**Seven Stars Primary School**

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**SEND Information Report**

**2021-2022**

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| **Name of the Special Educational Needs/Disabilities Coordinator:**  Mrs. Catherine Walsh |
| **Contact details:**  Seven Stars Primary School  Peacock Hall Road  Leyland  Lancashire PR25 1TD  01772 422503  [c.walsh@seven-stars.lancs.sch.uk](mailto:c.walsh@seven-stars.lancs.sch.uk) |

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| **The kinds of SEND we provided for.** |
| The governing body of maintained schools must publish information about the implementation of the Governing Body’s policy for pupils with Special Educational Needs.  The kinds of Special Educational Needs and Disabilities that are provided for at Seven Stars Community Primary School:  Seven Stars Primary School is a one form mainstream primary school.  The SEND Code of Practice describes the four broad categories of need:   1. Communication and Interaction 2. Cognition and Learning 3. Social, Emotional and Mental Health difficulties 4. Sensory and/or Physical Needs   These four broad areas give an overview of the range of needs that can be planned for.  Seven Stars’ Aims for provision and inclusion:   * + Provide every child with access to a broad and balanced education. This includes the National Curriculum and the EYFS framework in line with the Special Educational Needs Code of Practice   + Ensure all aspects of school life are accessible for every child, through academic, social and practical experiences   + Promote high aspirations and expectations for all pupils with SEND   + Promote independence, equality and consideration for others   + Ensure that we celebrate the wide range of pupils’ achievement and that all children experience success regardless of SEND   + Create an environment in which individuals are valued, have respect for one another and grow in self-esteem   + Create a welcoming atmosphere for parents and provide advice, support and guidance  |  |  | | --- | --- | | School Profile | | | Number of pupils on roll | 226 | | % of SEND pupils | 20.4% | | % SEND Support | 19.5% | | % EHC Plan | 0.9% |  |  |  |  | | --- | --- | --- | | SEND Areas of Need | Whole School | SEND Pupils | | Communication & Interaction | 3.1% | 15.2% | | Cognition & Learning | 14.6% | 71.7% | | Social, Emotional & Mental Health Difficulties | 7.5% | 36.9% | | Sensory/Physical | 2.2% | 10.8% | | Children with more than one area of Need | 7.1% | 34.7% |  |  |  | | --- | --- | | Average Attendance of pupils with SEND (impacted by COVID-19 2020-21) | | | SEN Support | 92% | | EHC Plan | 80.1% | |

