



SEND Information Report

November 2020

Review Date: November 2021

Our SEND Report

- ▶ aims to inform all of how we support students with Special Educational Needs and Disabilities (SEND)
- ▶ is updated annually and has been produced with information and support from Academy stakeholders. We would welcome your feedback in the review of our offer, so please do contact us. The best people to contact this year are:
 - ▶ Ben Howell, SEND Co-ordinator (SENDSCO)
 - ▶ Nicola Thomas, Deputy SENDSCO
 - ▶ Robert Martlew, Headteacher
 - ▶ Robin Hanley, SEND governor
- ▶ is part of Norfolk's Local Offer, which can be found at:
<https://www.norfolk.gov.uk/children-and-families/send-local-offer>

Norfolk Local Offer

If you have specific questions about the Norfolk Local Offer please look at the Frequently Asked Questions which can be found on the Norfolk County Council, SEND website: <https://www.norfolk.gov.uk/children-and-families/send-localoffer/advice-and-support/help/send-faqs>

Alternatively, if you think your child may have SEND please speak to Ben Howell, our SENDCO, or Nicola Thomas, our Deputy SENDCO

Our approach to teaching learners with SEND

At Litcham School we believe in participation for all.

We want all adults and children to participate in learning and we celebrate all members of our community. We want to create an inclusive culture in our school and we aim to be more responsive to the diversity of children's backgrounds, interests, experience, knowledge and skills.

We value high quality teaching for all learners and actively monitor teaching and learning in the school.

We aim to create a learning environment which is flexible enough to meet the needs of all members of our school community. We monitor progress of all learners and staff continually assess, ensuring that learning is taking place. Our whole school system for monitoring progress includes regular pupil progress meetings and staff engage in continuing professional development.

How we identify SEND

At different times in their school career, a child or young person may have a special educational need. The Code of Practice defines SEND as: “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 them. A child of compulsory school age or a young person has a learning difficulty or disability if they: have a significantly greater difficulty in learning than the majority of others 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 others of the same age in mainstream schools or mainstream post-16 institutions.”

If a learner is identified as having SEND, we will provide provision that is ‘additional to or different from’ the normal differentiated curriculum, intended to overcome the barrier to their learning.

Learners can fall behind in school 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 intervene. This does not mean that all vulnerable learners have SEND. Only those with a learning difficulty that requires special educational provision will be identified as having SEND.

Staff who support our students with SEND

- ▶ Class Teacher

Ensuring that all children have access to good/outstanding teaching and that the curriculum is adapted to meet your child's individual needs (also known as differentiation).

- ▶ Form Tutor

Ensuring that your child receives the correct guidance and pastoral support to make academic progress. Support is also provided to improve social and emotional development.

- ▶ Head of Year

Ensuring that your child receives the correct guidance and pastoral support to make academic progress. Support is also provided to improve social and emotional development.

Staff who support our students with SEND

- ▶ Pastoral Team

The pastoral team will support your child in various ways, but in particular providing additional support to SEMH pupils through regular meetings and organizing/communicating with external agencies as appropriate

Staff who support our students with SEND

▶ SENDCo

Ensures that

- All members of staff working with your child in school are aware of your child's individual needs and/or conditions and what specific adjustments need to be made to enable them to be included and make progress.
- All staff working with your child in school are supported in delivering the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside help and specially planned work.
- Staff are aware and confident about how to meet the needs of your child within the school, and training is provided when needed.
- There is appropriate support in place for children with SEND.
- There is an up to date SEND record of need, which documents the needs of pupils at Litcham School.
- Parents are kept informed about the support your child is getting.

Staff who support our students with SEND

- ▶ Deputy SENDCo

Supports the SENDCo with role as stated above. In addition to this, acts as a first point of contact with parents of pupils with SEND thus ensuring that any issues that arise are dealt with promptly.

Staff who support our students with SEND

▶ Teaching Assistants/Apprentice Teaching Assistants

These staff members work with the class teacher to identify areas of support for students with SEND. They attend all training opportunities related to SEND and differentiation. Their main priorities are to:

- Support students to access the curriculum.
- Empower students to develop effective strategies that enable them to become independent learners.
- Support the implementation of differentiation and specialist support strategies in the classroom.
- Keep students focused on learning activities during lessons.
- To deliver small group interventions.
- To communicate, where appropriate, with parents and carers regarding aspects of pupil progress.

