LITCHAM SCHOOL

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) POLICY

2026–2027

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SEND Governor: Sherry Hancill
Approved by: Governing Body
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1. Our vision for SEND

At Litcham School, we believe that

Every child should feel known,
Every child should be able to take part,
Every child should feel they belong.

We are an all-through mainstream school educating children from Reception to Year 11. This gives us an important opportunity: to know pupils over time, understand how they learn, recognise what helps them to thrive and plan carefully for the points of transition in their education.

Our approach to SEND begins with the child, not the label.

We recognise that every child is different. Two pupils with the same diagnosis may have very different strengths, barriers and support needs. Equally, a pupil may experience significant barriers to learning or participation without having a formal diagnosis.

We therefore ask:

- **What are we noticing?**
- **What is the barrier?**
- **What does the pupil tell us?**

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- **What does the family tell us?**
- **What helps?**
- **What are we trying to achieve?**
- **Is the support working?**
- **What should we change next?**

Our ambition is not simply for pupils with SEND to be present in school. We want them to participate, progress, develop confidence and independence, build successful relationships and prepare for their next stage of life.

We believe that high-quality SEND provision is a whole-school responsibility. Good SEND practice should therefore be visible in everyday classrooms, not located solely within the SEND department.

Our SEND team exists to strengthen the capacity of the whole school, to coordinate provision, to provide specialist expertise and to ensure that pupils and families receive the right support at the right time.

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2. Purpose of this policy

This policy sets out how Litcham School identifies, assesses, supports and reviews the needs of pupils with special educational needs and/or disabilities.

It should be read alongside the school's:

- SEND Information Report
- Accessibility Plan
- Behaviour Policy
- Attendance Policy
- Safeguarding and Child Protection Policy
- Equality Policy
- Supporting Pupils with Medical Conditions Policy
- Curriculum Policy
- Teaching and Learning Policy
- Assessment Policy
- Complaints Policy
- Admissions Policy
- Examinations and Access Arrangements procedures

The SEND Information Report provides the more detailed, parent-facing description of the provision currently available at Litcham. This policy explains the principles, responsibilities and systems underpinning that provision.

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3. Legislative and statutory framework

This policy has regard to the relevant legislation and statutory guidance governing SEND provision in England, including:

- Children and Families Act 2014, Part 3
- Equality Act 2010
- Special Educational Needs and Disability Regulations 2014
- SEND Code of Practice: 0 to 25 years
- School Admissions Code
- Supporting pupils at school with medical conditions
- Relevant statutory guidance relating to safeguarding, attendance, behaviour, careers and preparation for adulthood

The school will keep this policy under review as legislation, statutory guidance and local authority arrangements develop.

The current SEND Code of Practice remains the principal statutory guidance for the identification and support of children and young people with SEND.

The school recognises its duties under the Equality Act 2010, including the duty to make reasonable adjustments for disabled pupils.

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4. What we mean by SEND

A pupil has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A pupil may have SEND where they:

- have significantly greater difficulty in learning than the majority of pupils of the same age;
- have a disability which prevents or hinders them from making use of educational facilities generally available to pupils of the same age;
- experience persistent barriers to accessing learning, communication, participation or the wider life of school which require provision that is additional to or different from that ordinarily available.

SEND may be temporary or longer term.

We recognise that SEND does not necessarily arise from a medical diagnosis. A diagnosis can help us understand a pupil, but **a diagnosis does not determine the support a pupil receives.**

Similarly, a pupil does not need a diagnosis in order for the school to make appropriate adjustments or provide additional support where this is needed.

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5. The four broad areas of SEND

We recognise the four broad areas of need identified within the SEND Code of Practice:

5.1 Communication and Interaction

This may include differences or difficulties relating to:

- understanding or using language;
- communication;
- social interaction;
- social understanding;
- speech and language;
- autism and related communication differences.

5.2 Cognition and Learning

This may include:

- literacy;
- numeracy;
- memory;
- processing;
- working memory;
- executive functioning;
- specific learning difficulties;
- moderate learning difficulties;
- broader learning needs.