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| **How does the school know if children/young people need extra help and what should I do if I think my child/young person has special educational needs?** |
| At Seven Stars Primary school, we continue to develop a graduated approach to identify children who require additional support with their learning. The following pyramid explains our thinking:    At the base of the pyramid sits **quality whole class teaching and learning**, (including specific support and interventions for groups of children to address gaps in learning). Only children who have either an **EHCP** (Education Health Care Plan) or **Targeted Learning Plan** will be recorded on the Special Educational Needs and Disabilities (SEND) register.  **When concerns arise**  If the Class Teacher or parent has any concerns about the progress or attainment of a child, they will be discussed with the Special Educational Needs and Disabilities Co-ordinator (SENDCo). A referral to external agencies may be made with the consent of parents if it is considered necessary.  Parties who may be involved in discussions:   * Parents/carers * Class teacher and class team (education support staff) – including teacher from previous academic year if relevant * Family Support Manager * Inclusion Mentor (Mental Health and Nurture Champion) * Other professionals who may have insight into the needs of the pupil e.g. Speech and Language, CAMHs, Occupational Therapy, Golden Hill Outreach team, School Nurse   **Intervention**  Intervention needs to be understood as two different terms; ‘catch up intervention’ and ‘structured intervention’.  **Catch up intervention** could be explained as an opportunity for children who are slightly behind their peers to receive small group or 1:1 tuition with either the class teacher or the teaching assistant. This intervention will be based on decisions teachers make on a daily basis. Children who are receiving ‘catch up’ intervention will not be placed on the school’s SEND register and will not need a Targeted Learning Plan.  **Structured intervention** could be explained as an opportunity for children who have been identified as needing a Targeted Learning Plan to receive additional support to ‘close the gap’ through longer-term small group work, 1:1 teaching or teaching assistant led intervention. **Children who are receiving structured intervention will be placed on our SEND register through discussion with parents.**  Targeted Learning Plans  Targeted Learning Plans will be written for children who are identified as falling significantly behind in any area of learning when analysing our tracking system. They will be reviewed and updated on a termly basis, with evaluations taking place in the second half of each term. Reviewing in the second half of the term enables time to assess the impact of intervention and to aid transition from term to term and year group to year group. New targets are then set termly and shared with parents. The format of Targeted Learning Plans will be based on the ‘Assess, Plan, Do, Review’ model.  Any children identified as requiring a Targeted Learning Plan will have a significant area of need within one or more of the 4 broad areas of need set out in the SEND Code of Practice. With support from the SENDCo, class teams assess the children using ‘PIVATS 5’ and this information is used to write a specific Targeted Learning Plan. Assessments identify gaps in learning and areas of difficulty, with structured intervention planned to support children to successfully close these gaps. Careful tracking will identify children’s small steps of progress and this progress is celebrated. At the end of each academic year, transition meetings between teachers are held. These allow teachers to pass on important information that supports our children with SEND and allows the next teacher to plan intervention and support for the beginning of the autumn term. This is key to a successful transition. Targeted Learning Plans are a working document with targets carefully matched to the needs and next steps of the individual child.  Education, Health Care Plans (EHCP)  Educational Health Care Plans are a legal document (more information about this is available here: [https://www.lancashire.gov.uk/children-education-families/special-educational-needs- anddisabilities/getting-help/assessment-and-support/education-health-and-care-plans/](https://www.lancashire.gov.uk/children-education-families/special-educational-needs-%20anddisabilities/getting-help/assessment-and-support/education-health-and-care-plans/)  An EHCP is for children who need more support than is available through SEN Support. Children with an EHCP will have specific plans written for them by the local authority, informed by their individual needs and the advice of parents and professionals working with the child. EHC Plans identify educational, health and social needs and set out the additional support to meet those needs.  A request for statutory assessment can be made by parents, school or other professionals and involves gathering all of the information about the needs of the child. The local authority will then decide whether to do a statutory assessment that will lead to the production of an Education, Health Care Plan. This is usually a 20 week process. |

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| **What arrangements does the school make for consulting with children/young people with special educational needs and disabilities about - and involving them in - their education?** |
| Pupil participation:  Pupil voice is of great importance and children are involved in every step of their learning. Children, who are capable of forming views, have a right to receive and make known information, to express an opinion, and to have that opinion taken into account in any matters affecting them. The views of the children in school are given due weight according to their age, maturity and capability.  We encourage pupils to participate in their learning by:  Asking the child if s/he would like to attend review meetings where they can discuss their learning. Asking the child to verbalise their feelings relating to their own strengths and areas for development. Asking the child what they feel they are good at and what they are proud of as well as what they feel they need more support with or which areas they need to improve in.  Children are welcome to attend Parents Evenings with their parents to discuss their progress. |

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| **What arrangements does the school make for consulting with the parents & carers of children/young people with special educational needs and disabilities and involving them in – their child's/young people's education?** |
| Parental involvement in school is highly regarded. We encourage parents and carers to share information about their child at parents’ evenings, which take place twice a year. Teachers are available to discuss a child’s progress with parents at additional times when appropriate.  School use Class Dojo as a tool for day-to-day communication between home and school and this proves very effective. Although the class teacher is the main point of contact for parents, the SENDCo is also linked to every class on Class Dojo, so that parents can contact her directly for support, advice or information.  Induction for EYFS parents takes place in the Summer Term. Parents have a chance to meet their child’s class teacher and share any information that they wish. Newsletters, class overviews, the school Facebook page and the school website provide a range of information for parents.  Parents/carers are notified early if we have any concerns and there is always a willingness to listen to issues brought forward for discussion. The class teacher will explain to the parents/carers the additional support being provided, in regards to differentiated work and interventions, to support their child. Parents/carers of children with EHC Plans (Education, Health and Care Plans) contribute and take part in their child’s Annual Reviews; they also receive copies of all relevant paperwork concerning their child. |

