

LITTLEOVER COMMUNITY SCHOOL



AND SIXTH FORM CENTRE

SEND Information Report 2025/2026

At Littleover Community School (LCS) the learning community of students, staff, governors and parents/carers work together to provide the highest possible standard of education. In order to achieve this, all students regardless of their particular needs, are offered inclusive teaching which will enable them to make the best possible progress in school and feel that they are a valued member of the wider school community.

What should I do if I am concerned about my child's progress or special educational needs?

Positive parent/carer involvement in school life is always welcome. If you have a concern which is centred around one particular subject area, then you should contact the class teacher or Head of Department/Faculty in the first instance. If you wish to raise concerns around potential SEND, you can contact our SENDCo.

Who can I contact if I have queries about SEND Issues?

At LCS, the SENDCo is Mrs Bernie Bush. She can be contacted on 01332 513219 and her email address is b.bush@littleover.derby.sch.uk.

What types of SEND does the school provide for?

LCS provides support for students within all categories of SEND:

AREA OF NEED	CONDITION
Communication and interaction	Autism Spectrum Condition
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including Dyslexia, Dyspraxia, Dyscalculia
	Moderate learning difficulties
Social, emotional and mental health	Attention Deficit Hyperactive Disorder (ADHD)
	Attention deficit disorder (ADD)
	Attachment disorder
Sensory and/or physical	Hearing impairments
	Visual impairments
	Multi-sensory impairment
	Physical impairment

Which staff will support my child?

Alongside the SENDCo your child will be supported by:

Class Teachers

All of our class teachers receive in-house SEND training and are supported by the SENDCo to meet the needs of the students who have SEND.

Teaching Assistants (TAs)

We have a team of TAs and three Higher Level Teaching Assistants (HLTAs) who are all trained to deliver SEND provision. We also have a number of TAs who are trained to deliver interventions in areas such as emotional literacy, social skills and phonics. We also have a Specialist Assessor.

Deputy SENDCo

Our Deputy SENDCo is Mrs Claire Keyte and her email is c.keyte@littleover.derby.sc.uk.

External agencies

Sometimes we need extra help to offer our students the support they need. Whenever necessary, we will work with external support services to meet the needs of our students with SEND and to support their families. These include:

- Speech and language therapists
- Educational psychologists
- Occupational therapists
- GPs, paediatricians and the ADHD nursing team
- School nurses
- Child and adolescent mental health services (CAMHS)
- Social services and other LA-provided support services
- Voluntary sector organisations

How will the school know if my child needs SEND support?

All our class teachers are aware of SEND and are on the lookout for any students who aren't making the expected level of progress in their schoolwork or are having difficulties socially.

If the class teacher or Head of Department notices that a student is falling behind, they try to find out if the student has any gaps in their learning. If they can find a gap, they will give the student additional support to try to fill it. Students who don't have SEND usually make progress quickly once the gap in their learning has been filled. If the student is still struggling to make the expected progress, they will talk to the SENDCo who will contact you to discuss the possibility that your child has SEND.

Students may also be referred to the Learning Support Department if their class teacher, Head of Year or Wellbeing team are concerned about any emotional needs that they feel that a child may have. The SENDCo meets regularly with the Safeguarding and Wellbeing team, Learning Mentors and Heads of Year to discuss concerns about students.

The SENDCo may observe the student in the classroom to see what their strengths and difficulties are. They will have discussions with your child's teachers to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also consider aspects such as attendance and safeguarding.

The SENDCo will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or someone from the STePs team.

Based on all this information, the SENDCo will decide whether your child needs SEND support. If your child does need SEND support, you will be told the outcome of the decision and their name will be added to the school's SEND register. Your child will be allocated a keyworker who will work with them to create a One Page Profile, which is then shared with teaching staff and available on Go4Schools. In addition, the keyworker will also identify three key strategies and targets which are added to Go4Schools as a quick reminder for teachers as to the best way to support your child.

Once on the SEND register parents are encouraged to communicate with your child's keyworker via email. Students with an Education and Health Care Plan (EHCP) will also have an Annual Review meeting to discuss targets and progress made towards them.

Students with SEND joining the Sixth Form have a 'Sixth Form Student Support Plan' outlining his/her needs and how teachers and other staff can support them. This document is created by the student with assistance from their Key Worker. The Key Worker meets them regularly and acts as a named adult the student can speak to if they are experiencing any difficulties or need extra support in school.

How will I be involved in decisions made about my child's education?