5.3 Social, Emotional and Mental Health

This may include difficulties relating to:

- emotional regulation;
- anxiety;
- attention;
- self-regulation;
- mental health;
- relationships;
- confidence and self-esteem;
- engagement with learning.

5.4 Sensory and/or Physical Needs

This may include:

- hearing impairment;
- visual impairment;
- physical disability;
- sensory processing differences;
- medical needs;
- physical access needs.

These areas are useful for understanding patterns of need, but **a category does not tell us everything about a child.**

Our provision is therefore based on the individual pupil, the barriers they experience and the support that helps them to access learning and participation.

This reflects the principle set out in our SEND Information Report: *the right support depends on the child and the barrier we are trying to remove*.

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6. Our core principles

Litcham School's SEND provision is built around the following principles.

6.1 The child comes first

We begin with the individual child: their strengths, interests, aspirations, barriers and experiences.

We will not allow a diagnosis, category or intervention to become a substitute for understanding the pupil.

6.2 Inclusion means participation

Inclusion is more than physical presence.

We want pupils with SEND to:

- access learning;
- participate in school life;
- build relationships;
- access enrichment and extracurricular opportunities;
- participate in physical activity;
- experience success;
- develop independence;
- prepare for adulthood.

As our SEND Information Report states:

"Being present isn't the same as being included."

6.3 The classroom is the starting point

Great SEND support starts in the classroom.

High-quality adaptive teaching should remove barriers wherever possible before pupils are considered for additional or separate provision.

This may include:

- thoughtful seating;
- visual supports;
- modelling;

- scaffolding;
- chunking;
- checking understanding;
- additional processing time;
- alternative ways of recording;
- assistive technology;
- adapted resources;
- clear routines;
- planned regulation opportunities.

The aim is not to make learning easier. The aim is to make learning accessible.

6.4 Support should increase independence

We will avoid creating unnecessary dependence on adults.

Where appropriate, support should help pupils learn:

- what they find difficult;
- what helps them;
- how to access that support;
- how to communicate their needs;
- how to regulate themselves;
- how to advocate for themselves.

Our aspiration is that, as pupils grow older, they increasingly become confident advocates for their own needs.

6.5 Pupil voice matters

We adopt the principle:

“Nothing about me without me.”

Pupils should have meaningful opportunities to contribute to:

- identification of their needs;
- Learning Plans;
- pupil passports;
- reviews;
- Annual Reviews;
- transition planning;
- decisions about support;
- evaluation of whether provision is working.

6.6 Families are partners

Parents and carers know their children best.

We value information from home and recognise that families may notice needs, triggers, strengths or successful strategies that are not immediately visible in school.

We will work with families honestly and collaboratively, including being willing to say when something is not working and needs to change.

6.7 Intervention must have a purpose

Intervention should never exist simply because a pupil has SEND.

Before an intervention begins, we should be able to explain:

What are we trying to achieve?

During and after intervention, we should ask:

Is it helping?

Where an intervention is not producing the intended impact, it should be adapted, replaced or stopped.

6.8 Specialist provision should strengthen inclusion

Specialist spaces and enhanced provision are valuable when they remove barriers that cannot be effectively addressed in the classroom alone.

However, separate provision should not become a destination in itself.

Our Enhanced SEND Provision reflects this principle:

“A different route through mainstream education — not a different destination.”

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7. Identification of SEND

Litcham School uses a graduated approach to identify and respond to SEND.

We do not want to move automatically from:

“Something isn’t right” → “a label is needed.”

Instead, we seek to understand what is happening.

Our identification process brings together:

- teacher observations;
- assessment information;
- progress data;
- pupil voice;
- family concerns;
- information from previous settings;
- information from other professionals;
- screening and diagnostic assessment where appropriate;
- evidence of the impact of existing classroom strategies.

The school will respond to concerns raised by pupils, parents/carers or staff.

