**Seven Stars Primary School**

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**SEND Information Report**

**2024-2025**

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| **Name of the Special Educational Needs/Disabilities Coordinator:**Mrs. Catherine Walsh |
| **Contact details:**Seven Stars Primary SchoolPeacock Hall RoadLeylandLancashire PR25 1TD01772 422503c.walsh@seven-stars.lancs.sch.uk  |
| **Name of Assistant Special Educational Needs/Disabilities Coordinator and SEN Unit Leader:**Miss Jo-Anne Lemon |
| **Contact details:**j.lemon@seven-stars.lancs.sch.uk  |
| **Name of the SEN Governor:**Mr Colin Sharples |

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| **The kinds of SEND we provide 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 Primary School:Seven Stars Primary School is a one form entry mainstream primary school with a Nursery and a Special Educational Needs Unit.The SEND Code of Practice describes the four broad categories of need:* Communication and Interaction
* Cognition and Learning
* Social, Emotional and Mental Health difficulties
* 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

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| Whole School Profile September 2024 |
| Number of pupils on roll | 203(Reception class to Y6 and SEN Unit)(Additional 11 on roll in Nursery) |
| % of SEND pupils | 24% |
| % SEND Support | 12% |
| % EHC Plan | 12% |

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| Mainstream School Profile |
| Number of pupils on roll | 188(Reception class to Y6) |
| % of SEND pupils | 18% |
| % SEND Support | 13% |
| % EHC Plan | 5 % |

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| SEN Unit Profile |
| Number of pupils on roll | 15(2 classes of 8 maximum) |
| % of SEND pupils | 100% |
| % SEND Support | 0% |
| % EHC Plan | 100% |

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| SEND Primary Area of Need – whole school |
| Communication & Interaction | 47% |
| Cognition & Learning | 33% |
| Social, Emotional & Mental Health Difficulties | 16% |
| Sensory/Physical | 4% |
| Children with more than one area of Need | 27% |

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| Average Attendance of pupils with SEND |
| Overall | 91.26% |

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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 Coordinator (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 – 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 a significant level of structured intervention will often be placed on our SEND register through discussion with parents.****Targeted Learning Plans (TLPs)**Targeted Learning Plans are developed for children who are identified as falling significantly behind in any area of learning and placed on the SEND register at SEN Support. They are reviewed and updated termly, with evaluations taking place at end of the first half of each term. We assess the impact of interventions and support and use this to set new targets. Parents are then consulted before the TLP is finalised. The format of Targeted Learning Plans are based on the ‘Assess, Plan, Do, Review’ model below:Any child named on the SEND register 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 each child and this information informs the TLP. Each TLP is a working document, with targets, strategies and interventions carefully matched to the needs and next steps of the individual child. Termly assessment and tracking identifies children’s small steps of progress and this progress is celebrated. At the end of each academic year, transition meetings between teachers are held 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. Where a child is making a transition to a new setting or school (for example, going from Y6 to secondary school or moving out of the local area), a transition conversation will be held between the school SENDCo’s to ensure information is shared that will allow effective support for the child to be continued.**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 required 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. Once an EHC Plan is in place, it is reviewed yearly by the school, parents and local authority via the Annual Review process. Within that however, each child with an EHCP will have an Individual Education Plan (IEP) that is very similar to a TLP and is reviewed in school and with parents termly in the same way as described above. |

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| **What arrangements does the school make for consulting with children/young people with special educational needs and disabilities, and involving them in their education?** |
| Pupil voice is of great importance and we aim to ensure that children are involved in every step of their learning. Children who are capable of forming views, are encouraged to share their opinion on what they are doing well in school and what they would like more support with. Class teams build close, positive relationships with the children in their class and this supports the process of involving the children in setting and reviewing their own targets.We work with a range of professionals such as Educational Psychologists, Specialist Teachers, Speech & Language therapists. Their reports also include the voice of the child. Children are always welcome to attend Parents Evenings with their parents to discuss their progress.For children with an EHCP, their views are gathered prior to the Annual Review of the plan – usually via a conversation with a trusted adult in school but sometimes, if the child feels able to, they will attend the review meeting themselves to share their thoughts. |