Staff who support our students with SEND

▶ SEND Governor

- Makes sure that we have an up to date SEND report.
- Makes sure that we have appropriate provision and have made necessary adaptations to meet the needs of all the children.
- Makes sure that the necessary support is made available for any child that attends Litcham School.
- Makes visits to understand and monitor the support given to children with SEND at Litcham School.

Our SEND Profile

Primary Phase 2020/21

	Litcham Primary Number	Litcham Primary Percentage	National Percentage
Total Pupils with SEN	25	14.8%	15.4%
Total Pupils with EHCP	3	1.8%	3.3%
Total Pupils with SEN Support	22	13.0%	12.1%

	SEN Support	EHCP	Total
Reception & KS1	11 15.9%	2 2.9%	13 18.8%
KS2	11 11.0%	1 1.0%	12 12.0%

Our SEND Profile

Primary Phase 2020/21 - Key Stage Distribution

	Cognition & Learning	Communication & Interaction	Social, Emotional & Mental Health	Physical and/or Sensory
Reception & KS1	5 38.5%	6 46.2%	0 0.0%	2 15.4%
KS2	8 66.7%	4 33.3%	0 0.0%	0 0.0%
Total	13 52.0%	10 40.0%	0 0.0%	2 8.0%

Our SEND Profile - Secondary Phase 2020/21

	Litcham Secondary Number	Litcham Secondary Percentage	National Percentage
Total Pupils with SEN	77	12.6%	15.4%
Total Pupils with EHCP	12	2.0%	3.3%
Total Pupils with SEN Support	65	10.7%	12.1%

	SEN Support	EHCP	Total
Year 7	23 20.7%	4 3.6%	27 24.3%
Year 8	12 8.7%	3 2.2%	15 10.9%
Year 9	13 9.4%	1 0.7%	14 10.1%
Year 10	6 5.4%	2 1.8%	8 7.2%
Year 11	11 9.7%	2 1.8%	13 11.5%

Our SEND Profile

Primary Phase 2020/21 - Year Group Distribution

	Cognition & Learning	Communication & Interaction	Social, Emotional & Mental Health	Physical and/or Sensory
Year 7	14 51.9%	6 22.2%	4 14.8%	1 4.5%
Year 8	10 66.7%	3 20.0%	0 0.0%	2 13.3%
Year 9	10 71.4%	4 28.6%	0 0.0%	0 0.0%
Year 10	3 37.5%	3 37.5%	2 25.0%	0 0.0%
Year 11	8 61.5%	2 15.4%	2 15.4%	1 7.7%
Total	45 58.4%	18 23.3%	8 10.4%	4 5.2%

Types of support available for our SEN pupils

SEN support will be provided using a 'graduated approach'.

This approach will follow a four part cycle: Assess, Plan, Do and Review. Students will get support that is specific to their individual needs. This may be provided by the subject teacher, other staff in the school or staff who visit the school from external agencies.

Interventions are carefully coordinated and delivered throughout the school day with particular thought given to minimise the impact on time spent in the classroom learning.

Types of support available for our SEN pupils - Class Teacher

- The teacher will have the highest possible expectations for all students in their class, including those with SEN
- All teaching is based on building on what your child already knows, can do and can understand.
- Putting in place different ways of teaching so that your child is fully involved in learning in class.
- Putting in place specific strategies to enable your child to access learning.

Types of support available for our SEN pupils - Small group work/interventions

- The class teacher/SEN team monitor the progress of students. Where gaps in understanding or learning are identified, additional support is assigned to help the student make better progress.
- Targeted and highly personalised interventions can reduce the barriers to learning and support the student to make faster progress.
- Support is offered throughout the school day. These are carefully coordinated to ensure that a student does not fall behind with any of their class work.

Types of support available for our SEN pupils - Specialist Support

If your child has been identified as needing more specialist input in addition to, good/outstanding teaching and intervention groups, referrals will be made to outside agencies to advise and support the school in enabling your child to make progress.

Before referrals are made you will be contacted to discuss your child's progress and help plan possible ways forward.

