclusion and is part of the school's strategic planning for improvement is to develop cultures, policies and practices that include all learners. We aim to create a sense of community and belonging, and to offer new opportunities to learners who come from many varied backgrounds. This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways which take account of their varied life experiences and needs.

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background.

This policy describes the way we meet the needs of children who experience barriers to their learning, which may relate to sensory or physical impairment, learning difficulties or emotional or social development, or may relate to factors in their environment, including the learning environment they experience in school.

We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We are particularly aware of the needs of our Key Stage 1 pupils, for whom maturity is a crucial factor in terms of readiness

to learn. We believe that many pupils, at some time in their school career, may experience difficulties which affect their learning, and we recognise that these may be long or short term.

At Litton Church of England Primary School we aim to identify these needs as they arise and provide teaching and learning contexts which enable every child to achieve his or her full potential.

Litton Church of England Primary School sees the inclusion of children identified as having special educational needs as an equal opportunities issue, and we will also aim to model inclusion in our staffing policies, relationships with parents/carers and the community. We are trying to move from an SEN approach that locates a problem with the child to looking at what additional provision we need to make for specific children.

This policy is made accessible to all staff and parents in order to aid the effective coordination of the school's SEN provision.

The Governing Body, through the SEN Governor, liaises closely with the SENCO and the Head. The SEND Governor, Inclusion Governor and SENCO will meet to discuss (in confidence) and monitor:-

- **Relevant documents and legislation**
- **Admissions**
- **Continuing Professional Development**
- **The progress of securing EHC Plans**
- **The role of outside agencies such as Early Help, Compass/Changing Lives, Derbyshire Inclusion Team.**
- **Finance for SEND**
- **The success and relevance of the Curriculum for children with SEND**

The SEN Governor will:-

- **Report back to the Governing Body and be the first port of call for any grievances or complaints that may arise**

Objectives

- To ensure the SEN and Disability Act and relevant Codes of Practice and guidance are implemented effectively across the school.
- To ensure equality of opportunity and eliminate prejudice and discrimination against children with special educational needs.
- To continually monitor the progress of all pupils in order to identify needs as they arise and to provide support as early as possible.
- To provide full access to the curriculum through differentiated planning by class teachers,

SENCO, and support staff as appropriate.

- To provide specific input, matched to individual needs, in addition to adaptative classroom provision, for those pupils recorded as having SEND support.
- To ensure that pupils with SEND are perceived positively by all members of the school community, and that SEND and inclusive provision is positively valued and accessed by staff and parents/carers.
- To ensure that we are able to meet the needs of as wide a range as possible of children who live in our catchment area.
- To enable children to move on from us, well equipped in the basic skills of literacy, numeracy and social independence to meet the demands of secondary school life and learning.
- To involve parents/carers at every stage in plans to meet their child's additional needs.
- To involve the children themselves in planning and in any decision making that affects them.

Identifying Special Educational Needs

Communication and Interaction

Most children with special educational needs have strengths and difficulties in one, some or all of the areas of speech, language and communication. Their communication needs may be both diverse and complex. They will need to continue to develop their linguistic competence in order to support their thinking as well as their communication. The range of difficulties will encompass children and young people with speech and language delay, impairments or disorders, specific learning difficulties, such as dyslexia and dyspraxia, hearing impairment and those who demonstrate features within the autistic spectrum; they may also apply to some children and young people with moderate, severe or profound learning difficulties. The range of need will include those for whom language and communication difficulties are the result of permanent sensory or physical impairment.

Cognition and Learning

Children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties, such as dyslexia or dyspraxia, require specific programmes to aid progress in cognition and learning. Such requirements may also apply to some extent to children with physical and sensory impairments and those on the autistic spectrum. Some of these children may have associated sensory, physical and behavioural difficulties that compound their needs.

Behaviour, Emotional and Social Development

Children and young people who demonstrate features of emotional and behavioural difficulties, who are withdrawn or isolated, disruptive and disturbing, hyperactive and lack concentration; those with immature social skills; and those presenting challenging behaviours arising from other complex special needs, may require help or counselling

Sensory and / or Physical Needs

There is a wide spectrum of sensory, multi-sensory and physical difficulties. The sensory range extends from profound and permanent deafness or visual impairment through to lesser levels of loss, which may only be temporary. Physical impairments may arise from physical, neurological or metabolic causes that only require appropriate access to educational facilities and equipment; others may lead to more complex learning and social needs; a few children will have multi-sensory difficulties, some with associated physical difficulties. For some children the inability to take part fully in school life causes significant emotional stress or physical fatigue.

