



The tree in our badge reminds us that by nurturing and providing roots for children we help them grow into individuals who will lead fulfilling lives. The multicoloured leaves remind us that each child is unique.

The Littletons CE First School

Special Educational Needs and Disabilities Policy 2021

SEN Co-ordinator: Mrs Nicky Felton

Our Special Educational Needs and Disabilities Policy is grounded in our promise and our vision.

Our promise to **belong, believe, achieve** is at the heart of our vision which is:

To nurture children to become confident and responsible learners and achieve their full potential.

Just as God has created every individual with individual talents and skills, the school community provides a nurturing environment where everyone is free to explore their individual creativity and to live life in all its fullness. At the heart of everything we do is our goal to extend children's understanding of language as we recognise this improves the life chances of every child as they grow into adulthood. This is embedded throughout school life through the delivery of our broad and balanced curriculum.

Belong

John 15:12 This is my commandment that you love one another as I have loved you

When referring to children we are ensuring that all God's children belong to our school. A supportive and nurturing environment based on love for one another is there for the whole school community, including pupils, parents, staff and governors.

Believe and achieve

Peter 4:10 God has given you gifts. Use them well to serve one another.

There is a belief within the whole school community that everyone has been given talents and skills. As a school we want to enable them to use skills to develop the confidence to believe in their own abilities. By using Jesus as a role model the children are given the opportunity to explore and express their own beliefs. For some of the community this is deeply rooted in a Christian belief. There is the belief that God loves us all.

The safe nurturing environment in which we all belong ensures that everyone achieves their best in all that they do.

Christian Values

We live the vision and promise through our 5 core Christian values of honesty, respect, responsibility, perseverance and caring. Each value is rooted in Christianity and is introduced to the children through stories and characters found in The Bible. Associated values are taught to enhance and develop the understanding on how Christian values can be relevant in every day life for all. These core and associated values are the roots to our values teaching and provide the whole school community with the fruits with which they can live their life and grow as individuals. These fruits are described in **Galatians 5:22-23**.

²² But the fruit of the Spirit is love, joy, peace, patience, kindness, goodness, faithfulness, ²³ gentleness, self-control; against such things there is no law.

This is how the fruits of the spirits are evident in our school values.

If you are showing respect you are showing love, patience and kindness and from this comes peace and joy.

If you are showing honesty you are demonstrating faithfulness and self-control. Peace is also shown through honesty and the ability to forgive.

If you are persevering, you are demonstrating patience and self-control as well as a love for your own achievements.

If you are caring you are demonstrating kindness, gentleness, love and sharing in joy.

By being responsible you are demonstrating self-control. Responsible actions can show your generosity towards others and creation.

Introduction

The Littletons School endeavours to provide an education that enables all children with SEND to make progress so that they 'achieve their best and become confident individuals living fulfilling lives'. We have a clear focus on the participation of parents and children in making decisions about their needs, abilities and aspirations for the future so that we can work together to improve outcomes.

We provide a broad and balanced curriculum for all children based on the Foundation Stage Curriculum and the National Curriculum. Teachers vigorously differentiate their planning and learning expectations to ensure the breadth of children's needs are met.

A child can have Special Educational Needs at any time during his/her school career. This could be a short or long term need. A child is defined as having SEN if they:

- 'Have a significantly greater difficulty in learning than the majority of children the same age.'
- 'Have a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or post-16 institutions'

Aims

- To create an environment that meets the needs of each child and reduces barriers to learning.
- To ensure that children with SEND are identified, assessed and provided for.
- To develop strong links with families so that they are fully involved in the decision making process.
- To ensure that all parties understand how the SEND process works and to make clear the roles and responsibilities of all parties in this process.
- To enable all children to have full access to all aspects of school life, including the curriculum and positive social integration.

Role of the SENCO

The SEN Co-ordinator has responsibility for co-ordinating the day to day educational provision for children with SEND and for developing the long term aims of SEND within The Littletons School.