The specialist will work with your child to understand their needs and make recommendations, which may include:

- Making changes to the way your child is supported in class
- Support to set targets which will include their specific professional expertise.
- Your child's involvement in a group run by school staff under the guidance of the outside professional e.g. a social skills group.
- Group or individual work with outside professional

Types of support available for our SEN pupils - Specific Individual Support

This is usually provided via an Education, Health and Care Plan (EHCP). This means your child will have been identified as needing a particularly high level of individual and small group teaching, which cannot be provided from the resources already delegated to the School.

The School (or yourself as parents) can request that the Local Authority (LA) carry out a Statutory Assessment of your child's needs. This is a legal process and you can find more details about this in the Norfolk Local Offer

- After the School have sent in the request to the LA, they will decide whether they think your child's needs seem complex enough to need a Statutory Assessment. If this is the case they will ask you and all professionals involved with your child to write a report outlining your child's needs and then write an EHC Plan (previously a Statement of Special Educational Need).
- If this is not the case, they will ask the School to continue with the support through the graduated approach and also set up a meeting in School to ensure a plan is in place to ensure your child makes as much progress as possible.
- An EHCP will outline the support your child will receive from the LA, how the support should be used and what strategies must be put in place. It will also have long and short term goals for your child.

Effectiveness of the support

Children, Parents/carers and their Teaching and Support Staff will be directly involved in reviewing progress.

This review can be built in to the intervention itself, or it can be a formal meeting held, where we all discuss progress and next steps.

If a learner has an Education Health and Care Plan (EHCP) the same review procedures take place, but the EHCP will also be formally reviewed annually.

The SENDCO/deputy SENDCO collates the impact data of interventions, to ensure that we are only using interventions that work.

Analysis of SEND pupil performance data will include:

- Progress and attainment
- Student and parent contributions to reviews
- Lesson observations/learning walks
- Feedback from teachers, support staff, parents and pupil
- Number of exclusions
- SEND pupil attendance
- Feedback from student focus group

Accessibility

We ensure that...

- equipment used is accessible to all children regardless of their needs.
- there is designated access parking.
- there are toilets with disabled access.
- there are button-operated automatic doors throughout secondary phase
- staff are adequately trained.
- policies are available in a print format from the Academy upon request.
- there is a 'safe-space' for vulnerable students to use at times during the day when appropriate.

Equality

All staff at Litcham School work within 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 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 SEND, but there is a significant overlap between disabled children and young people and those with SEND. Children and young people may therefore be covered by both SEND and disability legislation.

SEND Funding

Litcham School receives funding directly to the school from the Local Authority to support the needs of learners with SEND.

This is described in a SEND memorandum which is openly available via the internet.

Schools can also access 'top up' funding for learners who require support that exceeds that available to the school.

Access to this funding is accessed via an application process to the virtual school for SEND.

Transition - Early Years

We will ensure that pupils with SEND are admitted on an equal basis with others in accordance with the Admissions Policy.

In support for these arrangements:

- Reception teacher makes several visits to any early years settings of new intake pupils during the summer term before entry
- Individual transition meetings are arranged as required and could involve SENDCo, Deputy SENDCo, Reception teachers or Reception class TAs
- A follow-up meeting in Autumn Term takes place to assess how successful transition has been and any additional support that may be needed

Transition - Year 6 into Year 7

We will ensure that pupils with SEND are admitted on an equal basis with others in accordance with the Admissions Policy.

In support for these arrangements the following additional information and documentation is requested from the feeder school:

- Individual Education Plans (or similar if different to IEPs used)
- Review of Individual Education Plans
- Education Health and Care Plans
- Assessment details
- Reports
- Meetings with primary schools during the year
- Early visits to familiarise students and parents with the School
- Additional induction days for pupils with SEN, on top of the early rollover that all pupils have
- As an all-through school, we have the added advantage of knowing year 6 pupils from our primary phase and the SEN they may have

Transition - Year 11

We recognise that 'moving on' can be difficult for a child with SEN and or disabilities and steps are taken to ensure their transition is as smooth as possible.

For students moving into new schools or colleges:

- We can be contacted by the new school/college for discussions about specific support
- We can make sure that all records about your child are passed on as quickly as possible
- We will provide evidence of additional classroom or exam based support
- We will provide guidance and signposting for students as they move into the next phase of their education or into employment
- Support may also be offered in relation to applying for the disabled student allowance
- For pupils with an EHCP, transition will be a focus of their annual review in year 11 to ensure any support needed is in place