Where concerns are identified, the school will consider:

1. what the pupil can already do;
2. what barriers are being experienced;
3. what has already been tried;
4. what reasonable adjustments may be required;
5. whether additional provision is necessary;
6. whether specialist advice would be helpful;
7. how impact will be measured.

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8. The graduated approach: Assess, Plan, Do, Review

The school's graduated response follows the cycle:

ASSESS

What are we noticing?

We bring together teacher observations, assessment information, pupil voice, family views and other relevant evidence.

PLAN

What are we trying to change?

The school works with the pupil and family to agree appropriate adjustments, provision and intended outcomes.

DO

Put the support in place.

Support may include changes to classroom teaching, reasonable adjustments, additional provision, intervention or advice from another professional.

REVIEW

Is it helping?

We evaluate progress, listen to the pupil and family, and decide what should happen next.

If something is not working, we do not simply continue doing it.

We review, learn and adapt.

This process is documented for pupils receiving SEND support through the school's Learning Plan system.

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9. Quality First and Adaptive Teaching

All teachers at Litcham are teachers of pupils with SEND.

The first response to SEND should be high-quality teaching and appropriate adaptation.

Teachers are expected to know the pupils in their classes, understand the barriers they may experience and use appropriate strategies to enable them to access learning.

Examples include:

- clear and explicit instruction;
- modelling and worked examples;
- breaking complex tasks into manageable steps;
- checking understanding;
- allowing appropriate processing time;
- visual and written information alongside verbal instruction;
- pre-teaching vocabulary;
- structured scaffolding;
- writing frames;
- appropriate seating;
- reducing unnecessary visual or sensory distractions;
- assistive technology;
- reader pens and other access technology;
- planned movement or regulation opportunities;
- alternative ways of demonstrating understanding.

The school promotes an accessible-by-design approach. Staff should consider accessibility when planning learning rather than waiting for a pupil to fail before making adjustments.

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10. Learning Plans and pupil passports

Where a pupil requires provision that is *additional to or different from* ordinarily available classroom provision, this will be recorded through the school's Learning Plan process.

Learning Plans should identify:

- pupil strengths;
- pupil areas of difficulty;
- pupil views;
- family views where appropriate;
- intended outcomes;
- agreed teaching strategies;
- reasonable adjustments;
- additional provision;
- intervention;
- relevant access arrangements;
- information required by staff;
- evidence of progress;
- next steps.

Learning Plans should be concise, practical and useful.

Their purpose is not to create paperwork. Their purpose is to ensure that adults understand:

Who is this pupil?
What are they good at?
What is getting in the way?
What helps?
What are we trying to achieve?

Where appropriate, pupils will contribute to the creation of their own pupil passport and develop increasing ownership of their support.

Key SEND information, Learning Plans, EHCP information and teaching strategies will be made available to staff through the school's agreed information systems, including Provision Map and Arbor.

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11. Additional and targeted provision

Additional provision may include:

- targeted literacy support;
- reading intervention;
- numeracy intervention;
- communication and interaction support;
- social communication programmes;
- emotional regulation support;
- mentoring;
- sensory circuits;
- movement opportunities;
- assistive technology;
- specialist teaching;
- small-group teaching;
- individual support;
- alternative learning opportunities;
- therapeutic or specialist programmes;
- support from external professionals.

Current examples of provision at Litcham include programmes and approaches such as:

- Lexia Core5;
- Dyslexia Gold;
- Maths Whizz;
- WellComm;
- LEGO Therapy;
- Worry Busters;
- sensory circuits;
- scheduled movement;

- regulation actions;
- specialist learning support;
- Forest School and outdoor learning;
- community learning opportunities.

The exact provision available will develop according to pupil need, staffing, resources and professional advice.

All intervention should have a clearly defined purpose and should be evaluated for impact.

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12. Specialist and enhanced provision

Litcham is committed to remaining an inclusive mainstream school while recognising that some pupils require provision beyond what can reasonably be delivered through ordinary classroom adaptations.

