

LGCS Policy	SEND					
Approved by	LAC	Issue Date	Jun2018	Review Date	June2019	
Audience	Trustees		Staff	✓	Pupils	
	Local Academy Council	✓	Parents	✓	General Public	✓

SEND Policy

Definition:

Children have special educational needs if they have a *learning difficulty* that calls for *special educational provision* to be made for them.

Children have a learning difficulty if they:

- Have significantly greater difficulty in learning than the majority of children the same age
- Have a disability that 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 education authority.
- Are under compulsory school age and fall within the definitions above or would do so if special educational provision was not made for them

Our Special Educational Needs Information Report reflects our SEND policy. The aims of our school's PURPLE ethos are that all children are entitled to education, whatever their need.

Aims:

Every child has the right and entitlement to a broad and balanced, relevant and differentiated curriculum, which is delivered appropriately to meet a range of needs and abilities.

Purposes:

- The whole school as a whole recognises and meets the needs of all its pupils
- Staff will share clear expectations that children will do their best
- Children's needs will be accurately assessed and their needs matched with appropriate work to match the needs of the child
- Children with special educational needs and disabilities will have the right to work successfully alongside their peers
- Children with special educational needs and disabilities may need additional help and support to enable them to take advantage of all the opportunities open to member of the school
- The school will recognise different learning styles – visual, auditory, kinaesthetic and take these into consideration
- The school will develop partnership with all parents
- To encourage children to participate in all decision making processes and contribute to the assessment of their needs

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SEND Information Report

Littleton Green Community School is a mainstream primary school offering provision for children aged 2-11.

Littleton Green caters for a number of children with a range of special needs. The need could be physical, sensory, learning, emotional, social or behavioural. All children are valued, respected and welcomed to the school whatever their additional educational need. We will support their learning and ensure they are fully included in all school activities, making full use of externally provided facilities where appropriate. **Our Inclusion policy is included in Appendix A**

How will staff at Littleton Green know if my child needs extra help?

Staff- teachers and teaching assistants- might notice signs such as;

*Your child may start to fall behind- they may not be working at the level expected for their age.

*Their behaviour might change in school.

*They might come into mainstream school with a Statement of special educational needs (SEND) or an Education, Health and Care plan (EHCP) already in place.

*You might raise concerns with us about their progress or if there have been changes in behaviour at home.

*We might have discussions with your child about any concerns or issues they may have about their learning.

What should I do if I think my child has a Special Educational Need or Disability? (SEND)

If you have any concerns, firstly raise them with your child's class teacher. They will be able to give you the most accurate information about how your child is performing in school compared to what is expected for their age.

You can make an appointment with the Special Educational Needs Co-ordinator (SENDCo) to discuss your concerns. They will be able to offer support and referral to specialist services where appropriate.

Our SENDCo is: Mrs Edmonds

Your G.P. may also be able to help if you feel there is a specific need.

How will I be consulted if school feel my child has SEND?

If the class teacher feels there is a concern they may ask you to come and see them in between the scheduled Parents evenings. They will always speak to you first and will not seek advice from other agencies without your permission. They may also ask the SENDCo team to contact you if that is felt to be appropriate

What will happen once a concern has been raised?

We have a variety of ways to begin to identify any additional needs that your child may have. These may include:

*observation of your child in class by class teacher or the SENDCo. Where we felt we needed more support we may contact an outside agency- this would need your written permission and you would be made aware when this would take place.

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*Reasoning or understanding tests- aiming to give a snapshot of where your child is working now.

*We will meet with you to discuss the outcomes and what would be the best course of action to support your child.

How will Littleton Green support my child if they have SEND?

We will always do our best to support your child to help them achieve their maximum potential.

*Their class teacher will be aware of your child's needs and will arrange for a TA (Teaching assistant) to support specific tasks according to their need.

*Your child's name will be included on the school's SEND register.

*Your child may be given a target plan with targets specific to their needs as well as having measurable outcomes to celebrate their successes. This will be reviewed on a regular basis to ensure their needs are still being met.