We must also consider what is not SEND, but may impact on progress and attainment;

- Disability (the Code of Practice outlines the “reasonable adjustment “ duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/women

Behaviour can no longer be identified as a need. Any concerns relating to child or young person’s behaviour should be described as an underlying response to a need which the school is able to recognise and identify clearly. We know the pupil well.

A Graduated Approach

Quality First Teaching

1. Our prime way of helping children to improve is through quality first teaching within the school. The role of the class teacher is to provide for all pupils.
2. The teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants.
3. High quality teaching, which is differentiated for individual pupils, is the first step in responding to pupils who may or may not have SEND.
4. The SENCO will meet with each class teacher at least three times a year to discuss additional needs, concerns and to review the pupils’ progress.
5. At other times, the SENCO will be alerted to newly arising concerns through staff meetings.
6. The SENCO will discuss issues arising from these meetings with the class teacher and take action as necessary. Targets arising from meetings and reviews will be used to inform and support whole class approaches to inclusion, e.g. differentiation, varied teaching styles. Parents and children are involved in this process each term.
7. The SENCO monitors planning for SEND and supports teachers and teaching assistants if practical.
8. The SENCO along with the headteacher monitors the quality and effectiveness of provision for pupils with SEN through classroom observation.
9. SEND support is primarily delivered by class teachers/teaching assistants through differentiated teaching methods. Additional support is provided by the SENCO. This is funded from the school’s annual budget. The support timetable is reviewed half-termly, by the SENCO, and the teaching staff, in line with current pupil needs, educational initiatives

such as literacy and numeracy strategies, and the budget. Additional support is funded through individual allocations from the LA.

10. Support staff, class teachers, SENCO and outside agencies liaise and share developments in order to inform reviews and forward planning. We have good relationships with all agencies involved at school and this helps the process.

SEND Support

When it is determined that a pupil does have SEND, parents will be formally advised of this and the decision will be added to the SEND register. The aim of formally identifying a pupil with SEN is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four – part process:

- **Assess**
- **Plan**
- **Do**
- **Review**

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan

Planning will involve consultation between the teacher, SENCO and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants and to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCO.

Review

Reviews of a child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and where necessary their parents. The class teacher, in conjunction with the SENCO will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil

Managing Pupil Needs

All children that are placed on the SEND register who receive SEND support.

We write a specific provision report for each pupil on our SEND Register. This report gives a background to each child, targets to work towards and a timetable for additional help within school.

The school's system for regularly observing, assessing and recording the progress of **all** children is used to identify children who are not progressing satisfactorily and who may have additional needs and involves:

- Baseline assessment results using Foundation Stage Profile
- Progress measured against the objectives in the National Curriculum
- National Curriculum descriptors for the end of a key stage
- Progress measured against the P level descriptors
- Standardised screening and assessment tools, e.g. GL Dyslexia Screening Check.
- Observations of behavioural, emotional and social development
- Any EHCP plans
- Assessments by a specialist service, such as educational psychology, identifying additional needs
- Another school or LEA which has identified or has provided for additional needs

Pupil progress meetings are held each term. The staff discuss the needs of the children and what interventions are taking place.

Referral for an Education, Health and Care Plan

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required. The decision to make a referral for an Education, Health and Care

Plan will be taken at a progress review. The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents
- Teachers
- SENCO
- Social Care
- Health professionals
- Educational Psychologists
- Early Help
- Derbyshire Inclusion Team (ISAS)

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or not the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can be found via the Derbyshire Local Offer, from the Derbyshire Inclusion Team (ISAT) at Derbyshire County Council or by contacting the Parent Partnership Service.

Criteria for exiting the SEN Register

Children are monitored and reviewed on a regular basis. Discussions with teachers, parents and outside agencies may lead us to exiting a child from the SEND register. This would only take place with the consent of all involved.

Supporting Pupils and Families

The government is reforming the way in which provision and support is made for children and young people with special educational needs and/or disabilities in England. Legislation (The Children and Families Act 2014) enacted on the 13th March came into force from the 1st September 2014. A SEND Code of Practice also accompanies this legislation.

More details about reforms and the SEN Code of Practice can be found on the Department for Education's website: www.education.gov.uk/schools/pupilsupport/sen More information can be found on Derbyshire's SEND Local Offer website: <https://www.localoffer.derbyshire.gov.uk/home.aspx> Children with the most complex needs may have an Education, Health and Care (EHC) Plan. These plans are being supported by an Education, Health and Care Plan Hub in Derbyshire

The Derbyshire Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Derbyshire that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. It includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

Working in Partnerships with Parents

Litton Church of England Primary School believes that a close working relationship with parents is vital in order to ensure positive and meaningful co-production for:

- a) early and accurate identification and assessment of SEND leading to appropriate intervention and provision
- b) continuing social and academic progress of children with SEND
- c) personal and academic targets are set and met effectively

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SENCO may also signpost parents of pupils with SEND to the local authority Parent Partnership service where specific advice, guidance and support may be required.