12.1 Primary Learning Hub

From September 2026, the Primary Phase Learning Hub will provide:

- intervention space;
- quiet learning areas;
- sensory and regulation support;
- lunchtime provision.

The school will also make use of its converted double-decker bus for activities including phonics intervention, sensory breaks and lunchtime provision.

These spaces exist to support participation and successful engagement, not to routinely remove pupils from the life of the school.

12.2 Secondary SEND spaces

The secondary SEND team is based in School House.

Available spaces include:

- SEND Office;
- Room 2 for small-group learning, calmer social time and sensory breaks;
- Room 4 for computer-based intervention and lunchtime clubs;
- Sensory Room;
- Garden as a quieter outdoor option.

Access may be supported through the school's SEND Support Card system.

12.3 Enhanced SEND Provision

From September 2026, Litcham will introduce an Enhanced SEND Provision for a small group of Year 7 pupils with higher levels of Cognition & Learning and/or SEMH need.

The provision will include access to:

- teacher-led smaller-group learning;
- English;
- Mathematics;
- Humanities;
- Forest School;
- outdoor learning;
- gardening;
- community learning;
- practical experiences.

Pupils will continue to access mainstream lessons flexibly where appropriate.

The purpose of the provision is to provide a personalised route into successful secondary education while maintaining belonging to the wider school community.

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13. SEND Support Cards and regulation

Some pupils may require an agreed, discreet method of accessing support when they recognise that they are becoming overwhelmed or need a brief regulation opportunity.

Where appropriate, pupils may use:

Green Card

"I need a brief break."

This enables the pupil to leave the classroom briefly, regulate and return promptly to learning.

Purple Card

"I need my sensory support."

This enables the pupil to access an agreed quieter space for structured sensory support before returning to their regular learning environment.

These systems are intended to promote self-awareness and independence.

They should not be used as a replacement for effective classroom practice or as an automatic escape from learning.

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14. Reasonable adjustments and accessibility

The school recognises its legal duties under the Equality Act 2010.

Reasonable adjustments may be required to ensure that disabled pupils are not placed at a substantial disadvantage compared with non-disabled pupils.

Adjustments may relate to:

Learning

- adaptive teaching;
- scaffolding;
- assistive technology;
- reader pens;
- alternative formats;
- modified task presentation.

Environment

- seating;
- accessible routes;
- quiet spaces;
- sensory-friendly areas;
- accessible toilets;
- physical access arrangements.

Information

- visual timetables;
- structured guides;
- reading aids;
- simplified or clarified language;
- alternative media.

Participation

- extracurricular activities;
- educational visits;
- physical activity;
- social times;
- lunchtime arrangements.

The school will consider individual need rather than applying adjustments automatically according to diagnosis.

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15. Assessment and examination access arrangements

Assessment should allow pupils to demonstrate what they know and understand without unnecessary barriers.

Where appropriate, pupils may receive access arrangements in internal and external assessments.

Potential arrangements include:

- extra time;
- reader;
- reading pen;

- scribe;
- word processor;
- supervised rest breaks;
- prompting;
- separate room;
- other arrangements permitted by the relevant regulations.

For public examinations, Litcham will comply with current JCQ regulations and requirements.

A diagnosis does not automatically result in an examination access arrangement.

Evidence must demonstrate both the pupil's need and their normal way of working.

The school's current approach is to identify and assess potential access arrangements during Year 10 and finalise arrangements by January of Year 11 where appropriate.

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16. Monitoring progress and evaluating provision

SEND provision will be evaluated using multiple sources of evidence.

These may include:

- academic progress;
- attainment;
- attendance;
- engagement;
- independence;
- confidence;
- regulation;
- participation;
- pupil voice;
- family feedback;
- teacher feedback;
- intervention outcomes;
- professional advice;
- EHCP outcomes;
- examination outcomes;
- destination information.

We will not define success solely through academic attainment.