*Your child may also be given a Personal Education Plan (PEP).

*Some children may receive 1:1 support or be offered teaching in groups smaller than their class.

*A priority place on the Positive Play scheme may be offered to support a child's emotional well-being although the scheme is offered to children without SEND as well.

* Referrals for advice, assessment or support may be made to an outside agency depending on your child's need. These agencies may include:

- Educational Psychology Service
- Speech and Language Therapy Services (SALT)
- Occupational Therapy Services (OT)
- Autism Outreach Service (AOT)
- School Nurse/ Health Visitor
- Early Years Forum
- CAMHS- Children and Adolescent mental health services

How will the curriculum be matched to my child's needs?

All children work towards the same objectives, but on different levels. Work is set at different levels and children are encouraged to choose the level that they feel is best for them as well as seeking a challenge. This differentiation allows all the children to access the curriculum, but at their level of understanding.

Regular update meetings are held for staff to share concerns about individuals with the SENDCo . This meeting also looks at the impact and effectiveness of any interventions and where the individual may need to go next.

How is my child involved in their education?

*Children are supported to complete a one-page profile to express how they learn best and what they think about their education.

*Children are asked to assess their own work to identify how they feel they are getting on with their learning. This also will give staff an indication if there is a problem or an area that more support can be given.

How is the decision made about what support my child will need? How much support will they receive?

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*Your child's class teacher and the SENDCo will discuss what support would be needed and how this can be best offered in school.

*If a statement is already in place or is begun during your child's time in school the specified hours on this will be provided.

*Support may be offered in the form of small group or 1:1 interventions run by TA's outside of the whole class setting.

*Additional support offered will be determined by the assessed need of your child.

How will I know how well my child is doing?

*Regular review meetings of target plans are held.

*Parents evenings are held once a term to discuss progress of all children.

*Class teachers, the SENDCo and TA's meet on a regular basis to professionally discuss the progress of all children.

*Parents are encouraged to meet with other agencies to discuss the support that they have provided and how this is impacting on their child.

How will Littleton Green know how well my child is doing?

*Teachers monitor progress on a 6 weekly basis at the end of each teaching block and compare this to age-related expectations.

*Reading, spelling and maths are assessed using standardised tests to give a reading/spelling/maths age as well as measuring progress.

*Children who are not making expected progress are identified in regular review meetings with the class teacher, SENDCo and Head teacher.

How is my child's well-being supported and developed?

*Littleton Green is an inclusive school that celebrates our uniqueness in our 'PURPLE' values.

*Resources will be specifically chosen to support your child.

*Positive Play is a very successful and popular programme offered across school to raise self-esteem.

What services and expertise are accessed by school?

*Our SENDCo is a fully qualified and experienced teacher. She studied at the University of Birmingham and was awarded the National Award for SENCo in April 2016.

* All staff receive continuous updates and relevant training on SEND provided where possible by the external agency most appropriate.

*Outside agencies are very welcome to come into school and the SENDCo actively seeks advice from them.

*SEND Family Partnership details are displayed within school and the SENDCo regularly recommends them as a source of support to families with children with SEND.

*The SENDCo works closely with Social Service and other agencies such as the school nurse where needed.

How will my child be included in activities outside of the classroom?

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*All children are encouraged to join in extra-curricular activities, whatever their need. All children are also encouraged to take part in school trips.

*Where extra support is needed to facilitate this the adult to child ratio will reflect this.

*As social and emotional needs are identified support is tailored in school through Positive Play and Social groups. Regular opportunities are provided during PSHE time for pupils with or without SEND needs to discuss issues that may have arisen during school such as bullying.

How accessible is Littleton Green to anyone with a specified need?

*Littleton Green Community School is accessible for all. There is a lift to allow level access to the first floor. We also have a hearing loop in school for those who wish to use it. Clearly marked parking bays are available close to the school entrance.

How well will my child be supported at time of transition such as joining Littleton Green or moving from Year 6 to High School?

*Transition weeks are held in the summer term where every child meets their new teacher and works in their new setting.