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| **How will the curriculum be matched to my child/young person's needs?** |
| Teachers are responsible and accountable for the progress and development of all the pupils in their class. High quality teaching is our first step in responding to pupils who have SEND.  The school’s broad and balanced curriculum has been designed to be exciting, appropriate and accessible for all learners. Our website contains further curriculum details.  All teachers are responsible for planning activities that can be accessed at the appropriate level for all learners.  The class teacher, supported by the SENDCo, considers how the approaches to planning and teaching can be adapted to ensure that individual pupils’ needs are met. The approaches may include:  • Differentiated teaching and support - including personal timetables, use of brain/active breaks  • Providing additional resources or adapting our resources and staffing  • Using recommended aids such as laptops, coloured overlays, personal visual timetables, writing slopes, pencil grips, reward charts  • Providing ICT resources such as IDL, use of a laptop for recording written work, bluetooth headset and microphone  • Ensuring that the environment is suited to the pupil’s needs   * Providing a range of ways to record learning   • Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, giving small step instructions, using task organisers, using visual prompts to emphasise verbal instructions |

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| **How accessible is the school environment?** |
| Seven Stars Community Primary school is a one-tiered building with two sites (Shawbrook for Nursery, Reception and Nurture space and Millbrook for all other classes) and has appropriate disabled access at the main entrances to the school buildings. We work closely with the Local Authority to carry out environmental audits in order to address any adaptations required within school and classrooms. There are disabled toilet facilities available within the school building situated in the Shawbrook building outside the Nursery unit and in the Millbrook building in a central location.  The Governors and staff of Seven Stars Community Primary are committed to the concept of inclusion and to the adaptions necessary to ensure that parents, pupils, staff and other visitors to school have as little difficulty as possible in accessing the building. The school seeks advice from professionals such as physiotherapists and occupational therapists to support children to be able to access the building and grounds and to be fully involved with school life as and when appropriate. |

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| **How are the school resources allocated and matched to children/young people's special educational needs and disabilities?**  **How is the decision made about the type and quantity of support my child/young person receives?** |
| Seven Stars Community Primary is devoted to providing resources required for children with SEND and ensure that recommendations from specialists are in place wherever possible. This may be advice received from an Educational Psychologist, Occupational Therapist, Speech and Language therapist, community paediatrician, counsellor, visual/hearing impairment specialist or other professional.  Over a number of years, the school has acquired a wide range of resources to aid children in their learning, the development of their fine and gross motor skills, plus opportunities to develop social interaction. Children’s needs are assessed as individuals and teachers and support staff are guided by professional’s recommendations. Careful provision mapping based on assessment outcomes informs the deployment of additional adults to work with children with additional needs. |

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| **How will both you and I know how my child/young person is doing and how will you help me to support their learning?** |
| Class teachers monitor the children in their class continually throughout the academic year and inform parents/carers at two parents’ meetings and through termly school reports. Parents are encouraged to share information and queries with the school.  Parents of those with Targeted Learning Plans will have these discussed with them three times a year (additional appointments can be made during the school year should they be required)  Parents of children with EHC Plans (Education, Health and Care) will also have annual reviews where annual targets will be reviewed with the class teacher, SENDCo, Local Authority SENDo and any other professionals involved in their child’s care. |