For some pupils, meaningful progress may include:

- increased attendance;
- reduced anxiety;
- improved regulation;
- greater independence;
- improved communication;

- increased confidence;
- successful participation;
- improved relationships;
- reduced reliance on adult support;
- successful transition;
- preparation for adulthood.

The central question remains:

Is the provision making a meaningful difference to the pupil?

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17. Education, Health and Care Plans

Where a pupil has an Education, Health and Care Plan, the school will use the plan to inform provision and will ensure that the specified provision is delivered in accordance with its duties.

The school will:

- understand the outcomes and provision within the EHCP;
- ensure relevant staff have access to appropriate information;
- monitor progress towards outcomes;
- work with families and professionals;
- contribute to Annual Reviews;
- request interim reviews where appropriate;
- plan for transition and preparation for adulthood.

Annual Reviews will consider:

- the pupil's views;
- family contribution;
- staff evidence;
- professional advice;
- progress;
- confidence and independence;
- effectiveness of provision;
- future aspirations;
- transition;
- preparation for adulthood.

From Year 9 onwards, increasing emphasis will be placed on preparation for adulthood, including independence, education, employment, health, relationships and participation in the community.

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18. Pupil voice and self-advocacy

Pupils with SEND are active participants in their education.

We will provide opportunities for pupils to:

- contribute to their Learning Plan;
- create a pupil passport;
- identify their strengths;
- describe barriers;
- identify strategies that help;
- attend or contribute to reviews;
- evaluate interventions;
- discuss reasonable adjustments;
- communicate their aspirations;
- participate in Annual Reviews;
- increasingly advocate for themselves.

Our long-term goal is not simply for pupils to receive support.

It is for pupils to understand themselves well enough to increasingly say:

“This is difficult for me.”

“This is what helps.”

“This is what I can do for myself.”

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19. Working with parents and carers

We recognise parents and carers as essential partners.

We will seek to:

- listen to family concerns;
- share information clearly;
- involve families in planning;
- communicate progress;
- seek views during reviews;
- explain decisions;
- respond constructively to disagreement;
- signpost families to independent support.

We will use a range of approaches, including:

- regular dialogue;
- structured Learning Plan reviews;
- Annual Reviews;
- SEND consultations;
- informal contact;
- SEND Cafe meetings and other opportunities for connection.

We will seek to create a culture where families can say honestly when something is not working.

The purpose of partnership is not simply to communicate decisions that have already been made. It is to make better decisions together.

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20. Working with external professionals

Where additional expertise is required, the school will work with appropriate external professionals and services.

These may include:

- Educational Psychology;
- Specialist Learning Support;
- Speech and Language Therapy;
- School Nursing;
- Community Paediatrics;
- Early Help;
- Occupational Therapy;
- Teacher of the Deaf;
- Physiotherapy;
- mental health services;
- specialist teaching services;
- other local authority or voluntary-sector services.

External advice should translate into practical changes in the pupil's everyday experience wherever possible.

The purpose is not simply to collect professional reports.

The purpose is to use specialist knowledge to improve provision.

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21. Staff expertise and professional development

Good SEND provision cannot depend on one SENDCo or one Teaching Assistant knowing what to do.

Litcham will develop SEND expertise across the whole school.

Staff development may include:

- adaptive and quality-first teaching;
- autism;
- ADHD;
- dyslexia;
- executive functioning;
- working memory;
- communication and interaction;
- sensory needs;

- hearing impairment;
- regulation;
- de-escalation;
- positive behaviour approaches;
- assistive technology;
- accessibility;
- effective scaffolding;
- SEND legislation and processes.

The school will use specialist professionals and partnerships to strengthen staff knowledge where appropriate.

The goal is:

Staff who understand the pupil, understand the barrier and know what they can do about it.

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22. The role of the SENDCo

The SENDCo has responsibility for coordinating the school's SEND provision and for supporting the implementation of this policy.

