

'We aim to achieve our potential and to secure a better future through equality of opportunity, pride in our community and our commitment to excellence'

Introduction

This Litcham School Local Offer (SEN information report) is also part of the Norfolk Local Offer for learners with SEN. All governing bodies of maintained schools and nursery have a legal duty to publish this information on their website about the implementation of school's policy for pupils with SEN. This information will be updated annually in consultation with Parents, Governors and students/pupils. The required information is set out in the SEN regulations which can be found [here](#)

Litcham School is committed to providing a full and efficient education to all pupils/ students and embraces the concept of equal opportunities. We have developed this school local offer for children with SEN alongside the Litcham Cluster's local core offer in order to give a consistent response to all students and families in our care.

SEN Governor: Ms Nicola Furneaux

SENCO: Mr Stuart Wilson

Headteacher: Mr Jim Adams

If you have any questions about the Norfolk Local Offer, please look at the Norfolk SEN Website by clicking [here](#). Alternatively, if you think your child may have SEN, please speak to their class teacher, form tutor, head of year or contact Mr Wilson at the secondary phase site.

At different times in their school career a child or young person may have a special educational need (SEN)

The definition of SEN

Children have a learning difficulty if they:

- have a significantly greater difficulty in learning than the majority of children of the same age; or
- have a disability, which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local educational authority.

How we identify SEN

Learners can fall behind in schools for lots of reasons. They may have been absent from school, they may have attended lots of different schools and not had a consistent opportunity to learn. They may not speak English very well or at all, they may be worried about different things that distract them from learning. At Litcham School we are committed to ensuring that all learners have access to learning opportunities, and for those who are at risk of not learning, we will investigate and intervene. This does not mean that all vulnerable learners have SEN. Only those with a learning difficulty that requires special educational provision will be identified as having SEN.

It is expected that a differentiated curriculum is planned and delivered for all our students. If a learner is identified as having SEN, we may also make provision that is 'additional to or different from' the normal differentiated curriculum', intended to overcome the barrier to their learning.

Our SEN profile for 2014-15 shows the following numbers of students:

	Primary	Secondary
School/Early Years Action.	9	33
School/Early Years Action+	7	29
Statement	2	20

Assessing SEN at Litcham School

We endeavour to ensure that pupil's needs should be identified and met as early as possible.

We adopt the following procedures for identification and assessment:

- When a student joins the school, the analysis of data including information gained from primary schools or other previous placements, key stage 2 SATs, reading ages, spelling ages, and reports from other professionals who have involvement with the student/child.
- Concerns from teachers/support staff
- following up parental concerns
- pupil self-referral
- tracking individual pupil progress over time

At Litcham School, we ensure that assessment of SEN, directly involves the learner, their parents/carers and of course their teacher(s). The Special Educational Needs Co-ordinator (SENDSCO) will also support with the identification of barriers to learning. We have a range of assessment tools available including the Cluster SEND toolkit.

What we do to support learners with SEN

- Every teacher is required to adapt the curriculum to ensure access to learning for all learners in their classes and to meet the needs of pupils with SEND. The Teacher standards detail the expectations on all teachers, available [here](#).
- Our staff are trained so that we are able to adapt to a range of SEND – specific learning difficulties, including dyslexia, autistic spectrum disorder, speech, language and communication needs; and behavioural, emotional and social difficulties;
- Each learner identified as having SEN is entitled to support that is 'additional to or different from a normal differentiated curriculum'. This support is detailed on the provision map,

which although it does not detail individual learners names, describes the interventions and actions that we undertake at Litcham School to support learners with SEN across the year groups. The provision map will be regularly modified as our learners and their needs change.