You will receive one interim report and one full written report each year which provides information about your child's progress. There will also be an opportunity to meet with your child's teachers during the parents evening schedule.

Sometimes there may be aspects you wish to discuss with your child's keyworker or with the SENDCo, in which case meetings can be arranged to ensure you are able to communicate effectively with us. In addition, if you have concerns that arise, please contact us and we will endeavour to help.

How will my child be involved in decisions made about their education?

If your child is placed on the SEND register, they will have regular opportunities to catch up with their keyworker during morning registration to discuss:

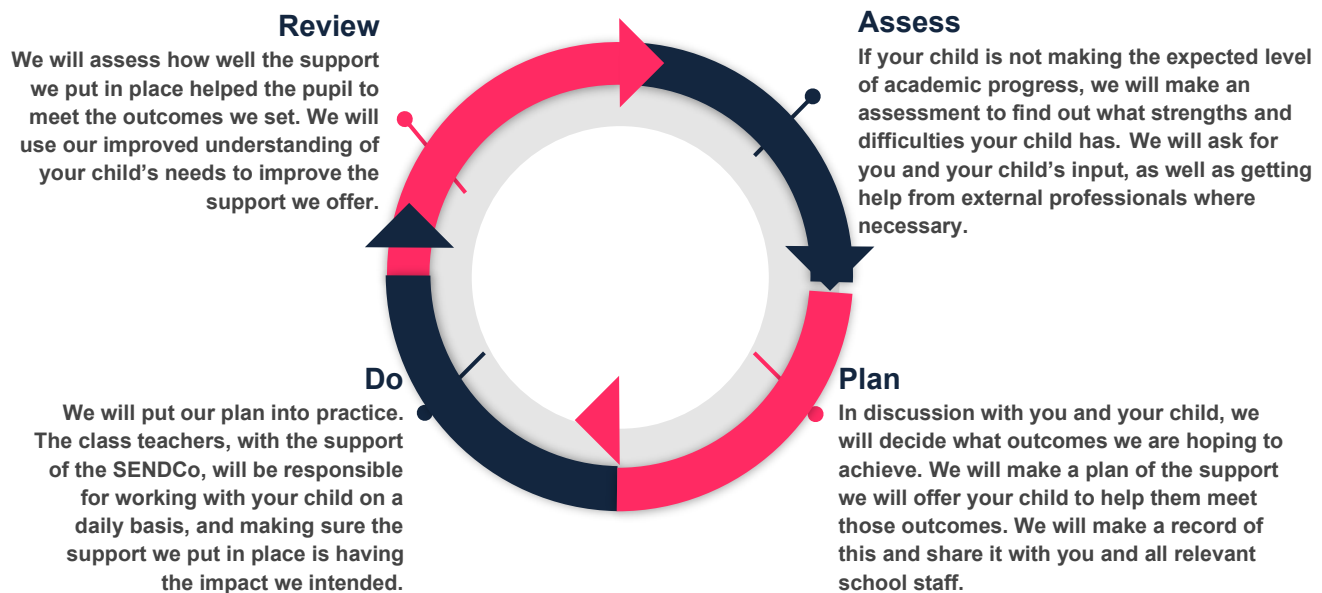
- The support in place
- The strategies and targets on Go4Schools
- Any concerns they have

Some students may also have allocated time in the week to catch up with their keyworker.

How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEND needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



As a part of the planning stage of the graduated approach, we will set targets that we want to see your child achieve. These are included on Go4Schools.

This process will be continual. If over time a pupil has made progress, they may no longer need the additional provision made through SEND support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

How will the school adapt its teaching for my child?

Your child's teachers are responsible and accountable for the progress and development of all the students in their class. Students with SEND experience the curriculum alongside students without SEND; we will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

High quality teaching is our first step in responding to your child's needs. All teacher and TAs have engaged with Teaching and Learning sessions to refine their inclusive practice, for example helping students to understand how they learn and retain information.

We will adapt how we teach to suit the way the pupil works best. There is no '1 size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations can include:

- Differentiating our curriculum to make sure all pupils can access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Differentiating our teaching, for example, giving longer processing times, providing accessible resources, reading instructions aloud, etc.
- Carefully planning strategic seating plans and groupings
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual prompts, larger font, etc.
- Teaching assistants supporting students 1:1 or in small groups

We also provide interventions linked to social skills, emotional literacy and phonics as part of our graduated response and based on identified need. We also provide Study Support sessions across KS3 and KS4 that focus upon reading, writing and Maths.

