



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

## How The Littletons School Supports the Progress of Children with Special Educational Needs and Disabilities

### Who is our SEND Co-ordinator?



Mrs. Nicky Felton is the SEND Co-ordinator and works closely with all members of staff and other professional agencies to support all children with Special Educational Needs and Disabilities.



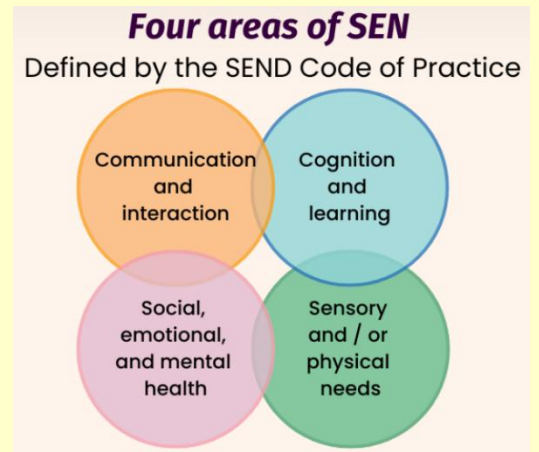
'Provision for pupils with SEND is a strength of the school.'

### What kinds of SEND are provided for at The Littletons?

We can support children with a wide range of Special Needs in the following four areas:

- Cognition and Learning
- Communication and Interaction
- Social, Emotional and Mental Health Difficulties
- Sensory and/or Physical

We have experience of providing for children with ADHD, autism, speech and language difficulties, cerebral palsy, dyslexia, dyspraxia, hearing difficulties, selective mutism, diabetes, epilepsy, general learning and behavioural difficulties and social and emotional needs.



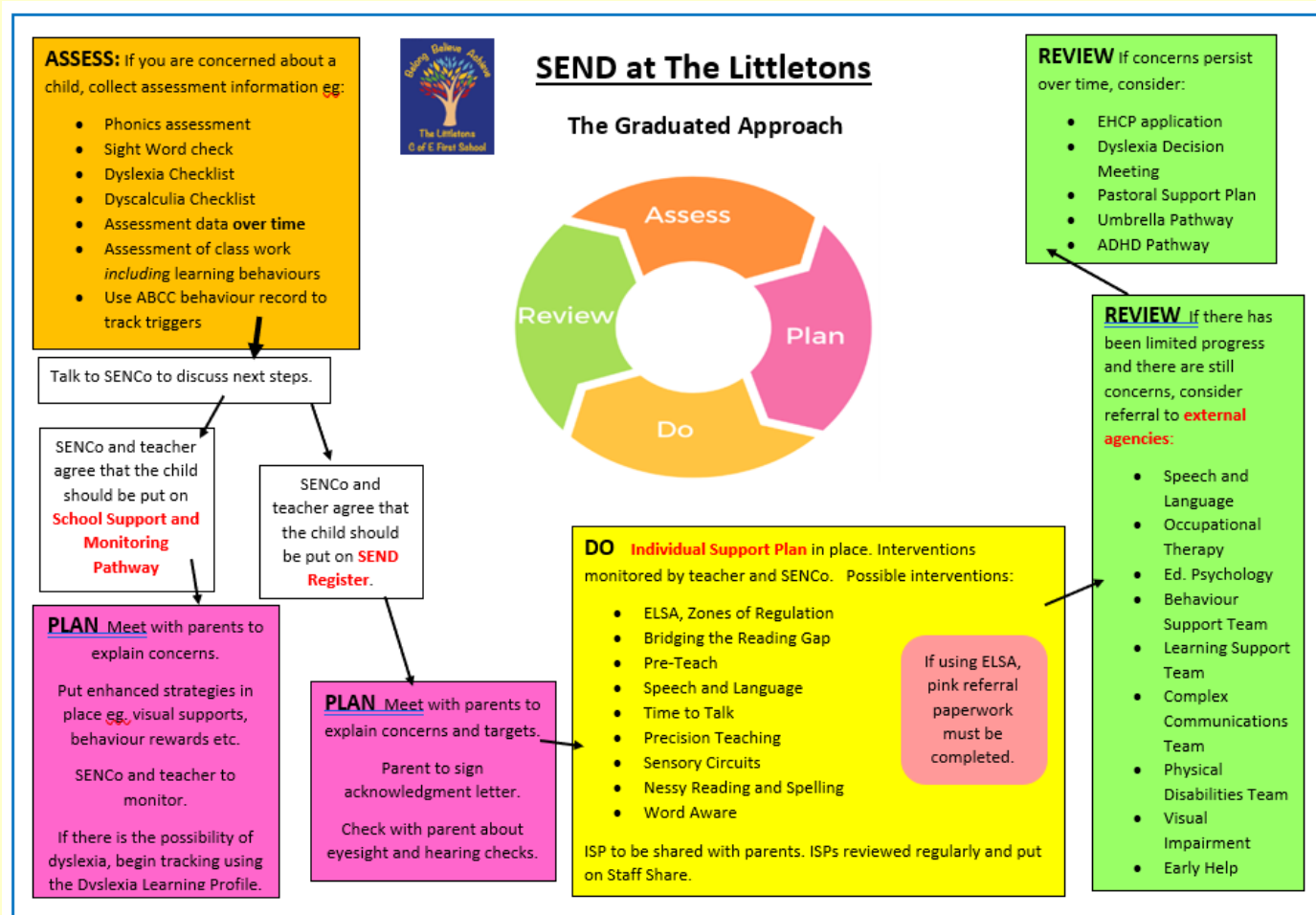
### How does the school know if children have a Special Educational Need or Disability and how will I be contacted about this?

