



# Special Educational Needs Policy

Here at Seven Stars Primary our school motto is 'Where children come first'. This is at the heart of everything we do and as a team we are committed to providing the best education possible for every child in our care.

This policy explains the SEND Code of Practice and SEN practice at Seven Stars.

## Roles and Responsibilities

The head teacher is the school's "responsible person" and manages the school's SEN work. However the Governing Body of any mainstream maintained school must ensure that the school has a qualified teacher designated as Special Educational Needs Coordinator. Any teacher new to the SENCo role must achieve the National Award in Special Educational Needs Coordination (NASEN) within three years of appointment.

The Governing Body have identified a SEN Governor who will be expected to have an oversight of SEN provision in the school and to keep the Governing body informed of how the school is meeting the statutory requirements.

**SEN Governor:** Francesca Moss

If you wish to discuss the content of this policy please contact the school's Special Educational Needs Coordinator (SENCo).

**SENCO:** Mrs G Butterworth

**Appointed:** April 2013

**Senior Leadership Team:** Management team

**SENCo Award status:** Achieved

**Designated teacher for Looked After Children:** YES

## SEN Code of Practice

Throughout 2014 the SEN Code of Practice underwent major reforms. These reforms were first published by the Department for Education in June 2014 and were last updated August 2014. The reforms became statutory from **1 September 2014** and all schools must implement these.

The new Code of Practice states a child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child has a learning difficulty or disability if they:

- (a) have a **significantly greater difficulty** in learning than the majority of others of the same age; or
- (b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.

## The four areas of special educational need

1. Communication and interaction
2. Cognition and learning
3. Social, mental and emotional health
4. Sensory and/or physical

## **Our Aims**

We aim to:

1. Ensure that all pupils are happy in school and that they feel valued and included.
2. Ensure that all pupils make progress relative to themselves, and that there are systems in place to assess and review the progress made by SEN pupils.
3. Form good relationships with pupils and their parents and carers and encourage their involvement from the start.
4. Offer a curriculum that is suitably balanced, well differentiated and appropriately resourced so that it is accessible to pupils with special educational needs.
5. Ensure that all staff members share the responsibility for meeting the needs of SEN pupils and that training is provided accordingly to enable them to do so.
6. Liaise well with previous settings so that the individual learning needs of new pupils are identified as early as possible.
7. Involve the expertise and support of outside agencies and services to effectively meet the needs of staff and pupils.
8. Provide intervention at a suitable level when a child is identified as having SEN.

## **SEN and Disability**

The school Disability Equality Scheme sets out how the governing body will promote the equality of opportunity for all. To ensure access for pupils or parents with disabilities the school has been adapted in the following ways:

- Widened door ways
- Slopes to allow access to the building
- 2 disabled toilets, one of which contains a hoist
- A sensory room
- A therapy room containing a hoist

## **Admissions**

Pupils with special educational needs will be admitted to Seven Stars Primary school in line with the school's admissions policy. The school is aware of the statutory requirements of the SEN and Disability Act and will meet the Act's requirements. If the school is alerted to the fact that a child may have a difficulty in learning they will make their best efforts to collect all relevant information and plan a differentiated curriculum.

## **SEN Identification**

When the children are first admitted to our school they may already be identified as having special educational needs. We are aware of the importance of early identification of special educational needs so the SENCo works closely with the Nursery and Reception staff to discuss the children who show signs of SEN. The SENCo may refer pupils to additional services or contact other professionals for advice.

## **Criteria for identifying children with Special Educational Needs**

At Seven Stars teachers constantly observe pupils' in their learning and regularly monitor the progress made in their books. This forms a strong foundation for our pupil progress assessments alongside traditional testing methods. Class teachers may liaise with the SENCo to monitor progress as well as provide a tailor made package of intervention for individual children. The SENCO may decide a child may require additional testing to determine whether or not they have a Special Educational Need. These are relevant for Reading, Writing and Maths. Other factors will determine whether a child needs to be additionally assessed in other areas such as handwriting, motor skills or emotional issues. At Seven Stars Primary School, SEN children are currently identified as those children working 4 or more terms behind age related expectation.

