



SEND School Information Report 2024/2025

“Love each other as I have loved you.” John 15:12

Our Vision

The building of friendships and learning how to work and play with others is fundamental to our shared Church School vision. Through our strong Christian ethos, we recognise the importance of supportive relationships at all levels to strengthen resilience and wellbeing, giving our school community the confidence and self-belief to thrive. Combined with inspirational teaching and experiences, we empower each child with an enthusiasm for learning and self-improvement, enabling them to achieve not only their full academic potential, but their own ambitions. Leading by example, we promote a positive, can-do attitude and regard for the environment. Our Christian values and teaching foster a culture of fairness, dignity and respect for others as well as an understanding of faith.

Our Values

Courage

Friendship

Faith

Peace

Appreciation

Compassion

Endurance

Tolerance

Equality

Hope

Trust

Respect

Our Christian Values

At High Littleton Church of England Primary School our Christian values are based on the teachings of Jesus Christ. These values are embedded in the daily life of the school and have a significant impact on the spiritual, moral, social and cultural development of all members of the school community.

Welcome

Welcome to our Special Educational Needs School Information Report. Its purpose is to show how at High Littleton Church of England Primary School we can support your child and family if your child has additional needs. Our aim is to answer any questions you may have and to provide you with other sources of information that will support your child's educational journey. We aim to work in partnership with the families of our SEND children therefore if you have any further questions or would like to discuss your child's needs in more detail then please contact our school SENCo, Mrs Claire Richardson.

What is our approach to Special Educational Needs?

At our school, we support each child to be part of a mainstream class through a 3- tiered approach. Our goal is for all children to become independent learners.

- We enable all children to learn by ensuring that quality first teaching is in place. This means that the teacher makes small adaptations to ensure all learners can access the curriculum, either through the way they differentiate and deliver or by additional resources provided to your child.
- For some children we will provide additional and targeted support in specific areas based on their needs - this may be pre-teaching or following an intervention programme.
- For a few children we personalise provision to meet very specific needs - for example providing speech and language support devised by a specialist or putting in place the provision as set out in an EHCP.

What types of Special Educational Needs can we support?

A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.

We cater for the four stated areas of need according to the SEND Code of Practice, providing support from the SEND team within the school and specialist outside agencies. (listed later in this document)

1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotional and Mental Health difficulties
4. Sensory and/or Physical needs.

What types of Special Educational Needs can we support?

Cognition & Learning

Moderate Learning Difficulties (MLD) Specific Learning Difficulties (SpLD) e.g. Dyslexia & Dyscalculia, Dysgraphia, Dyspraxia

Communication & Interaction

Speech & Language Difficulties or Delay (SLCN) Autistic Spectrum Disorder (ASD)

Social, Emotional & Mental Health (SEMH)

Emotional & Social Needs Anxiety & Low Mood ADHD

Physical & Sensory

Mild Hearing Impairments (HI), Mild Visual Impairments (VI) Physical Difficulty (PD) Sensory difficulties

How do we identify pupils with Special Educational Needs?

We know when children need help if: - concerns are raised by parents/carers, teachers or the child's previous school or preschool:

- the child's progress and/or attainment is significantly below age related expectations;
- there is a change in the child's behaviour;
- a child asks for help.

If your child is not making expected progress or if there is another indicator of concern the school will discuss with you:

- any concerns you may have;
- any further interventions or referrals to outside professionals to support your child's learning
- how we can work together, to support your child at home and at school.

What is our policy for making provision for our pupils with Special Educational Needs?

We use a graduated approach based on a 4 step-cycle.

ASSESS - We analyse the child's special educational need.

PLAN - We identify the additional or different support needed

DO - We put the support in place

REVIEW - We regularly check how well it is working so that we can change the amount or kind of support needed.

Sometimes 1 cycle is enough and they will no longer need SEND support for other children the cycle continues again. Our pupils with SEND each have a support plan which follows this model.

How will the school allocate resources to support my child's needs?

The school budget includes money for supporting children with special educational needs.

The Senior Leadership Team decides on the allocation for SEND in conjunction with our Governing Body. Funding is mostly allocated to employ staff and specialist services as well as purchasing specific resources and equipment.

If a child has significant special needs, the school (or a parent) can apply for an EHCP Assessment which will in turn, if successful, provide further financial support for an individual which will be used to put the support in place as outlined in the EHCP.

How do we evaluate how effective our provision is?

The provision for our children with SEND is closely monitored and evaluated.

Termly meetings between teaching staff, parents/carers and the SENCo ensure SEN Support plans are reviewed and the progress made by children is evaluated. Where interventions have not been successful, further support or alternative approaches are put in place. This may also include seeking further advice and recommendations from professionals for staff to build into future support plans.

Teaching and Learning is monitored through lesson observations, learning walks and book scrutinies.

The deployment of staff is monitored and reviewed regularly to ensure skills and areas of expertise are matched to areas of need.

Our SEND Governor, Mr Dave Howson, meets regularly with the SENCo and monitors the effectiveness of SEND provision in school. They report to the full Governing Body.

How do we assess and review the progress of our pupils with SEND?

Termly meetings between teaching staff, parents/carers and the SENCo ensure SEN Support plans are reviewed and the progress made by children is evaluated. These reviews consider relevant information from a range of sources, both formal and informal and include: *standardised assessments such as YARC, NFERs, SATs, Accelerated Reader, Thrive profiling; teacher assessments; external agency reports and advice; evidence observed through intervention (1:1 and small group); pupil voice (1 page profile and online questionnaire) and parent contributions.*

Ongoing assessment of pupils with SEND is monitored by the Senior Leadership Team: the progress of children with SEND is considered in the context of the whole school and assessed against national averages.

What additional support is available to our pupils with SEND?

Speech and Language Therapists

SASS Specialist Autism Support Service (SASS)

Educational Psychologist

School Nursing Service, Paediatricians & GPs

Thrive

Young Carers

Children Missing Education Services (CMES)

Occupational Therapists

Southside

Social Care Teams/Disability Team

CAMHS

Critchill Outreach Team

How do we enable SEND pupils to access the same opportunities as their peers?

Activities and school trips are available to all our pupils. Financial assistance is available via Pupil Premium or other resources to ensure access regardless of financial circumstances.

For activities outside school, risk assessments are carried out and procedures put in place, to enable all children to participate. If it is decided that 1:1 support is required to support a child, an additional member of staff may be asked to accompany a child during the activity or trip. We will always liaise with parents to ensure that provision is safe and good.

The school provides a Breakfast Club and an extensive programme of extra-curricular activities. These opportunities are open to all of our children and you can be assured that we will do our very best to accommodate pupils with special needs or disabilities.

Who should I approach if I have concerns about my child's SEND needs or provision?

It is always best to speak with your child's class teacher first as they will know your child best. In addition, you can speak to:

Mrs Claire Richardson - SENCo

Mr Gareth Griffith - Headteacher