Children who display difficulties within school are monitored over time to enable high quality provision, rigorous adaptive teaching and intervention programmes to address any difficulties before a decision about SEND status is needed. We then use a wide range of assessment evidence\* to 'build a picture' of the difficulties a particular child is facing. These assessments form the basis of our decision about whether the child should be identified as having a special need. You will be informed of our concerns early in the

process as you will be able to share valuable knowledge of your child, such as whether your child displays similar difficulties at home. Regular updates and meetings will occur before a final decision about SEND status is made. If we all agree that your child has additional needs, then they will be placed on the SEND Register at SEND Support level.

\*This includes classroom and playground observations, assessment notes from intervention programmes, independent work that shows what a child can do when working on their own, levels achieved in tests, anecdotal evidence about pupil attitudes, work produced in lessons and checklists for learning difficulties such as dyslexia.

The diagram below shows the procedures followed by school staff when identifying children with SEND.



## What should I do if I think my child has Special Educational Needs (SEN)?

The first thing that you should do is speak to your child's class teacher so that you can gather more information about what your child is like in the school environment. During this discussion, the teacher will be able to talk about your concerns and make suggestions for any next steps.

## What is masking and what should I do if I think my child is doing this?

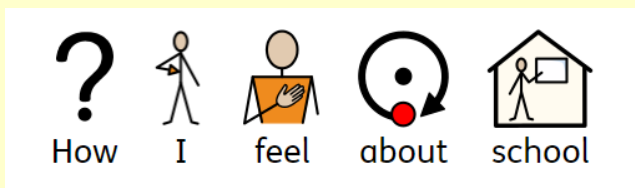
Masking in autism refers to the conscious or unconscious effort by autistic individuals to hide or suppress their natural autistic traits to fit in with social expectations. This can involve mimicking neurotypical behaviours, scripting conversations, or suppressing natural social cues like eye contact or stimming (self-soothing behaviours). While masking can help individuals navigate social situations and avoid negative reactions, it can also lead to exhaustion, anxiety, and mental health challenges.

Constantly suppressing natural behaviours and maintaining a façade can be incredibly draining and lead to emotional and physical exhaustion which can manifest in 'meltdowns' at home. Masking can make it harder for autistic individuals to be recognised and diagnosed, especially in cases where they are highly skilled at masking.

If you feel that your child displays these behaviours, please speak to your child's class teacher in the first instance.

### How will the curriculum be matched to my child's needs and how will that help my child?

Adaptive teaching is how teachers work with children of different ability levels in the same class. At The Littletons, this can be through assigning increased adult support to a particular child or group of children, giving children adapted tasks or by giving a task that can be accessed by all children where they perform at varying levels. There are also many other ways of reducing barriers to learning such as using **different methods of recording**, the use of **task management boards** and the use of photos or symbols to show visual steps in everyday routines. Giving children **particular resources** to help them access lessons independently will also help them.

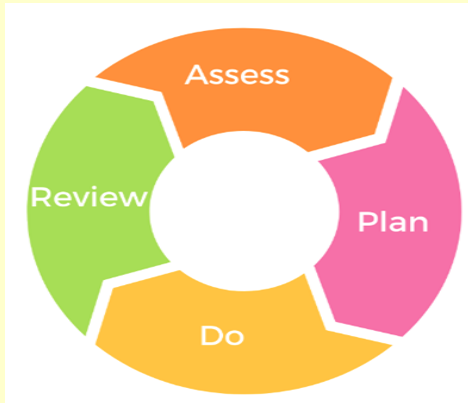


### Who will oversee, plan and work with my child and how often? Who will explain this to me?

Your child's class teacher will plan all the work for your child. Sometimes your child might work in a small group, or individually, with a teaching assistant on a specific programme of work or to go over work that they may not have understood in class. The teaching assistant will report back to the class teacher who will then plan the next steps for your child's learning. If your child is working on a specific scheme of work, then this might happen quite regularly during the week. If they need some extra input to reinforce what was being taught, then this will happen when the need arises. The class teacher will discuss any specific support your child may be having, and the regularity of this intervention, at parents' evening or through informal discussions. At these meetings, your child's class teacher will discuss their Individual Support Plan (ISP) with you which describes how your child is supported through the Graduated Response (ADPR) cycle.