<b>Class</b>	<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
Reception	22-35 months or below	30-50 months	Emerging ELG
Year 1	Emerging ELG	P scales	P scales
Year 2	P scales	Entering Year 1	Developing Year 1
Year 3	Secure Year 1	Entering Year 2	Developing Year 2
Year 4	Secure Year 2	Entering Year 3	Developing Year 3
Year 5	Secure Year 3	Entering Year 4	Developing Year 4
Year 6	Secure Year 4	Entering Year 5	Developing Year 5

## **SENCo Responsibilities**

- Ensure that the pupil SEN records are up-to-date.
- Work closely with EYFS staff and parents / agencies to identify SEN early
- Work closely with each classroom team including teachers and TAs to plan interventions
- Work alongside Nurture and Pastoral staff to plan provision for pupils with SEMH difficulties.
- Work closely with the school's Nurture and Pastoral staff to complete CAF and TAF forms.
- Work closely with parents of SEN pupils including involvement in nursery/reception home visits.
- Liaise with outside agencies to gain advice and support for children with SEN.
- Identify areas for development in Special Educational Needs.
- Advise on the graduated response and the school's Local Offer
- Coordinate review meetings for children with EHC plans
- Coordinate review meetings for children with SEN Support Plan
- Review Group Intervention Plans
- Liaise with next providers of education to ensure a smooth transition for SEN pupils when moving schools e.g. transferring to new school or Y6 pupils moving to high school.

## **Teaching Staff Responsibilities**

All teaching staff are responsible for differentiating the curriculum, and monitoring and assessing their progress for pupils with special educational needs. All teachers who have responsibility for areas of the curriculum will review and monitor the effectiveness of resources and other curriculum material. All staff will work closely with the SENCO in meeting the needs of SEN pupils.

## **Data Protection and confidentiality**

The school complies fully with the Data Protection Act 2018.

With parental consent we will share information about your child with other professionals in order to best meet their needs. Consent for referring to the safe guarding of children is not always necessary. Please refer to the Safeguarding policy.

## **Access to the full Life of the School**

All pupils, whether they have a special educational need or not, will be involved in the full life of the school. For pupils with special educational needs, this means we will support them on school trips and during assemblies or plays/productions and encourage them to attend after school clubs and events. This may mean making adjustments to the after school clubs that we offer and providing appropriate resources to enable access for all children at a developmental level that is still age appropriate. Children with physical needs or other disabilities will need careful planning for and may need additional staffing or resources.

Many pupils with special educational needs and or disabilities will get the opportunity to represent our school at Inclusion Sports events which are held at local high schools and organised by the local authority. These events enable the children to use specialised sports equipment and play some disability sports as well as meet children of different abilities from other schools. The children's achievements are recognised at these events and all children receive a certificate. The children are asked to share their experiences with the rest of the school during award assemblies when their certificates are handed out. Photographs and awards from the Inclusion Sports events are displayed on a whole school sports display board.

The school also has a learning mentor to support pupils who are at risk of becoming disaffected with school and school life.

## **Curriculum**

The school will ensure that the curriculum is made fully accessible to all children in school. For children with special educational needs this may be achieved in a variety of ways:

- Differentiation
- Alternative recording methods e.g. pictures, diagrams, comic strips, magnetic letters, computer
- Planning for different learning styles e.g. active learning, multi-sensory approaches with increased opportunities for repetition/ over-learning and consolidation of concepts
- Using peer support in mixed ability groups i.e. a text buddy, talking partners
- Personalised curriculum for English and/or Maths
- Additional adult 1:1 support e.g. daily 1:1 programmes, a scribe in class, play therapy
- Specialised learning resources e.g. fine & gross motor resources, speech & language activities.
- Use of outdoor provision
- Small group support e.g. reading groups, phonic phase groups, number groups, speech and language groups, motor skill groups, nurture group

## **Levels of intervention**

In line with the Inclusion Development Programme (IDP), there are three waves of intervention at Seven Stars.