Area of need	Examples of how we might support students
Communication and interaction	Visual timetables/prompts Social stories Lunch clubs After school clubs Small group intervention around social skills
Cognition and learning	Glossaries and word walls Supportive resources Prompts Work broken down into manageable chunks Additional thinking time Regular 'check ins' with specific positive praise
Social, emotional and mental health	Meet and greet Time out card Wellbeing support Lunch clubs
Sensory and/or physical	Writing slope Access to our sensory room Handwriting support Regular visits from the STEPs team

Students with a history of need will be tested for Access Arrangements in Y9 in accordance with JCQ regulations. The SENDCo will identify which students will be tested using evidence accumulated during Key Stage 3. Access arrangements in examinations are then put in place for qualifying students. Parents/carers will be informed if formal testing takes place and will be notified of the outcome. We have an **Access Arrangements and Word Processing Policy** which explains and clarifies the process around this. This can be found on the school website.

How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their targets each term
- Reviewing the impact of interventions
- Monitoring progress, attendance and behaviour at key checkpoints
- Holding an annual review (if they have an education, health and care (EHC) plan)

How will the school allocate resources for my child?

Students on the SEND register are allocated a keyworker and may have a teaching assistant in their lessons. Additional staffing, equipment and facilities may have to be applied for from the local authority; if this is the case the SENDCo will liaise with parents in order to secure what is necessary for the student.

How will the school make sure my child is included in activities alongside students who don't have SEND?

At Littleover Community School we aim to ensure that there are no barriers to students with SEND enjoying the same activities as other students in our school, including physical activities. All of our extra-curricular activities and school visits are available to all our students. All students are encouraged to go on our school trips and all students are encouraged to take part in sports day, Enterprise day (Y7) and all other workshops offered. We put in place reasonable adjustments, including the use of TA support, to make sure that students with SEND can be included in activities alongside their peers.

Keyworkers will support students with SEND to partake in extra-curricular activities and achieve awards on their Personal Development Passport.

How does the school make sure the admissions process is fair for students with SEN or a disability?

No student will be refused admission to school on the basis of his or her Special Educational Need. In line with the **SEND Code of Practice (2014)** we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision. Admissions procedures are as laid down by the Local Authority. Further details of admissions arrangements and the steps taken to provide effective educational provision for children with disabilities can be found in the **Disability Policy and Accessibility Plan** in the 'Policies' section of the school website.

How does the school support students with physical impairments?

The school has the following facilities to assist students who are disabled:

	Main School Buildings
Wheelchair access	Partial access - Lift in S and G block
Disabled toilets	D block, S Block, G Block and Sports Hall
Disabled parking	Yes

Highlighted steps (outdoor) for partially sighted students	Yes
Highlighted stairs for partially sighted students	Yes
Textured surfaces	Yes
Ramps	To main entrance and some other entrances
Handrails	Yes, where there are steps
Showers	Yes (shower cubicles in sports hall)
Easy access for taxis/other transport	Yes

Where students require the use of radio aids, the STePS Hearing Impairment Team offer support to the students and advice and training to staff. The school also receives support from the STePS Vision Impairment Team and Occupational Therapy. TAs carry out physiotherapy programmes with students who have them.

At LCS we aim to ensure that our policies and curriculum are concerned with the rights of all people to justice and equality of opportunity. All members of our community are entitled to be treated with dignity and respect. We aim to foster positive attitudes and recognise the diversity of our students; we believe this is one of our greatest strengths. We aim to develop a culture of inclusion and diversity in which people feel free to disclose their disability and to participate fully in school life. We will make reasonable adjustments to make sure that the school environment is as accessible as possible.

Further information regarding Equal Opportunities can be found in the **Equal Opportunities Policy** and **Equality Objectives** which can be found in the 'Policies' section of the website. Further information regarding accessibility can be found in the **Disability Policy and Accessibility Plan** in the Policies section of the website.

If your child has a specific medical condition, the school Medical Officer will liaise with health professionals to devise a Health Care Plan (HCP). Staff are regularly updated on the medical needs of students in school.

How will the school support my child's mental health and emotional and social development?

The Learning Support Department provide support for students to progress in their emotional and social development in the following ways:

- Pupils with SEND are also encouraged to be part of our lunchtime and after school clubs to promote teamwork/building friendships
- Keyworkers facilitate early intervention to address worries and concerns
- We provide Emotional Literacy Support and Social Skills interventions
- Pupils with SEND are encouraged to be part of the school council
- The school has an **Anti-Bullying Policy**, which can be found on the school website. Bullying is not tolerated and any incidents are dealt with immediately and parents/carers kept informed. All children are encouraged to share any worries with a known adult of their choice and to complete an incident form, which is then dealt with by their Head of Year or a member of the Senior Management Team.