*'Pupils with SEND receive personalised and precise support. This is because their needs are accurately identified from the moment that they start school. Teachers modify tasks to ensure pupils succeed.'*



The **Assess, Plan, Do, Review** (APDR) cycle runs on a termly basis.

**Assessment** - This begins with in school assessments as part of the whole school pupil progress process. During further cycles, assessment from external agencies may be used.

**Plan** - Parents, the class teacher and when appropriate, the SENDCo, meet to set targets for the coming term. This includes who will support the child at each stage of the plan, ensuring all members of

your child's team understand and fulfil their responsibilities.

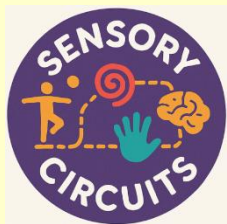
**Do** - There is a period of time where your child will be involved in interventions and programmes that meet their identified needs. These may require your child to take part in one to one or small group activities outside the classroom.

**Review** - The parents and teacher meet to discuss how the 'do' part of the cycle has progressed and its impact on narrowing the gaps. At this point there may be a need to renew the APDR cycle with a new plan.

### How is the decision made about what type and how much support my child will receive?

The decision is made by the class teacher in conjunction with Mrs. Felton (SENDCo) and Mr. Jones (Head Teacher). Intervention programmes are very specific and need to be matched carefully to the needs of each pupil. Sometimes intervention is delivered by teaching staff with additional programmes run by experienced teaching assistants. It is important that additional work is seen as a positive way of enabling children to make progress and reach expected levels of attainment.

### Intervention Examples



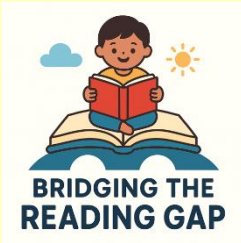
Sensory circuits involves a series of physical activities designed to help children regulate their sensory processing and prepare them for learning. These circuits typically involve a sequence of alerting, organizing, and calming activities, helping children achieve an optimal level of alertness for classroom engagement. They are a form of sensory integration intervention, based on the principles of sensory processing, and can be used at the start of the school day, after lunch, or even at home.



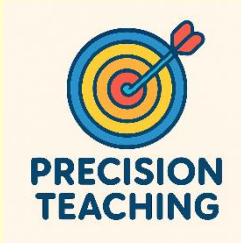
In schools, ELSA stands for Emotional Literacy Support Assistant. An ELSA is a trained teaching assistant who provides support to students experiencing emotional or social difficulties. They work under the guidance of educational psychologists to help students develop the skills to manage their emotions, build positive relationships, and improve their overall well-being.



Nessy Reading & Spelling is an online program designed to help children ages 6-11 learn to read and spell, especially those with dyslexia. It's based on the Science of Reading and uses a structured, systematic approach to literacy development, covering phonics, spelling, morphology, vocabulary, and comprehension. The program is also effective for students learning English as a second language.



Bridging the Reading Gap is a programme to support readers in Key Stage 2 that need additional support to become more fluent readers.



Precision teaching is a structured approach designed to help children develop fluency and automaticity in specific skills, like reading or maths. It involves short, focused practice sessions, often using timed tests, and tracking progress visually to motivate the child and inform teaching strategies. The goal is to move a child from knowing something sometimes to knowing it quickly and accurately every time, making learning fun and engaging.



Word Aware is an approach designed to enhance vocabulary development in children. It focuses on providing structured strategies and activities to help children learn new words and improve their understanding and use of language, both spoken and written. The program is particularly beneficial for children with Special Educational Needs or those learning English as a second language.

We also have a speech and language therapist who works in school one afternoon per fortnight.



#### Lead teaching assistants for interventions

| ELSA<br>(Emotional<br>Literacy Support)<br>and Precision<br>Teaching                | Sensory Circuits<br>and Precision<br>Teaching                                       | Nessy Spelling<br>and Reading                                                       | Phonics catch-<br>up                                                                | Bridging the<br>Reading Gap<br>KS2                                                    | Speech and<br>Language                                                                |
|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
|  |  |  |  |  |  |
| Miss Collins                                                                        | Mrs Witheford                                                                       | Mrs Smith                                                                           | Mrs Downey                                                                          | Mrs Wilmot                                                                            | Mrs Moss                                                                              |



**Sensory  
Inclusive  
Schools**



**Sensory  
Integration  
Education**

Mrs Witheford is our Sensory Inclusion Facilitator. She gives advice and practical strategies to support students with sensory needs and helps to develop inclusive environments across school.



Sensory needs describe how children respond to things like noise, light, touch, and movement. In primary school, some children may feel overwhelmed by sensory input (e.g. loud classrooms or certain textures), while others may seek extra input by moving, fidgeting, or touching objects.

These behaviours are not “bad behaviour” but a way of coping. Sensory differences are common and can affect any child.

Parents can help by noticing triggers and adaptations that support their child. For example, providing quiet spaces, comfortable clothing, movement breaks, or simple sensory tools.

Understanding sensory needs helps children feel calmer, focus better, and thrive at school.

### **How does the school know how well my child is doing and how is my child involved?**

School is able to track your child’s progress through regular assessment of their work, responses in class and performance in test situations. This process is ongoing and monitored by Mrs. Felton and Mr. Jones.

As they move through the school, the children become more responsible for their own learning and the teachers have regular discussions with the children about their progress and what they need to do next.

### **How will I know how my child is doing and how will you help me to support my child’s learning?**

There are many opportunities to find out how your child is doing in school. There are parents’ evenings in the autumn and spring terms which give you the chance to discuss your child’s progress, targets and how you can support your child’s learning. An annual report is also sent home at the end of the summer term. If requested, teachers also offer regular meetings with parents so that you can be fully informed about your child’s progress.

If your child has an Education, Health and Care Plan (EHCP), you will be involved closely with school staff. Your child will also have an Annual Review to discuss progress, targets and recommendations for the next academic year.

### **What training have staff had to help them support children with SEND?**

Staff regularly participate in further training in all areas of the curriculum. Teachers and teaching assistants have taken part in a range of training including Autism Awareness, Positive Behaviour Management, Precision Teaching, Sensory Processing and Speech and Language training and conferences. The SENDCo attends termly network meetings and works across the DOWMAT as part of the school review system. Our

ELSA trained teaching assistant also attend termly supervision sessions with an educational psychologist and our speech and language teaching assistant works alongside our school therapist.

### **What specialist services and expertise are available at, or accessed by, the school?**

When further professional input is needed, we can involve the Behaviour Support Team, Learning Support Team, the Physical Disabilities Team and our Educational Psychologist. We also liaise with CAMHS (Child and Adolescent Mental Health Service), Physiotherapy, Occupational Therapy, the school nurse and the community paediatrician. We have a Speech and Language therapist who works in school for one afternoon per fortnight and we have purchased support from Chadsgrove School Support Services which gives us access to a range of professional guidance.

When professionals visit, they will often meet with parents, observe the child in class, undertake assessment tasks with the child on a 1:1 basis and meet with key members of staff. They will often write a report and contact parents by telephone to discuss their findings. They will often make recommendations for further work.



*'The school works closely with other agencies to access specialist support for individual pupils.'*

If you are having difficulties as a family, we can also refer to Early Help who might provide support at home if appropriate. Please see our **Help for Children and Families** document on the website for more information about agencies for parents to contact for support.

The link below takes you to Worcestershire's Early Help information.

<https://www.worcestershire.gov.uk/early-help-family-support>

### **What support will there be for my child's overall wellbeing?**

#### **What is the pastoral, medical and social support available in the school?**

The Littletons School is an extremely caring school that values a nurturing approach for all of our children. We have a very inclusive ethos where all children are valued and those who are most vulnerable are offered additional support to help them participate fully in school life, to find and develop skills and talents, and to raise their self-esteem and aspirations for the future. We have many teaching assistants who build positive relationships with children who are vulnerable. We offer structured play opportunities at break and lunchtimes to help children behave appropriately in a social environment. Several members of staff have been trained to support children with diabetes and epilepsy.

We also have a trained teaching assistant who runs our ELSA programme. This is a programme that supports children's emotional and mental health and can be accessed by children who are dealing with bereavement, a breakdown of family relationships, difficulties with friendships, managing their anger or anxiety.



