



Computing at Littledean C of E Primary School


INTENT	<p>At Littledean C of E Primary School, we aim to create an inclusive, prosperous environment where all children make good progress within their individually set educational milestones. We aim to provide an interesting, varied curriculum that interests and intrigues our children whilst meeting the needs of all backgrounds, cultures and abilities. We believe that high-quality, well-resourced and appropriately differentiated and adapted lessons will ignite children’s curiosity about becoming the next generation of learners, well equipped for their futures.</p> <p>Our intention for Special Educational Needs and/or Disabilities (SEND) is to ensure that all children receive a high-quality and ambitious education regardless of need or disability. We believe that it is vital that our pupils are equipped with the tools needed to become independent, inquisitive learners both in and out of the classroom. As teachers we understand that we are all teachers of special educational needs and adapt all aspects of teaching and learning to accommodate the individual needs of the children in our care.</p> <p>It is our intent that our provision for special educational needs teaching equips pupils for life. As school, we endeavour to identify and provide early intervention for SEND to ensure that progress and opportunities are maximized. Our teachers ensure that our broad and balanced curriculum is differentiated to enable children to understand the relevance and purpose of learning at all levels. We provide an accessible learning environment which is tailored to the individual needs of all pupils, developing children’s independence and life skills. We regularly monitor the progress of children with SEND, using a child-centred, holistic approach. This includes working closely with our families by developing strong relationships with parents and carers. We work closely and effectively with external agencies and other professionals to hone and develop our provision for children with SEND.</p>
IMPLEMENTATION	<p>Planning</p> <ul style="list-style-type: none"> • Teaching SEND pupils is a whole-school responsibility. All teachers are involved in a continuous cycle of planning, teaching and assessing, taking into account the differences in pupils’ abilities, aptitudes and interests. Some pupils may need increased levels of provision and support. <p>Teaching and Learning</p>

- Class teachers are responsible for the progress and development of all learners, including where pupils access additional support from teaching assistants and specialist staff.
- All children will receive quality first teaching in the classroom.
- The consideration of SEND must be present across all curriculum areas and all aspects of learning and school life.
- We aim to make our school environment conducive to reducing barriers to learning, both within the physical environment such as class room layouts, as well as ensuring our pupils have adequate access to resources which are supportive of pupils with SEND.
- We recognise that for some children, reasonable adjustments in class and high quality differentiation may not be enough to help some children with SEN build the necessary skills. When needed, school offers a range of targeted interventions to support a range of different needs. Children that benefit from a specific targeted intervention programme, are identified and programmes of work delivered accordingly. This could be on a 1:1 basis, with a Teaching Assistant or Class teacher, or as part of a group.

Assessment

- Class teachers make regular observations and assessments of learning and development of all pupils including the monitoring social and emotional skills as well as mental health and well being.
- Teachers and school leaders continually check and monitor children's attainment and progress in order to identify any difficulties pupils may be having at the earliest opportunity.
- Where children are finding school particularly difficult we work hard to ensure that difficulties are identified and addressed as early as possible. Academic levels and test results provide a snapshot of development and progress of pupils with SEND and therefore are not the only way in which to monitor progress. We prefer to use a range of information, conducive to our holistic understanding of each individual child, to evaluate progress of pupils a whole.
- We follow the graduated pathway set out by Gloucestershire Council to ensure we achieve a holistic and integrative approach in providing early help to children with additional needs, including those with SEND.
- All My Plans are regularly reviewed at 3 key assessment points throughout the year. These are also shared with parents and carers at the point of each review.
- We have developed strong records to monitor the additional provision taking place in school which are reviewed again at termly intervals to assess the progress made by the child and make any further adaptations to their individual learning support accordingly. The support is monitored with a pre/post-assessment level completed as appropriate.

Referrals and requests for support are made to the following professional partners through the use of Early Help Assessments:

	<ul style="list-style-type: none"> • Speech and Language Therapy Team • Advisory Teaching Service for both communication and interaction and cognition and learning. • Occupational Therapy Team • GPs and Paediatricians • Educational Psychologist  • Working closely and in partnership with our Mental Health Lead • ELSA
<p style="text-align: center;">IMPACT</p>	<p>Through the high quality teaching taking place we will see the impact this in different ways across the curriculum:</p> <ul style="list-style-type: none"> • Children at Littledean Primary School feel safe, cared for, respected and happy. • Children are able to show confidence and resilience in the classroom • Children demonstrate high levels of engagement in activities • Make progress from their starting points • Develop independence and skills to support them throughout life • Work collaboratively with their peers on a shared tasks