If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child. The school's SEND Governor Sarah Ebbatson may be contacted at any time in relation to SEND matters.

Supporting Pupils at School with Medical Conditions

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case, the school will comply with its duties under the Equality Act 2010. Please see School Equality Statement.

Some pupils may also have SEND and may have an Education, Health and Care (EHC) plan which brings together Health and Social Care Needs as well as their special educational provision.

All pupils in school who have a medical condition have a Health Care Plan which is seen and signed by the school, parents and the school nurse. The school has a 'Supporting Pupils at School with Medical Conditions Policy', which was written in line with the guidance published by the DFE. This can be accessed on the school website or from the school office.

Access to the Environment (see also School Access Plan)

Litton Church of England Primary School is a single-site school, with Key Stage 1 and Key Stage 2 departments and a hall area. Disabled access is through the rear entrance. The infant room is accessed from there on a level floor but the junior room is reached by a staircase which could have a stair lift fitted if a need arose.

We have made sure that there are good lighting and safety arrangements for all visually impaired pupils. Our classrooms provide good acoustic conditions so that the effects of hearing difficulties are minimised (part-carpeting, curtains, quiet areas).

An access audit of the school has recently been carried out. Children requiring equipment due to an impairment will be assessed in order to gain the support that they require. Details of our plans and targets on improving environmental access are contained in our Accessibility Plan.

Monitoring and Evaluation of SEND

In order to make consistent continuous progress in relation to SEND provision, the school encourages feedback from staff, parents and pupils throughout the year. This is done in the form of an annual parent and pupil questionnaire, discussion and through progress meetings with parents. Pupil progress will be monitored on a termly basis in line with the SEND Code of Practice.

SEND provision and interventions are recorded on an individual provision map, which are updated when the intervention is changed. These are updated by the class teacher and are monitored by the SENCO. Interventions are monitored and evaluated termly by the SENCO and information is fed back to the staff, parents and governors. This helps to identify whether provision is effective. The Headteacher reports to the governors at governors' meetings. The governor responsible for SEND regularly comes into school and meets with the Head to

Training and Resources

The SEND provision in school is funded from the Local Authority. Any additional hours of support that a child may receive has to be applied for through the Local Authorities Inclusion Panel. Any children who do not have an EHC Plan but require additional input, are supported and funded from the schools' own budget.

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development.

All teachers and support staff undertake induction on taking up a post. This includes a meeting with the SENCO to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.

The school's SENCO regularly attends Derbyshire LA SENCO network meetings in order to keep up to date with local and national updates.

Roles and Responsibilities

The SEN Governor takes guidance from 'The Governor Handbook' (September 2014), p49 & 50.

Teaching Assistant have all been involved in considerable professional development to support the teaching and provision for children with additional needs within the mainstream school. They are trained to support pupils who need extra support.

Mrs Caroline Hicks (Headteacher) has specific responsibility for the safeguarding of the children in school, including those with medical conditions. As the headteacher, she will hold details of all SEN records for individual pupils.

All staff can access (if required)

- The Litton Church of England Primary School SEN Policy
- A copy of the full SEN Register
- Guidance on identification of SEN in the Code of Practice
- The latest Keeping Children Safe in Education document
- Information on individual pupils' special educational needs, including pupil profiles, targets set and copies of their provision guidance.
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities
- Information available through Derbyshire's SEND Local Offer

In this way, every staff member will have complete and up-to-date information about all pupils with special needs and their requirements which will enable them to provide for the individual needs of all pupils.

Parents can ask to see any documents we hold in school about their child under the Freedom of Information Act. Litton School fully complies with this Act and a copy of the school's Information Management can be accessed in the school office.

Complaints procedure

The school operates an open access policy for parents, and regular communication between school and home will ensure that concerns are promptly acted on. Where this has not happened, however, parents are able to make a complaint by contacting the Head teacher or, if this fails to resolve the issues, the governing body. Our complaints procedures, available from the school office, sets out the steps in making a complaint in more detail.

This policy should be read in conjunction with the documents outlined at the beginning of the policy and alongside the School's Accessibility Plan, Mental Health and Well-Being Policy, the Anti-Bullying Policy and the Safeguarding and Child Protection policy.