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| **What training have the staff supporting children/young people with SEND had or may they have?**  **What specialist services or expertise are available at or accessed by the school?** |
| An SEN update is given to teaching staff during the Autumn Term by the school SENDCo with any relevant changes being highlighted. Staff new to school are spoken to directly by the SENDCo explaining procedures and discussing individuals within their class. New and Early Career Teachers are supported by their mentor and the SENDCo in supporting children with SEND and to work within school policies.  Specialist SEN teachers/Educational Psychologists employed by school provide training and guidance for all staff as appropriate. In order to maintain and develop the quality of teaching and provision and to respond to the strengths and needs of all the pupils, all staff are encouraged to undertake training and development. The SENDCO identifies SEN training through professional dialogue with colleagues and through evaluating the specific needs and requirements of individual children. The SENDCo attends regular cluster and network meetings through the local authority to ensure school remains up to date and aware of developments in SEND, training and services available and best practice. Teaching Assistants are regularly trained by Speech & Language Therapists in order to support individual children with their individual Speech & Language plans.  Seven Stars Community Primary school is dedicated to continually developing staff’s knowledge and understanding in order to better support the children they are directly working with.  SEN CPD 2020-2021:   * 15/9/20 SENDCo Network Launch & Updates (Lancashire) * 15/10/20 Speech, Language & Communication Needs conference – SENDCo * 3/11/20 Early Years SENDCo Network * 12/11/20 Primary SENDCo Seminar * 17/11/20 IDL (Dyslexia Programme) training – SENDCo * 19/11/20 SEND Audit and Evaluating Practice training – SENDCo * 12/1/21 SEND Trauma training – SENDCo * 10/2/21 Trauma & Attachment training 1 – All staff * 2/3/21 EYFS SENDCo Network * 17/3/21 Trauma & Attachment training 2 – All staff * 21/4/21 Trauma & Attachment training 3 – Senior Leadership Team * 26/4/21 EP Teacher Drop-in training – Class teachers Y3,4,6 * 28/4/21 Trauma & Attachment Training 4 – All staff * 30/6/21 EYFS SENDCo Network * 30/6/21 EP Emotion Coaching Training – All staff |

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| **How will the school prepare and support my child/young person to join the school, transfer to a new school or the next stage of education and life?** |
| Transitions can be difficult for a child with SEND. The school SENDCo works alongside the class teacher, teaching assistants and Support Mentors to ensure that any pupil with SEND has the best possible transition from one setting to the next. This may be supporting parents who have requested transfer to specialist provision by accompanying them on visits or attending meetings. We take steps to ensure that transition from year group to year group or from one key stage to another is as smooth as possible – staff transition meetings and good communication with parents is key to this. The transition to high school is carefully planned with the needs of the children at the centre of our thoughts. The Y6 teacher (and where appropriate, the SENDCo) attends transition meetings with high school staff and ensures details regarding SEND are passed on. The SENDCo also makes contact with the receiving high school SENDCo to discuss the needs of the children with SEND who will be starting in Y7.  Transferring to our school will involve clear communication between schools to share information. We are able to transfer information securely via our administration and recording systems and will also follow this up with direct telephone conversations. |

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| **How will my child/young person be included in activities outside the classroom, including school trips?** |
| All year groups organise trips related to the curriculum and visitors are invited into school to enhance the children’s learning. All children have the opportunity to participate fully on school trips, with provision being made for them should there be need. The Foundation Stage and KS1 children have the opportunity to access the school’s own EYFS outdoor provision daily.  Children have the opportunity to become involved in sporting activities outside of the school environment and to compete against other schools in the local area and wider afield. Seven Stars Community Primary school prides itself on the wide range of extra-curricular opportunities available to all of our learners ranging from health & fitness, trips to the local park, sports coaches including boxing, cheer-leading and various other sports. |

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| **What support will there be for my child/young person's overall well-being?** |
| The school employs a full time Family Support Manager, **Mrs Deborah Wright**, who supports families and children going through challenging times liaising with outside agencies, providing a listening ear, ensuring barriers to learning for our children are minimized through sensitive and effective intervention and accessing support where possible. There is more information to be found on our school website: <https://www.seven-stars.lancsngfl.ac.uk/parents/family-support>  We also have a full time Inclusion & Wellbeing Mentor, **Miss Sharon Moor**, who has a specific focus on children with social, emotional, mental and behavioural needs through various strategies including Drawing & Talking Therapy, Lego Therapy and Nurture groups. Further information is here: <https://www.seven-stars.lancsngfl.ac.uk/behaviour-support/mental-health-well-being>  Staff have received training from CAMHS in the services and support they can provide. We maintain a direct link with CAMHS for advice on how best to support individual pupils who may be struggling with their mental health or emotions.  The school has a Pupil Parliament, with children elected by their peers from all classes in Years 1 to 6 who are there to listen to the needs of the children and present these to the Senior Leadership Team, the teachers and support staff.  There are a high number of staff with first aid qualifications and all members of staff are fully aware of the procedures for handling and administering medication.  Each class has a ‘Wishes and Worries’ box which is a further way for pupils to communicate how they are feeling to staff. Our school values of Respect, Tolerance, Kindness, Resilience, Thankfulness, Courage, Determination, Honesty, Responsibility and Empathy are at the centre of our curriculum and referred to in all aspects of school life.  As a school we engage with Anti-Bullying Week each year, with the messages reinforced across the rest of the year through our strong PSHE curriculum. |

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| **How do you evaluate the effectiveness of the provision made for children and young people with special educational needs?** |
| Seven Stars Community Primary School regularly and carefully monitors and evaluates the quality of provision we offer all pupils. The School Leadership Team meet weekly and SEND provision is a regular agenda item. In addition to this, the SLT meet with the Inclusion & Wellbeing Mentor and Family Support Manager at least once a half term to discuss in more detail the needs of our SEND and Vulnerable pupils. Pupil progress is monitored on a termly basis in line with the SEND Code of Practice. The SENDCo discusses interventions with the relevant class teachers and teaching assistants to identify the effectiveness of interventions and to decide if further support or referrals to outside agencies are needed. This promotes an active process of continual review and improvement of provision for all pupils. SEND provision and interventions are recorded within each class teacher’s termly pupil progress meeting. |

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| **How do you involve other bodies, including health and social services, local authority support services and voluntary organisations, in meeting the needs of children/young people with SEND and in supporting their families?** |
| As a school, we have multi-disciplinary and interagency co-operation in place to ensure provision meets the needs of our children with SEN. We link with other schools, nurseries, Health and Social Service Departments, and the LEA.  We work on a regular basis with the following:   * Cheryl Marsh-Finney, Educational Psychologist * Applied Psychologies * Speech Therapists * Visual Impairment/ Hearing Impairment team * Physiotherapists * Occupational Therapists * Ophthalmologist * Social Services * Paediatricians * School Nurse * Inclusion team officers * Lancashire Inclusion Service (previously SEND service) * CAHMS * SENDO and SEND Officers * SENDCo’s from local Nurseries and High Schools * CAF team * SENDIASS (Information, advice & support for parents of children with SEND) Information, Advice and support <https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/help-for-parents-and-carers/information-advice-and-support/> |

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| **What arrangements do you make in relation to the treatment of complaints from children/young people and their parents/carers with special educational needs concerning your provision made?** |
| Should a parent or carer have a concern about the special provision made for their child they should initially seek a meeting with the relevant staff members to discuss their concerns. If parents wish to make a formal complaint, they should follow the school complaints procedure, which is on our website <https://www.seven-stars.lancsngfl.ac.uk/parents/policies>  Seven Stars Community Primary School works very hard to demonstrate an open door policy with all staff available to talk to parents at a mutually convenient time. Staff are also contactable via Class Dojo. |

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| **Where can I find the contact details of support services for the parents of children/young people with SEND?** |
| Our school website has a list of links to support services for parents which can be found in the ‘Support’ tab and also here:  <https://www.seven-stars.lancsngfl.ac.uk/about-us/send>  The Special Educational Needs & Disabilities Information Advice Support Services offer independent advice for families of children with SEND: <https://lancssendias.org.uk/> |

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| **Where can I find information on where the local authority's local offer is published?** |
| Our Local Offer - <https://www.seven-stars.lancsngfl.ac.uk/about-us/send>  Lancashire County Council’s Local Offer *-* <http://www.lancashire.gov.uk/send> |

***We review this SEND Report annually. As part of our review process, we welcome any parent feedback on its contents. Parents are welcome to contact the SENDCo to contribute feedback.***

***The next review date is: September 2022.***