- **Wave one support** is inclusive quality first teaching for all. This includes differentiation at a classroom level including differentiation of outcome, task, resources to be used and adult support using the Assessment for learning strategies.
- **Wave two support** is additional interventions in small groups. This enables children with additional educational needs (AEN) to progress and achieve age related expectations or in some cases above. The AEN children are known to the SENCO and their progress is routinely monitored. Some children with special educational needs (SEN) may also access these interventions where appropriate. At Seven Stars wave two interventions for Maths and English are currently delivered by a dedicated teaching assistant who works across school. However class teachers deploy teaching assistants to run other wave two interventions.
- **Wave three support** is additional highly personalised 1:1 interventions delivered for SEN pupils. These may be children who have previously had wave two intervention and have failed to achieve age related expectations. These pupils often require 1:1 support in order to make reasonable progress.

## **Education, Health and Care Plans**

If children continue to have significant needs the Educational Psychologist is involved and school or the parent may request a statutory assessment of the child's needs. If the child meets the criteria for statutory assessment, paperwork will be completed by the parent and all professionals involved with the child. The child may then be granted a Statement of Special Educational Needs. If an EHCP is granted, additional support is provided for the children. This may include additional teaching assistant hours, withdrawal groups, resources, specialist teacher input and staff training. There will also be an annual review for the child, where parents and all professionals involved will contribute.

## **Advice for parents of SEND children**

Anybody living in Lancashire can get information, advice and support around special educational needs and disabilities (SEND) from the Information, Advice and Support (IAS) Team.

### **The Information, Advice and Support (IAS) Team**

The service is free, impartial, and confidential. It can help you to gather, understand and interpret information and apply it to your own situation.

They can provide information around the following areas in relation to SEND:

*rights, roles and responsibilities*  
*health and social care processes, regulations and guidance*  
*support from other agencies and organisations*

They can also support to families in:

*managing mediation appeals, to the First-tier Tribunal*  
*exclusion from school*  
*liaising between you, your nursery, school or college and other professionals*

The service may offer one to one support by telephone, email or meetings depending on your circumstances.

## **Contact**

For general information about SEND or to find out if the service can help you contact:

Tel: 0300 123 6706 Monday to Friday 9am to 5pm

Email: [information.lineteam@lancashire.gov.uk](mailto:information.lineteam@lancashire.gov.uk)

## **Annual Reviews**

If a child has an EHCP, the school will:

- Review it every year, or earlier if deemed necessary, inviting all parties involved
- Inform all parties of the outcome and recommendation of the annual review
- Ensure children in Year 6 have their annual review in the Autumn Term
- Ensure children in the early years setting have their reviews in both Autumn and Spring Term

## **Targeted Learning Plan**

Targeted Learning Plans are written for children who are identified as having educational needs that cannot be met through either wave 1 or wave 2 intervention. These pupils require some personalised wave 3 intervention to address at least one area of need (be it communication and interaction, cognition and learning, social, mental and emotional health or sensory and physical). The Targeted Learning Plan includes 'Pupil Profile', which explains a child's interests, strengths, individual areas of need and successful strategies used to support them. The Targeted Learning Plan aims to pinpoint exactly what the child's needs are and to document actions taken by school to support the child in each area. It also sets targets for the child, which at Seven Stars will be reviewed three times a year (Autumn 2, Spring 2 and Summer 2). Targeted Learning plans are used as supporting evidence should there be a need to apply for statutory assessment to gain an EHC plan.

## **Group Intervention Plan**

At Seven Stars we offer a lot of group interventions led by trained teaching assistants. The children accessing these often do not have an area of special education need. These children are identified at Seven Stars as having additional educational needs. These children may be working slightly below national expectation, working at national expectation and need a bit of help moving to the next level or they could be gifted and talented.

These children do not require EHC plans or Targeted Learning Plans. They will receive wave two intervention as a group. These wave two intervention groups address specific learning needs that the group of children share. For these children a group intervention plan will identify their area of focus. The teaching assistant and class teacher will regularly review the progress made against the area of focus and an intervention provision map will be submitted termly to the SENCo to document the effectiveness of interventions in each class.

## **Training**

The governors will ensure that they are kept fully updated of their statutory responsibilities by attending training and receiving regular updates from the Headteacher/SENCO.