The Designated Safeguarding Lead (DSL) at LCS is Miss L Jenkins. The Assistant Designated Safeguarding Lead (ASDL) and Mental Health Lead is Ms L Boulton. Miss Jenkins and Ms Boulton are assisted by a team of Wellbeing Coaches. All Teaching and Support staff are Safeguarding trained.

What support will be available for my child as they transition between year groups, settings, or in preparing for adulthood?

Between phases

Our feeder primary schools share information with our SENDCo and discuss the needs of the incoming students during the summer term.

We provide additional transition visits for selected students.

Keyworkers may visit students in their Primary School.

We ensure that students with SEND are supported during our induction days.

Additional visits to the school for Year 6 students can be organised should they be required. Parent/carers are welcome to tour the school with the Deputy SENDCo and to meet with her or the SENDCo prior to applications or when the application has been approved.

We arrange visits to post-16 placements for some students with SEND.

Between years

To help pupils with SEND be prepared for a new school year we ensure that the One Page Profiles are up to date and available for teachers at the start of the academic year.

Where possible, we maintain your child's keyworker to provide consistency of support.

Between schools

When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting.

Onto adulthood

We provide all our students with appropriate advice on paths into work or further education.

We work with the student to help them achieve their ambitions, which can include goals in higher education, employment, independent living and participation in society.

What support is in place for looked-after and previously looked-after children with SEND?

Mr Mark Pestell (our designated teacher for looked-after children and previously looked-after children) will work with Bernie Bush, our SENDCo, to make sure that all teachers understand how a looked-after or previously looked-after student's circumstances and their SEND might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEND support plans or EHC plans are consistent and complement one another.

How does the school evaluate the effectiveness of its provision?

We constantly evaluate and reflect on our practice in terms of SEND provision. We do this through:

- Termly meetings with the governor responsible for SEND
- Regular Learning Support Department meetings

- Bi-weekly meetings between the SENDCo and Deputy Head Teacher
- The SEND student survey each year
- Regular review of the SEND register
- The inclusion of SEND on Senior Management Meeting agendas as a standing item
- The use of data to scrutinise academic progress and other measurable aspects of successful provision
- Lesson and provision observation and work scrutiny
- Scrutiny of One Page Profiles
- Internal SEND Thematic review including staff survey and student pursuit

What should I do if I have a complaint about my child's SEND support?

Complaints about SEND provision in our school should be made to the SENDCo in the first instance. If you do not feel that the issues have been resolved to your satisfaction, please consult the school's **Complaints Policy** which is available to read via the school website. The Headteacher and/or Chair of Governors may be involved should you wish to raise a complaint. If your concern is regarding admissions to school or a statutory assessment for an EHCP, please contact Derby City Council.

What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at Derby City Council's local offer:

<https://www.derby.gov.uk/education-and-learning/derbys-send-local-offer/>

Our local special educational needs and disabilities information advice and support service (SENDIASS) organisation is:

<https://derbysendiass.org.uk/>

If you require information regarding local charities that offer information and support to families of children with SEND, please get in touch at send@littleover.derby.sch.uk.

National charities that offer information and support to families of children with SEND are:

[IPSEA](#)

[SEND family support](#)

[NSPCC](#)

[Family Action](#)

[Special Needs Jungle](#)

Glossary

Access arrangements – special arrangements to allow pupils with SEND to access assessments or exams

Annual review – an annual meeting to review the provision in a pupil's EHC plan

Area of need – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.

CAMHS – child and adolescent mental health services

Differentiation – when teachers adapt how they teach in response to a pupil's needs

EHC needs assessment – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.

EHC plan – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.

First-tier tribunal/SEND tribunal – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND

Graduated approach – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil

Intervention – a short-term, targeted approach to teaching a pupil with a specific outcome in mind

Local offer – information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area

Outcome – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment

Reasonable adjustments – changes that the school must make to remove or reduce any disadvantages caused by a child's disability

SENCO – the special educational needs co-ordinator

SEN – special educational needs

SEND – special educational needs and disabilities

SEND Code of Practice – the statutory guidance that schools must follow to support children with SEND

SEN information report – a report that schools must publish on their website, that explains how the school supports pupils with SEN

SEN support – special educational provision which meets the needs of pupils with SEN

Transition – when a pupil moves between years, phases, schools or institutions or life stages