This involves:

- Contributing to the strategic development of SEND policy within the school
- Co-ordinating specific provision for pupils with SEND in conjunction with the Intervention Co-ordinator

- Supporting and advising colleagues
- Liaising with parents
- Liaising with external agencies
- Understanding the Local Offer
- Writing and reviewing the SEN Information Report
- Maintaining the SEN register
- Maintaining pupil records
- Monitoring and advising on the Graduated Approach and Working Together Programme
- Reporting to the Local Academy Board
- Preparing and conducting Annual Review meetings
- Compiling paperwork for the Statutory Assessment process
- Organising training for staff, ensuring that their knowledge of SEN is current and up-to-date
- Liaising with appropriate professionals before children enter Reception to ensure a smooth transition process and to develop effective transition processes with receiving middle schools

SEND Provision at The Littletons School

The new SEN Code of Practice 2014 sets out a Graduated Approach to SEN provision, which matches action to the individual child's needs. This involves an Assess, Plan, Do, Review cycle so that progress can be rigorously monitored. When identifying children with a special need, four broad areas will be investigated: communication and interaction, cognition and learning, social, emotional and mental health difficulties and sensory/physical needs. Children identified as having a Special Educational Need will be placed in the SEN Support category. Children with more profound needs may go on to have an Education, Health and Care Plan.

- **SEN Support:** Children placed in this category will be part of the Assess, Plan, Do, Review cycle.
- **Statement/Education, Health and Care Plan:** A Statement of Special Educational Needs is issued when a child demonstrates a continued and significant cause for concern. Children with Statements are entitled to an Annual Review which involves all professionals involved with that child to review progress and attainment against specific targets. Recommendations to the Local Authority will be formulated during this meeting. *Children with Statements will undergo a conversion process by 2018 to decide whether their Statement is converted to an Education, Health and Care Plan.*

Monitoring and Review

Early identification is vital. The class teacher, after liaison with the SENCO, will inform the child's parents at the earliest opportunity to alert them to their concerns and enlist their help and participation in supporting their child. At this point, the child may be put on the SEN register. The provision for SEN children will be planned by the class teacher, in liaison with the SENCO and Intervention Co-ordinator, and will promote inclusion wherever possible.

At The Littletons School all children on the SEN register will be part of a Graduated Approach Pathway or be placed on the school's own Working Together Programme.

Both systems put the families concerned at the heart of the process. Parents are fully involved through termly structured conversations and regular 'drop-in' appointments. They also receive copies of the Graduated Approach paperwork, structured conversation notes and pupil passports. Pupils are also encouraged to comment on their progress and, depending on the age of the child, attend some of the meetings with their parents.

The class teacher, SENCO and Intervention Co-ordinator monitor and assess the child's progress formally and through continuous professional discussion. Children may remain on SEN Support, move off the register and continue to be monitored if adequate progress is made or, in exceptional circumstances, be issued with an Education, Health and Care Plan.

Partnership with Parents

At all stages of the SEN process, the school keeps parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents at all stages. We encourage parents to make an active contribution to their child's education through the Graduated Approach and Working Together and ensure they understand the impact of the support that their child has received.

The Role of the Local Academy Board

The Local Academy Board does its best to secure the necessary provision for any pupils identified as having SEN. The governors ensure that all teachers are aware of the importance of providing for these children. It is the responsibility of the governors to ensure that the school consults the LA and other schools, when appropriate. The SENCO submits a report to each Full Local Academy Board meeting. A named governor monitors the school's arrangements for SEN and disability. The Local Academy Board has decided that the children with SEN will be admitted to the school in line with the school's admissions policy.

External Agencies

We liaise with numerous external agencies which include:

- Educational Psychology
- Learning Support Team (LST)
- Behaviour Support Team (BST)
- School Health Service
- Speech and Language Therapy
- Physiotherapy and Occupational Therapy
- Physical disabilities Team
- Visual Impairment Team
- CAMHS

Review

This policy was reviewed by the SEN Co-ordinator, working in consultation with the whole staff.

Date of this policy review: annually

Signed:

Head teacher: 

Chair of Governors:

