

SEND INFORMATION REPORT 2019

Our Aims

At Littletown Primary Academy, we value and nurture...

- the individuality of children, staff and governors, their unique skills and qualities and their contribution to the life of our school.*
- the diversity of abilities, beliefs and cultures*
- encourage an active partnership with parents, carers, local and wider communities.*
- self-evaluation and collaboration, leading to the improvement, development and achievement of our individuals, groups and school.*
- encourage through high expectations, the development of personal aspirations and life-long learning for all.*
- the safety and emotional and physical well-being of the Littletown community.*

We provide an education promoting the academic, physical, spiritual and social development of each child.

This school believes that every pupil has an entitlement to develop their talents. Educational experiences are provided which develop pupils' achievements and recognise their individuality. Diversity is valued as a rich resource, which supports the learning of all. In this school, inclusion recognises a child's right to a broad, balanced, relevant and challenging curriculum, which is appropriate to their individual abilities, talents, and personal qualities.

Definition of inclusion

Inclusion is an on-going process that celebrates diversity and involves the identification and minimising of barriers to learning and participation that might be experienced by any pupils, irrespective of age, ability, gender, ethnicity, language and social background, and the maximising of resources to reduce these barriers. At Littletown Academy, we recognise the diverse needs of all children.

The objectives of our school's SEND policy state that as a school we will:-

- identify those children who have SEND as soon as possible.
- provide intervention at a suitable level when a child is identified as having SEND.
- use a variety of teaching styles, and cater for different learning styles to allow children with SEND to access the National Curriculum and receive quality first teaching from their class teacher.
- use resources effectively to support children with SEND.
- assess and keep records of the progress of children with SEND.

- promote effective partnerships and involve outside agencies when appropriate
- inform and involve the parents of children with SEND so that we can work together to support our children.
- encourage active involvement by the children themselves in meeting their needs.
- provide ongoing training for all staff working with children with SEND.
- ensure that children with SEND join in with all the activities of the Academy.
- work in collaboration with parents of children with SEND, ensuring close relationships are maintained.
- support children's social and emotional development through a Life Skills programme
- Listen carefully and value 'Pupil Voice'

Everyone at Littletown Academy is committed to providing the support and opportunities that enable any child with SEND to be included fully in all aspects of school life. Not all pupils with disabilities have Special Educational Needs and not all pupils with SEN meet the definition of disability but we offer an enriching education and school life experience to all pupils that may have SEND.

Meet The Team- Littletown Student and Family Support Team (SAFS Team)

We welcome you all and are always here to help.

Principal- David

David has been the Principal at Littletown since January 2018.

The Head Teacher has responsibility for the day-to-day management of all aspects of the school's work, including:

- Provision for pupils with SEN.
- Keeping the governing body fully informed,
- Working closely with the SAFS Team.
- Supporting the policy through resources.

Working with the SAFS Team to ensure SEND budget is identified and meet needs of pupils with SEND.

Offers valuable guidance and support to all members of the SAFS Team

The SEND Governor –

***** is the current Governor with responsibility for SEND at Littletown Academy. **** has regular contact with the SAFS Team and the Senior Management, ensuring ***** are kept up-to-date with SEND provision. School must make an annual report to parents on the school's current SEND provision.

Student and Family Support Team

SENDCo- Jessica Trim

Jessica Trim is responsible for the arrangements for SEND provision throughout the school. The post is 3.5 days per week. For a detailed look at Jessica's role within school, please follow link to the SEND School Policy.

Pupil Premium Champion- Liane Childs

Liane Childs is responsible for the writing of the Pupil Premium strategy and for the monitoring of the arrangements for Pupil Premium children. The post is 1 day a week. For a detailed look at Liane's role within school, please follow the link to the Pupil Premium school policy.

Mental Health Champion- Debbie Newman

Debbie Newman is responsible for the writing of the Mental Health strategy and for monitoring the wellbeing of staff and children at Littletown. She has introduced Mental Health Ambassadors throughout the school.

Family Support Practitioner/ Nurture Co-ordinator- Karen Canniford

Karen Canniford works alongside the SAFS Team. Her role is to support the Learning Team with Nurture support, deliver speech and language programmes to children that need additional support. Karen also assesses children using our reading scheme and delivers interventions that assist children with dyslexic difficulties and auditory processing difficulties. Karen is one of our Nurture practitioners.

Karen is also responsible for running our Timid To Tiger Parenting course.

You can contact any member of the team through the School Office, we are always happy to meet with all parents. If you have any questions, please do not hesitate to get in contact.

How do we know if a pupil needs extra help, what is the identification process?

The new SEND Code of Practice 2014 states that there are 4 types of Special Educational Needs and Disabilities (SEND). These have been decided by the department for education.

1. Communication and interaction
2. Cognition and learning
3. Social, mental and emotional health
4. Sensory or physical

If a student has SEND, then their needs will fit into one or more of these categories.

The SEND Code of Practice 2014 says that a child has special educational needs or disability (SEND) if they have a learning difficulty which calls for special educational provision to be made for them. At Littletown Academy, we recognise that:

- A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.
- A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

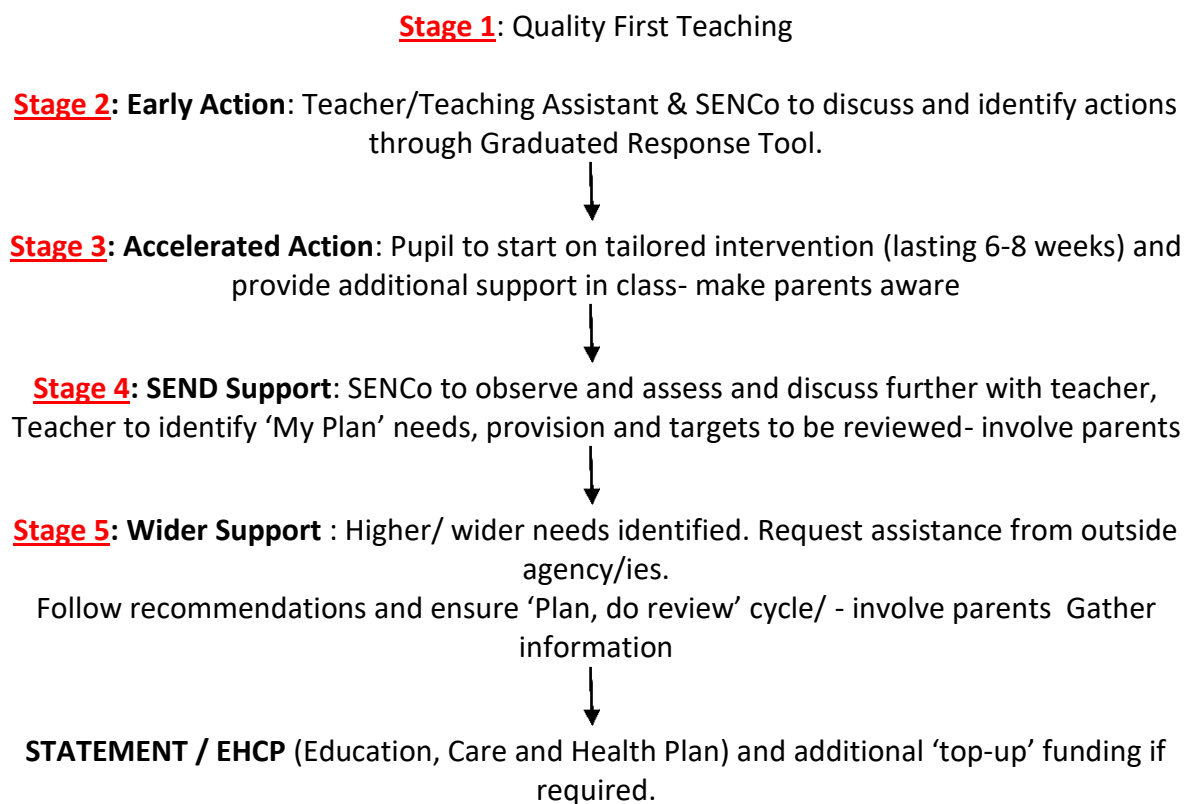
- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

At Littletown Academy, we recognise that students make progress at different rates and not always in a steady linear pattern. Therefore, students are identified as having SEND in a variety of ways, including the following:

- Liaison with primary school/previous school/nursery or pre-school setting
- The student performing significantly below expected levels
- Follow our School Referral Pathway- Graduated Response Tool
- Concerns raised by parent/carer
- Concerns raised by teacher
- Liaison with external agencies, e.g. physical health diagnosis from paediatrician

If a student is identified as having SEND then their name will be added to the SEND register, but we do also recognise that students' needs may change over time, and provision must reflect this. The aim of any additional provision is for the student to achieve age related expectations, so once they reach this threshold they may be removed from the school SEND register. If they fall behind again at any point, then they may be added to the register again.

Below is a chart that shows the cycle of identification for our SEND pupils.



Identification Process

We follow the recommended 'Graduated Approach' to supporting pupils with SEND. This involves a continual cycle of: *assess-plan-do-review*

Assess- Assessments of a child's SEND needs will be made, using our assessment and identification tools.

Plan- interventions and support plan put in place. This can be at an individual level or at group work level.

Do- Follow all recommendations and interventions over a specific period of time (usually 6-8 weeks)

Review- Teachers and Teaching Assistants, along with the SENDCo will review the impact of the support and interventions, this is usually every 6-8 weeks. We will then plan new targets and 'next steps'

Following the cycle of identification for our SEND pupils, if the interventions have not been successful and there is still a concern regarding your child's progress, then the class teacher and SENDCo will write a **My Plan**.

A **My Plan** sets out the areas of need and what provision/resources we will put in place. The My Plan is a working document that you will be able to look at and discuss with both class teacher and SENDCo. The **My Plan** will be reviewed each term. At the review a number of outcomes could happen:-

1. Your child has made progress in the identified area of need and therefore no longer requires a My Plan
2. There is still a little progress to be made but the interventions and provisions set out in their My Plan are working, we then may agree to set some more targets and continue provision for a set period of time.
3. Although interventions and resources have been put in place over a set period of time, progress has not been made so we will then plan to make contact the relevant outside agencies for further advice.

You will be involved in the process at every step of the way.

At Littletown, we have strong links with a range of outside agencies. These include:-

Education Psychologist

Speech and Language Therapist

School Nurse

Communication & Interaction

Visual Impairment Team

Behaviour Support

Vranch House – Occupational Therapists

Splitz

Balloons

Honeylands

What should I do if I think my Child has SEND?

At Littletown Academy we fully appreciate that identifying your child with a special educational need or disability can be a difficult process.

We are here to help your child continue through their learning journey and will support them every step of the way. We believe that support from both the home and school is paramount. We promote working together to help support the needs of your child.

Your main point of contact at school should always be your child's teacher. You can start by contacting the teacher, who will be able to discuss your concerns. The teacher will pass on any concerns to a member of the SAFS Team and meetings can be arranged.

You can also arrange to meet/speak with the SENDCo and member of SAFS Team by contacting the School Office.

How will Littletown support my child?

Your child's teacher is primarily responsible for the progress of all children in their class. They are trained to teach children with all types of additional learning requirements and are responsible for making the curriculum accessible to all students. As well as support from your child's teacher, the SAFS Team will be responsible for:

- overseeing the day-to-day operation of the school's SEND policy
- co-ordinating provision for children with SEND
- liaising with the relevant Designated Teacher where a looked after pupil has SEND
- advising on the graduated approach to providing SEND support
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents of pupils with SEND
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- working with the head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils with SEND up to date
- Working alongside the SAFS Team to plan and implement specific interventions.
- In line with the SEND Code of Practice 2014, there is a clearer focus on the participation of children and young people and parents in decision-making at individual and strategic levels. The SAFS Team is responsible for making this happen.
- Requesting Additional resources to further support your child (if this is necessary)

Sometimes, some students require additional support to make progress across the curriculum. The SAFs Team and class teachers are responsible for organising intervention for an individual or small group of students:

- *Additional adult support in the classroom* Learning Support Assistants (LSAs) support the teacher in helping the learning of whole classes; the Learning Co-ordinator also is able to direct a limited amount of 'hours' of additional adult support in the classroom, particularly in cases where there is evidence that students are significantly below the expectations for their age

- *More focused sessions* – when students come out of some lessons for pre-arranged sessions with LSAs on, for example, Auditory Processing Interventions, Speech & Language interventions, early reader scheme, mighty maths, handwriting, reading, numeracy, study skills, organisation skills, social skills, life skills etc.

At Littletown, we understand that children's needs can be more complex. Although we have set out a number of interventions that have been tailored to meet the most significant and common needs within our school, we are always adapting interventions and developing new initiatives to help support the wide range of needs pupils have.

How will Littletown monitor progress? How will I know how well my child is doing?

Monitoring the progress of our pupils is something we, at Littletown, take very seriously. We feel that close monitoring allows us to make the best decisions and plan for children's support and provision. We will monitor your child's progress in a number of ways:

- Close monitoring during day to day learning- Responsibility- Class Teacher
- Detailed evaluations regarding effectiveness of interventions will be made every 6-8 weeks- Responsibility- Class Teacher/Teaching Assistant/ Head of Key Stage. This is fed back to the SAFSTeam
- Evaluation of 'My Plan' targets, with view to amend and set new targets if necessary. Responsibility—Class Teacher and SAFS Team.
- Regular feedback to parents of SEND children, every 6-8 weeks– Responsibility- Class Teacher and SAFS Team.
- Some parent/staff meetings may be more frequent than 6-8 weeks, this depends on what's been agreed and the severity of needs.

At Littletown, we offer an open door policy where parents/carers are welcome any time to make an appointment to meet with either a class teacher or member of the SAFS Team to discuss how their child's progress. Parents/carers can contact staff members email or by or through the school office.

If your child has an Education, Health and Care Plan (EHCP) or Statement of SEND, then there are legal requirements for at least one formal meeting each year (the Annual Review). This is organised by the SENDCo and attended by parents/carers, teachers and any outside agencies involved in your child's education.

If your child has a 'My Plan' requires requesting additional resources to help support their learning or if outside agencies are involved, meetings every 6-8 weeks will be set. This will be between parents/class teacher/teaching assistant/SAFS T and any other outside agencies.

What is the pastoral, medical and social support available at Littletown?

At Littletown, we provide children with access to our Nurture support worker. We have a nurture group that runs every lunchtime and we use the 'Skills for Life/Boxhall' programme to identify and future support our children with their nurture needs.

Any medical needs will always be addressed and we will support any pupil with a medical need, ensuring they access the full curriculum.

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What behaviour support is there available at Littletown Academy?

At Littletown Academy, we expect high standards of behaviour from all our pupils. All staff share the same high behaviour expectations from pupils and have a whole school positive behaviour reward system. However, we also recognise that managing behaviour can be extremely difficult for some of our SEND children.

We monitor behaviour issues very closely; some children may have a 'behaviour plan' in place. The aim of the behaviour plan is to identify triggers for the behaviour and put positive reinforcements in place to support any difficulties. This document will be planned with class teacher, teaching assistant and the SAFS Team; it will also be shared with the Principal and Deputy Head.

If the behaviour is such that it will affect staff on a wider scale, then a behaviour plan will be shared with other staff members during a staff meeting. This way we can all work together to support our pupils. A home-school behaviour agreement will also be sent home. This outlines the process that we will follow if behaviour gets to the stage where the child/staff/other pupils are at risk.

There are times that we will seek support from our Social, Emotional and Mental Health Team, they may visit the school and work with teaching staff and parents to help support pupils with specific behaviour problems.

How will my child be involved in Off-site activities?

All students are entitled to be included in all parts of the school curriculum and we aim for all students to be included on school trips. We will provide the necessary support to ensure that this is possible.

A risk assessment will be carried out prior to any off-site activity to ensure everyone's health and safety will not be compromised.

We, at Littletown, understand that some of our children have a wide range of needs and we aim to provide them not only with support in their learning, but we provide children the opportunity to take part in additional activities.

How accessible is Littletown Academy?

Littletown Academy is positioned on a flat ground, although there are 3 levels: front playground, entrance and school building, back playground and field.

The site has recently been adapted so that all areas can be reached via permanent ramps, this means that the ground floors of all buildings are accessible for wheelchair users or those with impaired mobility.

The site has a disabled toilet large enough to accommodate changing facilities.

The steps to the rear playground have been marked clearly with yellow paint.

We have our 'Garden Room' this is where our nurture group and Thrive interventions take place.

We have a 'sensory' room that children can use. This space provides a calm, quiet atmosphere, using low lighting and has a range of sensory equipment.

We have turned our old ICT suite into a Community Room; this is a calm and quiet area of the school where children can access Nurture sessions. We also use this space to run our family support groups.

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

Our provision is arranged so we are able meet our students' needs, within the resources available. We recognise that different students require different levels of support in order to achieve age expected attainment.

The SAFS Team, teachers, academic leaders and pastoral leaders, as well as Senior Leadership Team work in unison to acknowledge to children's needs and plan what support would be appropriate.

There are always on-going discussions with parents/carers for any student who requires additional support for their learning.

Local Offer

We are part of Devon LA.

In Devon, we believe that children and young people with SEND should have the expectation to be part of their local community and to be included and educated alongside their peers. We aim to provide a range of support and opportunities to enable this to happen and these can be described as the 'local offer'.

For more information about the Local Offer, please follow the link below

<https://new.devon.gov.uk/send/>