



Littleport Community Primary School Special Educational Needs Information Report 2023-24

Littleport Community Primary School is a vibrant, inclusive learning environment where each child is recognised and valued as an individual in their own right. We take careful steps to ensure everyone is able to participate in all aspects of school life to the best of their ability and to learn to their full potential, becoming confident individuals, able to make successful transitions between the different phases of their education.

Because supporting a child with additional needs can be worrying for parents, we want you to know that you are not alone; we aim to support parents as much as children, and to offer reassurances about how we can work together to ensure the best outcomes for your child. Therefore, we take a partnership approach to learning and support, where the views and wishes of children and their parents are at the centre of our practice.

Our school website contains a wealth of information for parents, including links to local support networks. Parents are also encouraged to visit the [Cambridgeshire Local Offer](#).

Making provision for pupils with Special Educational Needs

We use effective approaches to tracking pupil progress and which enables us to quickly identify where children may be struggling. Data is collected at various points throughout the academic year. Class teachers meet with members of the Senior Leadership Team termly to discuss progress and where support may be needed. This includes meeting with the school's Special Education Needs and Disabilities Coordinator (SENDCo).

Where a child's progress is less than expected, class teachers follow the Graduated Approach – Assess, Plan, Do, Review – to begin to put in place additional support. This support may be in-class adaptations, additional sessions or interventions, or work with an outside professional. The SENDCo works with the class teacher to give guidance and support, and coordinates additional support through other professionals.

We have an inclusive approach to teaching pupils with Special Educational Needs and Disabilities (SEND) and recognise that each child has individual needs regardless of their ability or background. Class teachers use Quality First Teaching (QTF) strategies that benefit all pupils, and adapt this practice to meet individual needs to allow all children to engage with the learning. We have high aspirations for all pupils and endeavour to do our best to remove and/or overcome barriers to learning to make sure that all pupils reach their full potential.

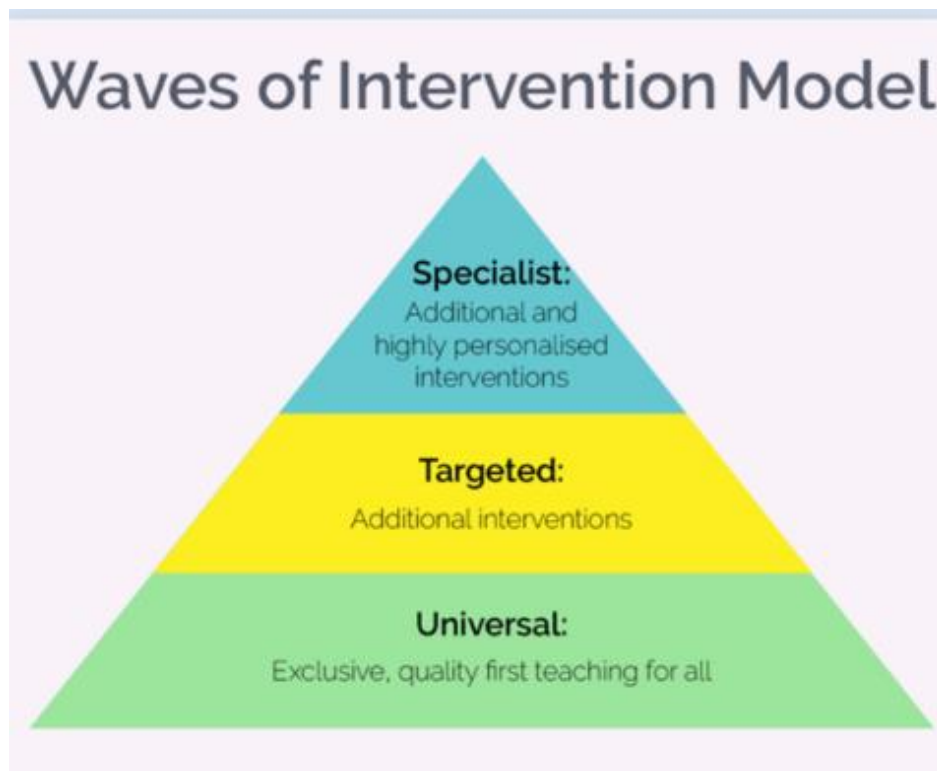
As a school, we refer to [Cambridgeshire's Ordinarily Available Provision](#) guidance. We recognise that our school's location, needs and community may be different to schools in other parts of Cambridgeshire. To ensure we are offering the best learning experience for the children at our school, we are developing our own Ordinarily Available Provision (OAP), which we hope to roll-out September 2024. By doing so, we are ensuring that our OAP is in line with our aspirational curriculum and reflective of the needs of children at our school.

Where pupils need additional support, we may make use of an intervention that is delivered outside of the classroom either individually, or in a small group. We have a team of highly experienced Teaching Assistants with a wide range of skills to support pupils with SEND, who deliver and facilitate targeted intervention programs such as:

- 1stClass@Number
- Colourful Semantics
- Attention Autism Bucket Therapy
- Sensory Circuits
- Little Wandle Phonics Catch Up and Little Wandle SEND
- ELSA (emotional literacy support)

Where more specialist advice and support is needed, we may refer to outside professionals. These services may speak to teachers, observe or work with children and parents to offer further support strategies or assessments. For further information about outside professions, please visit our [Inclusion and Special Educational Needs](#) section of the school website.