*Children who are attending Preschool or Nursery for the first time are encouraged to attend Stay and Play sessions with parents and carers.

*Transition meetings are held with teachers from Littleton Green and the High Schools which our leavers will go to.

*Information is shared, with parental permission, between settings to allow routines to be continued.

*Year 6 leavers are offered further support to prepare for High School.

How are school Governors involved with SEND?

*There is a nominated governor with responsibility for monitoring SEND provision in school.

What should I do if I am worried about SEND provision or I wish to make a complaint?

*Firstly speak to your child's class teacher or make an appointment to speak to the SENDCo.

*If you still have concerns please make an appointment to speak to Mrs Small.

If you wish to make a complaint please contact Mrs Small or put the complaint in writing for the attention of the Chair of Governors.

Contact details: 01543 511020

office@littleongreen.staffs.sch.uk

If you require further information please visit Staffordshire Market Place

www.staffordshiremarketplace.co.uk

Written by Helen Edmonds June 2018

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Appendix A Inclusion Policy

Inclusion

Definition:

Inclusion is providing effective learning opportunities for *ALL* pupils.

Aims:

- A) Setting suitable learning challenges
- B) Responding to pupils' adverse learning needs
- C) Overcoming potential barriers to learning and assessments for individual and groups of pupils

At Littleton Green Community School we aim to provide each pupil with an inclusive education, to modify the National Curriculum programmes of study, so that it provides all pupils with relevant and appropriately set, challenging work at each key stage.

Three Principles and Purpose of Inclusion:

1) Setting suitable learning challenges

- Teachers will aim to give every pupil the opportunity to experience success in learning and to achieve their very best
- Teachers should teach the National curriculum knowledge, skills and understanding in ways which suit their pupils abilities
- Differentiation should be planned for and clearly shown in classroom/teaching practice for appropriate learning to take place. Differentiation is not only drawing on materials from later or higher levels of study but teachers may extend the breadth and depth of study or draw on the content of different subjects

2) Responding to pupils' diverse needs

- Teachers should set high expectations for all pupils. Teachers need to be aware that pupils bring to school a wealth of different experiences, interests and strengths which influence the way they learn. All pupils should be able to take part in lessons fully and effectively.
- Teachers should be aware of the equal opportunity policy/legislation that covers race, gender and disability.

2a) Specific action to be taken by teachers to respond to pupils' diverse needs

Teachers can take the following actions to take account of the diverse needs of their pupils.

- Create effective learning environments
- Securing their motivation and concentration
- Providing equality of opportunity through teaching approaches
- Using appropriate assessment approaches
- Setting targets for learning

3) Overcoming potential barriers to learning and assessment for individual and groups of pupils

A certain number of pupils may have particular learning and assessment requirements which go beyond the provision in sections 1 and 2. If these requirements are not addressed they can become potential barriers to learning.

These requirements are likely to be a consequence of a pupil having a special educational need or a disability, or has English as an additional language.

Teachers need to take account of these requirements and make provision, as specified in the SEN Policy.

Teacher need to consider the following actions to provide access to learning for pupils with special educational needs;

- Providing for pupils who need help with communication, language and literacy
- Planning, where necessary, to develop pupils' understanding through the use of all available senses and experiences – to plan for a variety of learning styles – visual, auditory and kinaesthetic
- Planning for the pupils' full participation in learning and in physical and practical activities
- Helping pupils to manage their behaviour, to take part in learning effectively and safely and how this will aid them in their future life skills (see Behaviour Policy)
- Helping individuals to manage their emotions, particularly trauma and stress and to take part in their learning

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Child Protection & Safeguarding

Littleton Green Community School fully recognises the responsibility it has surrounding safeguarding and promoting the welfare of children. We have a Child Protection policy which is updated annually and is available on request.

Our policy applies to all staff and volunteers working in the school including governors. All staff undertake regular Child Protection & Safeguarding training.