- At Litcham School we share our provision map with colleagues in the cluster so we can learn from each other, and demonstrate what we offer for learners with SEN. We are also able to promote consistent practice across the schools in our cluster ensuring equality of opportunity.
- All of the schools in the Litcham Cluster have signed a governance agreement which helps us to work together. The Litcham Cluster of schools is committed to working together to improve learning for all, and we are able to share resources, training and moderate provision for learners with SEN. If you would like further information on SEN in the Litcham Cluster please contact our SEND lead: litchamlearningsupport@beeston.norfolk.sch.uk
- Our provision map is also shared with governors who are able to ensure that we monitor the impact of these interventions on learning across the school.
- All teachers are aware of the procedures for identifying, assessing and making provision for pupils with SEND, and are actively involved in the review process.
- In addition we employ teaching assistants who deliver interventions coordinated by the SENCO.

Matching levels of support as closely and effectively as possible to the identified needs of children and young people and the development of inclusive provision for them

For some learners we would want to seek advice from specialist teams and services, as described on the Norfolk Local Offer

We regularly use the following teams and services:

- School Nurse
- Occupational / physiotherapy
- Paediatric Services
- CAMHS (Child and Adolescent Mental Health Service)
- Speech and Language Therapy
- Educational Psychology Service
- Access Through Technology Service

Funding for SEN

Litcham School receives funding directly from the Local Authority to support the needs of learners with SEN. This is described in an SEN memorandum. The amount of funding we received for 2014-2015 is £169,982. In addition Litcham cluster receive funding from the local authority which is distributed as 'top up' funding for learners who require support that exceeds that available to the school. The cluster funding for 2014-15 is £117,148. All the cluster schools have signed a governance agreement which helps us work together and ensure accountability of these finances.

The Litcham Cluster of Schools are committed to working together to improve learning for all and where possible share resources and training to benefit learners with SEN

How do we find out if this support is effective?

Monitoring progress is an integral part of teaching and leadership within Litcham School. Parents/carers, pupils and staff are involved in reviewing the impact of interventions for learners with SEN. We follow the 'assess, plan, do, review' model and ensure that parents/carers and children are involved in each step.

The SENCO collates the impact data of interventions, to ensure that we are only using interventions that work. Progress data of all learners is collated by the whole school and monitored by teachers, senior leaders and governors. Our school and cluster data is also monitored by the Local authority and Ofsted.

Other Opportunities for Learning

All learners should have the same opportunity to access extra curricular activities. At Litcham School in 2014-15 we are offering a range of additional clubs and activities. These can be found in 'The Birds the Word' or are available from reception at the school.

We are committed to making reasonable adjustments to ensure participation for all, so please contact us to discuss specific requirements.

All staff at Litcham School have regular training on the Equality Act 2010. This legislation places specific duties on schools, settings and providers including the duty not to discriminate, harass or victimise a child or adult linked to a protected characteristic defined in the Equality Act and to make 'reasonable adjustments.'

The Equality Act 2010 definition of disability is:

“A person has a disability for the purposes of this Act if (s)he has a physical or mental impairment which has a substantial and long-term adverse effect on his ability to carry out normal day-to day activities.”

Section 1(1) Disability Discrimination Act 1995

This definition of disability in the Equality Act includes children with long term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Children and young people may therefore be covered by both SEN and disability legislation.

For more information about the Equality Act, the protected characteristics or duties on public bodies, please click [here](#).

Preparing for the next step

Transition is a part of life for all learners. This can be transition to a new class in school, having a new teacher, or moving on to another school, training provider or moving in to employment. Litcham School is committed to working in partnership with children, families and other providers to ensure positive transitions occur.

Planning for transition is a part of our provision for all learners with SEN. Moving classes will be discussed with you and your child at their summer term review meeting. Transition to secondary schools will be discussed in the summer term of their Year 5, to ensure time for planning and preparation.

Have your say

Litcham School is our community school. We can shape and develop provision for all of our learners ensuring achievement for all. This SEN report declares our annual offer to learners with SEN, but to be effective it needs the views of all parents/carers, learners, governors and staff. So please engage with our annual process to 'assess plan, do and review' provision for SEN.