Support for children can be considered under three tiers:



Universal Support – Quality First Teaching is adapted to meet individual needs in the classroom and may involve some of the following examples:

- Different materials and aids to support learning
- Different use of spoken language and questioning techniques
- Different tasks to achieve the same outcome
- Additional time to complete the same task

The universal support also includes ordinarily available provisions (OAP).

Targeted Support - This involves a range of structured programmes/interventions to address gaps in learning and learning misconceptions and will also include aspects of Universal Support. Children may access support at this level at different points in the year depending on their individual needs and progress made. A child receiving this level of support is not limited to children identified as SEND.

Specialist Provision - This is additional support for children provided via in-school and sometimes external specialists and may take the form of advice, plans or provision directly from the specialist.

For a very small number of complex high-needs, this means they require a different curriculum and learning environment to the main classroom setting. This may be on a part-time or full-time basis. Our in-house provision, Treehouse, caters to a small number of children who are within this category of support need.

Identification and assessment of pupils with special educational needs

LCPS follows the Graduated Approach (para' 6.44) to the identification and assessment of SEND referred to in the [Special Educational Needs and Disability code of practice: 0-25 years, January 2015](#).



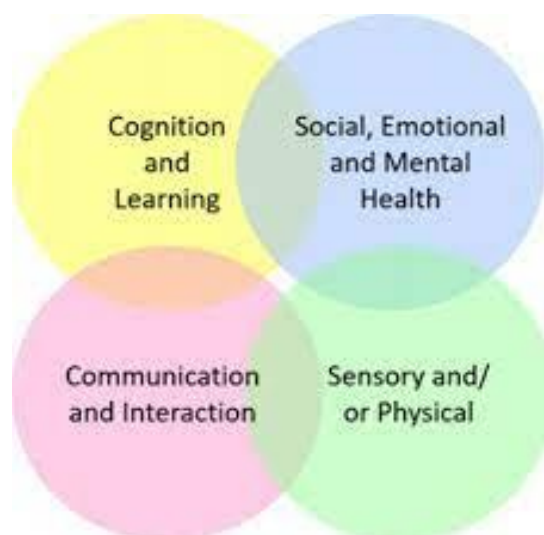
Areas of Need

We have a wide range of needs at Littleport Community Primary School, with many of our children identified as SEND falling in to one or more of the four areas of need:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical

“Individual children often have needs that cut across all these areas and their needs may change over time”.

Code of Practice 2015



Equal Opportunities for all pupils

All staff at LCPS recognise the importance of 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’ to ensure equal opportunities.

“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 her/his ability to carry out normal day-to-day activities.”

Section 1 (1) Disability Discrimination Act 1995

Our school is committed to making reasonable adjustments to ensure participation of all children, including those with SEND, within the curriculum and with extra-curricular activities. We are well-resourced, but where particular equipment or resources are needed, we may seek advice and support from other agencies including the Specialist Teaching Team, Social Care or Health.

Our Inclusion Manager, Mr Steve Parrin, works with families to create an Individual Health Plan (IHP) for children who require additional support due to a medical need or disability need. He coordinates with outside professionals such as the School Nursing team, to ensure the physical needs of the child are being met.

Transferring between phases of education

We understand that transferring between classes and teachers can be a source of some anxiety for children and so take positive measures to reduce this.

Children will have the opportunity to meet with their new class teachers before the end of the summer term and we can address any needs should they arise before the new school year.

For children who are transferring from year 6 to year 7, the SENDCo will meet with the SENDCo in each of the receiving secondary schools to communicate individual needs. There are a number of transition events during the course of year 6, including opportunities to visit secondary school settings.

Where children have Education Health Care Plans, the SENDCo will invite the secondary school's SENDCo to the Annual Review.

Contacting Us

If you have concerns regarding your child's progress or provision, your first contact is the class teacher. However, if you would like to discuss anything further, you can contact the SENDCo Mrs Amber Harradine-Hughes via the school office or on the school telephone number 01353 860235.

Our complaints policy is located on the school website.



Special Educational Needs Glossary of Terms

Please note: these are basic descriptions of some of the more commonly seen learning difficulties and terms.

Attention Deficit Disorder (ADD) / Attention Deficit Hyperactivity Disorder (ADHD) - Medical diagnoses that describe a syndrome of behavioural difficulties relating to impulsiveness, attention control, and continuous activity.

Autism (ASD) - A diagnosis of social-communication difficulties, which may include inflexible thought processes, literal interpretation of language and difficulties with social imagination and interaction. May also include learning difficulties and delayed speech and language development.

Auditory Processing Disorder (APD) - A term that refers to the way the brain processes sound information, leading to difficulties in recognising and interpreting sounds.

Dyscalculia - A specific learning difficulty involving maths, mathematical concepts and number skills.

Dyslexia - A specific learning difficulty involving aspects of spelling, reading and decoding and processing letter sounds. Cambridgeshire refer to this as literacy-based difficulties.

Dyspraxia - A specific learning difficulty involving motor skills and physical coordination.

Meares-Irlen Syndrome - A problem with the way the brain processes visual information and involve difficulties with reading and / or spatial awareness.