Ms L Small – Principal & Designated Safeguarding Lead



Our Deputy Designated Safeguarding Lead Personnel are:



Mr D Baker
Vice Principal



Mrs H Edmonds
SENDCo



Mrs S Andrews
Assistant Principal

If you are concerned about a child, you must share your concerns **without delay.**

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This appendix includes:

- amendments to the SUAT policy that have been approved by Trustees/ LAC
- specific practices and/ or procedures that are used in LGCS
- additional information relevant to LGCS

Role of the designated safeguarding lead at LGCS

Governing bodies and proprietors should ensure that the school or college designates an appropriate senior member of staff to take lead responsibility for child protection. This person should have the status and authority within the school to carry out the duties of the post including committing resources and, where appropriate, supporting and directing other staff.

The broad areas of responsibility for the designated safeguarding lead are:

Managing referrals

- Refer all cases of suspected abuse to the local authority children's social care and:
- The designated officer(s) for child protection concerns (all cases which concern a staff member),
- Disclosure and Barring Service (cases where a person is dismissed or left due to risk/harm to a child); and/or
- Police (cases where a crime may have been committed).
- Liaise with the Headteacher or principal to inform him or her of issues especially on going enquiries under section 47 of the Children Act 1989 and police investigations.
- Act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.

Training

- The designated safeguarding lead should receive appropriate training carried out every two years in order to:
- Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments.
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so.
- Ensure each member of staff has access to and understands the school's or college's child protection policy and procedures, especially new and part time staff.
- Be alert to the specific needs of children in need, those with special educational needs and young carers.
- Be able to keep detailed, accurate, secure written records of concerns and referrals.
- Obtain access to resources and attend any relevant or refresher training courses.
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

Raising Awareness

- The designated safeguarding lead should ensure the school or college's policies are known and used appropriately:
- Ensure the school or college's child protection policy is reviewed annually and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this.
- Ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school or college in this.
- Link with the local LSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding.
- Where children leave the school or college ensure their child protection file is transferred to the new school or college as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained.

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The Safeguarding Children Team at LGCS

Head Teacher/Principal/Senior Manager: responsible for implementing policies & procedures, allocating resources to the safeguarding team & addressing staff safeguarding concerns.

Name: Mrs L Small

Tel no: 01543 227582

Designated Safeguarding Lead (DSL): a member of the leadership team with appropriate authority, responsible for dealing with safeguarding issues, providing advice and support to other staff, liaising with the local authority, and working with other agencies.

Name: Mrs L Small

Tel no: 01543 227582

Designated Safeguarding Deputies (DSD): member of the teaching, support or pastoral staff, in a post which requires assessment of children, with sufficient status & authority to effectively deputise for the DSL role above. Cannot be an administrative or finance worker.

Name: Mr D Baker

Tel no: 01543 227577

Name: Mrs H Edmonds

Tel no: 01543 227579

Name: Mrs S Andrews

Tel no: 01543 227570

Special Educational Needs Coordinator (SENCo): staff member who provides advice, liaison & support for school staff and other agencies working with pupils with special education needs and their mothers, fathers or carers.

Name: Mrs H Edmonds

Tel no: 01543 511028

Looked After Children (LAC) Designated Teacher: promotes the educational achievement of 'looked after' children who are on the school roll, helps staff understand issues that affect how they learn and achieve and ensures appropriate staff have the information they need.

Name: Mrs H Edmonds

Tel no: 01543 227577

Online-Safety Coordinator: develops and maintains an online-safety culture within a setting.

Name: Mrs L Small

Tel no: 01543 227582

Your Safeguarding Children Team also links in with the: Safeguarding/Child Protection Governor: ensures there are appropriate safeguarding children policies and procedures in place, monitors whether they are followed and, together with the rest of the governing body, remedies deficiencies and weaknesses that are identified.

Name: Mr L Newton

Tel no: 01543 227570 (school main office)

Chair of Governors/Management Committee: takes the lead in dealing with allegations of abuse made against the Head Teacher/Principal/Senior Manager (and other members of staff when the Head Teacher is not available), in liaison with the Local Authority; and on safe recruitment practices with the Head Teacher/Principal/Senior Manager.

Name: Mr D Williams

Tel no: 01543 227570 (school main office)