The SENDCo will:

- coordinate identification and assessment;
- advise staff on SEND provision;
- support adaptive teaching;
- oversee Learning Plans;
- coordinate provision and intervention;
- monitor the effectiveness of SEND provision;
- liaise with parents and carers;
- liaise with external professionals;
- support transition;
- contribute to EHCP processes;
- coordinate Annual Reviews;
- advise the Headteacher and Governing Body;
- oversee SEND records;
- support staff development;
- contribute to strategic school improvement;
- ensure the SEND Information Report is reviewed annually;
- monitor SEND expenditure and resources in partnership with school leadership.

The SENDCo will work closely with the Deputy SENDCo, SEND team, teaching staff, pastoral staff and senior leaders.

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23. The role of teachers

Every teacher is responsible for pupils with SEND in their classroom.

Teachers will:

- know the SEND needs of pupils they teach;
- access relevant Learning Plans and pupil information;
- plan accessible learning;
- use adaptive teaching;
- implement agreed reasonable adjustments;
- monitor pupil progress;
- contribute to reviews;
- communicate concerns promptly;
- work with the SEND team;
- maintain high expectations;
- avoid unnecessary dependence on adult support;
- promote independence and participation.

SEND is not the responsibility of the SEND department alone.

All teachers are teachers of SEND.

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24. The role of Teaching Assistants and Higher Level Teaching Assistants

Teaching Assistants and Higher Level Teaching Assistants provide targeted support under the direction of teachers and the SEND team.

Their role may include:

- supporting access to learning;
- delivering agreed interventions;
- facilitating independence;
- supporting regulation;
- gathering evidence of progress;
- contributing to Learning Plans;
- supporting transition;
- working with individuals and small groups;
- providing specialist or enhanced provision where appropriate.

Adult support should be deployed strategically.

Where possible, adults should support pupils to engage with the teacher, curriculum and wider classroom rather than inadvertently creating dependency or separating pupils from their peers.

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25. The role of the Governing Body

The Governing Body will:

- ensure that SEND provision is appropriately reflected in school strategy;
- monitor the effectiveness of SEND provision;
- ensure that legal and statutory duties are met;
- monitor SEND funding and resource allocation;
- appoint a SEND Governor;
- receive appropriate reports on SEND;
- ensure that the SEND Information Report is published and reviewed;
- ensure that complaints are handled appropriately.

The Governing Body will seek assurance not only that SEND provision exists, but that it is having a meaningful impact on pupils.

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26. Transition

As an all-through school, Litcham places particular importance on transition.

Early Years

Where appropriate, the school will:

- visit children in their early years setting;
- speak with staff who know them;
- involve families;
- hold individual transition meetings;
- involve the SENDCo and relevant staff;
- review the success of transition during the autumn term.

Year 6 to Year 7

We will:

- liaise with feeder primary schools;
- visit pupils where appropriate;
- attend relevant meetings;
- share information;
- invite primary staff to visit Litcham's SEND spaces;
- provide additional transition opportunities;
- offer two additional transition afternoons in June for pupils who may benefit.

The principle is simple:

We do not want Year 7 to be the first time we really get to know a pupil.

Beyond Year 11

Transition planning will support pupils towards:

- further education;
- training;
- employment;
- independent living;
- community participation.

The school will provide appropriate information to the next setting and support pupils and families with relevant transition planning.

The goal is not simply to leave Litcham successfully.

The goal is to arrive successfully at what comes next.

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27. Inclusion beyond the classroom

Pupils with SEND should have equitable opportunities to participate in the wider life of the school.

This includes:

- educational visits;
- extracurricular activities;
- clubs;
- sporting activities;
- performances;
- residential experiences;
- lunchtime activities;
- social opportunities;
- leadership opportunities;
- careers education;
- work experience.

Reasonable adjustments will be considered to enable participation.

The school will seek to identify barriers proactively rather than assuming that a pupil cannot participate.

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28. Admissions

Litcham School's admission arrangements apply equally to pupils with SEND and disabilities.

The school will comply with its legal duties relating to admissions and disability discrimination.