*'All pupils are included and valued. Pupils with special educational needs and/or disabilities (SEND) blossom here.'*

## **What support is there for behaviour, avoiding exclusion and increasing attendance?**

Children who have behavioural difficulties are managed on an individual basis in conjunction with the family. A variety of options are available to help improve low level behaviour. If the child's behaviour does not improve, a Pastoral Support Plan can be used for those children at risk of suspension or exclusion. This involves regular discussions about how the child's behaviour is improving and particular targets that the child is working on.

If you are having difficulties getting your child to school, it is important that you speak to a member of staff so that we can help you to increase your child's attendance.

## **How accessible is the school environment?**

School has an Access Plan to make sure that the school buildings and grounds are accessible to all members of the school community. We have taught several children with mobility issues and we are equipped to manage children who have limited mobility.

## **How will my child be included in activities outside the classroom including school trips?**

All trips are designed to accommodate all children. Certain steps can be taken to enable all children to participate. When needed, additional adults will go on the trip to provide more individual support. This is particularly relevant during swimming lessons. Risk assessments are carried out to ensure that activities are safe and to make sure that difficulties particular to a certain child are considered. If your child demonstrates challenging behaviour, you may be invited to join your child on the trip to help them participate and to be included in the visit.

## **How will the school prepare and support my child when joining the school and transferring to a new school?**

**Induction into Reception** – If your child has not been in our Nursery, then they will be offered a series of visits into their new Reception class to meet their teacher and become familiar with the classroom environment. You will also be offered a home visit. There is also a meeting for parents to pass on important information. A staggered start to the autumn term is planned to help children settle into their new class.

**Transfer to Middle School** – Your child will participate in transition visits to their new school, these may include visits from middle school staff to The Littletons, sports events and other events and activities. Additional small group visits can also be arranged for those children who may find the transition to a new school more challenging. Staff from the middle school liaise closely with us so that they are aware of each child's strengths and areas of need.

**Who should I contact if I am considering whether my child should join the school?**



*'The school provides the best opportunities for pupils with SEND to enable them to succeed in later life.'*

Telephone the school office on 01386 830695. Mrs Lisa Stanton is our school secretary and will forward your enquiry to Mr, Jones, our Head Teacher. You are welcome to visit the school and meet school staff. If

your child has a special need, then the SENDCo can be available to discuss any concerns you may have. Also check our website to find out what happens at our school.

### **How do I find the Local Authority's Local Offer?**

If you go to <https://www.worcestershire.gov.uk/send-local-offer-0> you will find a link to the Local Authority's Local Offer.

For further information about EHCPs and SEND Support:

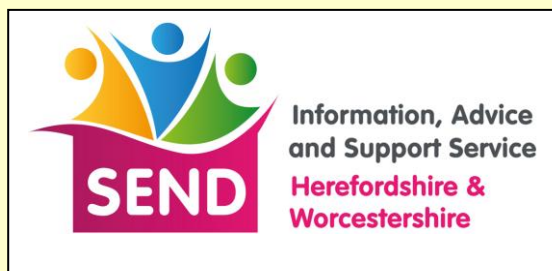
<https://www.worcestershire.gov.uk/sendias/sendiass-information/sendiass-guidance-send-support-and-ehcps>

You can also look at Worcestershire's Graduated Response document by clicking on this link:

<https://www.worcestershire.gov.uk/send-local-offer-0/education-schools-and-colleges/send-graduated-response>

Herefordshire and Worcestershire Special Educational Needs Disabilities (SEND) Information Advice and Support service (SENDIASS) provides impartial information advice and support on all matters relating to children and young people with SEND.

<https://www.worcestershire.gov.uk/sendias>



### **How will I raise concerns if I need to? How do I make a complaint?**

Your first step should be to talk to your child's class teacher as they have in depth knowledge of your child and their strengths and areas of difficulty. If you feel that you would like to discuss your concerns further, then you should contact Mrs. Felton (SENDCo) or Mr. Jones (Head Teacher).

### **Glossary**

ADHD: Attention deficit hyperactivity disorder

ELSA: Emotional Literacy Support assistant

SALT: Speech and Language Therapy

LST: Learning Support Team

CCN: Complex Communications Needs

SEND: Special educational Needs and Disabilities

EHCP: Education, Health and Care Plan

SEMH: Social, Emotional and Mental Health

ISP: Individual Support Plan

ADPR: Assess, Plan, Do Review cycle

**Umbrella Pathway:** The Umbrella Pathway, also known as the Neuro-Developmental Assessment Pathway, is a structured process for assessing and managing children and young people who may have

neurodevelopmental disorders, including Autism Spectrum Disorder (ASD) and Attention Deficit Hyperactivity Disorder (ADHD). It involves a multidisciplinary team of professionals who conduct assessments, provide diagnoses, and offer support and referrals to appropriate services.