The Headteacher and SENCO will be kept fully up to date about special educational needs issues through attendance at training and cluster meetings. In addition, the SENCO will liaise with outside specialists and read recent relevant Government documentation.

Both teachers and teaching assistants will be kept up to date by the SENCO both informally and formally at staff meetings and further training. Teaching assistants attend all relevant staff meetings and INSET training to support their subject knowledge.

## **Resources**

The SENCo will ensure that appropriate provision is made for all children with special educational needs. Resources will be purchased by the SENCo and kept centrally in specific resource cupboards. Money will be set aside in the school budget to develop resources. In addition staff will be kept fully up to date about SEN issues and undertake training. Time will be identified for staff to review pupil progress, discuss pupil curriculum needs and to transfer information between classes.

The school invests heavily in a team of highly skilled and effective teaching assistants who support the learning of SEN pupils. Most work generally in classes supporting all pupils, however some children with high level needs require 1:1 TA support.

The school also employs a full time Inclusion mentor. Miss Moor caters for the social, emotional and mental needs of the pupils at Seven Stars. The role includes

- Liaising with Senior Leaders on attendance issues
- Running the school's Nurture class including supporting them at lunchtime and providing a planned curriculum in the afternoons
- Providing interventions such as lego therapy
- Liaising with CAMHs and other professionals for advice and help for pupils

In order to identify children who may benefit from accessing Nurture provision then a member of staff will complete a Boxall profile following concerns regarding behaviour, emotional and/ or social difficulties. Panel meetings are held at least termly to discuss who is ready for re-integration into their mainstream classrooms and who will attend the Nurture class.

Seven Stars employs a number of private professionals to provide extra support to SEN pupils. We employ an Educational Psychologist from outside agencies and the LEA who give advice to staff on ways to best support SEN pupils.

## **Outside Agencies**

There are a number of outside agencies that the school will need to liaise with if the needs of the pupils are to be met. The following agencies are regularly used by the school:

- IDSS (Inclusion Disability Support Service)
- Link EP (Educational Psychology Service)
- Educational Psychologist (independent)
- SENDO - Kelly Hayes
- Outreach support from specialist schools (Golden Hill)
- School nurse – Gill Stec
- Speech and Language Therapy Service (Bridge Therapy Service: Sophie Crilly)
- Occupational therapist / physiotherapist
- Child Development Centre, Broadoaks
- CAMHS (Child and Adolescent Mental Health Service)

*The support of various other agencies may be required, dependent on circumstance.*

## Parents

The school will endeavour to maximise parental involvement for pupils with special educational needs. We recognise that parents know the child best and can offer valuable insight into the child's needs. Parents with pupils who have special educational needs will be involved in all stages of their education and special provision. We involve parents in the following ways:

- Open days
- Induction of new pupils and visits to the school
- Home visits.
- Invitations to attend reviews for children with an EHCP
- Invitations to attend review meetings with class teacher and/or SENCO for pupils with a Targeted Learning Plan
- Parents evenings
- Transition meetings for Year 6 pupils with special educational needs
- Invitations to celebration assemblies
- Face to face meetings with class teachers and teaching assistants as required.

## Complaints

All complaints in relation to pupils with SEN will be managed in accordance with the school's complaints procedure which can be found on the school's web-site

## Evaluation of the Policy

The school needs to be confident that its special needs policy is being implemented effectively. Therefore, the school will evaluate the policy by using both qualitative and quantitative judgements:

### Quantitative Judgements

- PIVAT profiles
- monitoring of academic progress
- APP/ /SATs results/ Pips/ Foundation stage profile scores
- Targeted Learning Plan targets achieved
- EHCP targets achieved
- Evaluation of Group Intervention

### Qualitative Judgements

- staff views
- parental views from review meetings and questionnaires
- pupil views
- EP & other outside professional's view
- OFSTED's views

The SENCo will report annually to the Governors. The SEN Governor in conjunction with the SENCo will write an annual report to parents that will be published on the school website

This Policy will be reviewed annually.

*Gillian Butterworth*

SENCo