Where information is available about a pupil's SEND, the school will use this to plan appropriate transition and provision.

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29. Complaints and concerns

We want families to feel able to raise concerns early.

Where a parent or carer is concerned about SEND provision, they are encouraged initially to speak with:

1. the relevant teacher or member of staff;
2. the SEND team/SENDCo where wider SEND coordination is required.

Where a concern cannot be resolved informally, the school's formal Complaints Procedure may be followed.

Parents and carers may also access independent SEND information and advice through services such as Norfolk SENDIASS.

Raising a concern should not affect the support a pupil receives or the relationship between the family and school.

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30. SEND funding and resources

The school will use available resources strategically to meet the needs of pupils with SEND.

Resources may include:

- staffing;
- specialist equipment;
- assistive technology;
- intervention programmes;
- staff training;
- specialist advice;
- environmental adaptations;
- accessibility improvements;
- enhanced provision.

Resource allocation will be based on pupil need and the school's legal and financial responsibilities.

The school will review the effectiveness of expenditure and consider whether resources are improving outcomes for pupils.

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31. Monitoring and evaluation of this policy

The effectiveness of this policy will be evaluated through a combination of:

- pupil voice;
- parent/carer feedback;
- staff feedback;
- SEND data;
- progress and attainment;
- attendance;
- behaviour and exclusion data;
- intervention outcomes;
- Learning Plan reviews;
- EHCP outcomes;
- Annual Reviews;
- access arrangement evidence;
- transition outcomes;
- external professional feedback;
- complaints and compliments;
- SEND Governor monitoring;
- review of staff training and confidence.

The SENDCo will report appropriately to the Headteacher and Governing Body.

The school will continually ask:

Are pupils with SEND known?

Are they able to take part?

Do they feel that they belong?

Are they making progress?

Are they becoming more independent?

Are we listening to them?

Are families confident that we understand their child?

Is our provision actually making a difference?

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32. Annual review of the policy

This policy will be reviewed annually by the SENDCo in consultation with the Headteacher, SEND Governor and relevant staff.

Pupil and parent/carer feedback will inform the review where appropriate.

The policy will be updated where:

- legislation or statutory guidance changes;
- school provision changes;
- evaluation identifies a need for improvement;
- feedback identifies a need for clarification;
- the school's SEND strategy develops.

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33. Our commitment

At Litcham, SEND provision is not about creating a separate system for a group of children.

It is about building a school where difference is understood, barriers are identified and removed, and every pupil has the opportunity to participate and succeed.

We want every pupil to increasingly understand themselves as a learner.

We want every adult to understand how to remove barriers.

We want every family to feel listened to.

We want specialist support to strengthen inclusion.

And we want pupils to leave Litcham not only with qualifications, but with the confidence, independence and self-knowledge to navigate what comes next.

Every child should feel known.

Every child should be able to take part.

Every child should feel they belong.

Appendix 1: SEND provision at a glance

Our approach

Understand → Assess → Plan → Do → Review → Adapt

What pupils can expect

- Adults who know them.
- High expectations with appropriate support.
- Accessible classroom teaching.
- Reasonable adjustments where required.
- Opportunities to express their views.
- Support that is reviewed for impact.
- Increasing opportunities for independence.
- Access to the wider life of school.
- Thoughtful transitions.
- Support to prepare for the future.

What families can expect

- To be listened to.

- Clear communication.
- Involvement in decision-making.
- Honest discussion about what is and is not working.
- Access to the SEND team.
- Regular review of SEND support.
- Appropriate signposting to external advice.

What staff can expect

- Clear information about pupils' needs.
- SEND expertise and advice.
- Professional development.
- Access to specialist advice.
- Collaborative planning.
- Practical strategies.
- Support from the SEND team.

Appendix 2: Key contacts

SENDCo: Stina Thorarinsson
Deputy SENDCo: Euan Powell
SEND Governor: Sherry Hancill

School: Litcham School
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The school's SEND Information Report provides further details of current provision and external sources of support.