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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 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 adapted work and interventions that 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's needs?** |
| Teachers are responsible and accountable for the progress and development of all 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. <https://seven-stars.lancsngfl.ac.uk/> 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: • Adapted 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 technological resources such as access to IDL (a Dyslexia program), use of a laptop for recording written work, use of a bluetooth headset and microphone or reader pen• Ensuring that the environment is suited to the pupil’s needs* Providing a choice of ways to record learning

• Adapting our teaching, for example, giving longer processing times, pre-teaching key vocabulary, reading instructions aloud, giving small step instructions, using task organisers or visual prompts to emphasise verbal instructions |

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| **How accessible is the school environment?** |
| Seven Stars Primary school is a one-tiered building with an additional temporary building housing three classrooms. There is appropriate disabled access at the main entrances to the main school building and also the temporary classrooms. 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 main school building and within the temporary classrooms.The Governors and staff of Seven Stars Primary are committed to the concept of inclusion and to ensuring 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, occupational therapists and specialist teachers 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 are decisions made about the type and quantity of support my child/young person receives?** |
| Seven Stars 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 annual school reports. Parents are encouraged to share information and queries with the school.Targeted Learning Plans for those children at SEN Support and Individual Education Plans for those children with an Education Health Care Plan, are reviewed and updated three times per year. Class teachers will evaluate targets, update assessment information and set new targets. The new plan will then be sent home for consultation. This gives parents the opportunity to discuss further with school their child’s plan. TLPs/IEPs are discussed at the Autumn term and Spring term parent’s afternoons with additional appointments available during the school year should they be required. Both class teachers and the SENDCo are available to discuss the progress of children with additional needs at any appropriate point of the school year.Parents of children with EHC Plans (Education, Health and Care) will also have annual reviews where the long term outcomes of the plan is reviewed with the class teacher, SENDCo and any other professionals involved in their child’s care. The Local Authority Case Manager will also be informed of the date of the annual review and can attend if they feel this is appropriate.Where appropriate, school will provide resources or strategies for supporting your child at home and are always happy to support parents as much as we are able. |

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| **What training have the staff supporting children with SEND had or what training is available to staff where appropriate?****What specialist services or expertise are available at or accessed by the school?** |
| A SEND update is given to teaching staff during the Autumn Term by the school SENDCo with any relevant changes highlighted. Staff new to school are spoken to directly by the SENDCo/Assistant SENDCo explaining procedures and discussing individuals within their class. New and Early Career Teachers are supported by their mentor and the SENDCo/Assistant SENDCo in supporting children with SEND and to work within school policies.At Seven Stars Primary School, we buy in the services of Lancashire Specialist Teachers and Applied Psychologies Educational Psychologists. They 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/Assistant SENDCo identify SEN training through professional dialogue with colleagues and through evaluating the specific needs and requirements of individual children. The SENDCo/Assistant SENDCo attend 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.We also access additional support for children with an EHCP via the Inclusion & Engagement Support Team (IEST), when appropriate. School can refer to this team in the event that a child with an EHCP is struggling to engage, despite support being in place. IEST will then work with school to develop additional strategies to support the pupil. This may involve direct work in school with a member of IEST, input into any upcoming annual review or provision of resources.School subscribe to Connex Academy which provides staff access to a wide range of online training modules, many of which are specific to supporting children with SEND. Staff are given regular time within staff meetings to complete modules that develop their professional practice.Seven Stars 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 2023-2024:* 04/09/23 Developing Universal Provision – all staff
* 12/09/23 SDQ training (Inclusion Mentor, Family Support Manager)
* 15/09/23 Endocrine nurse training (Y1 staff)
* 03/10/23 Reducing Anxiety Seminar – Head, SENDCo
* 04/10/23 Using the Engagement Model for SEND – EYFS, KS1, SEN Unit staff
* 05/10/23 Closing the Vocabulary Gap (SENDCo)
* 09/10/23 Epilepsy training – all staff
* 10/10/23 Understanding & Interpreting SDQ (SENDCo)
* 16/10/23 Specialist Nurse administering rescue medication – all staff
* 18/10/23 Closing the Reading Gap training (SENDCo)
* 13/11/23 SENDCo Network meeting
* 09/01/24 EP Group Consultation (SENDCo)
* 24/01/24 SENDCo Network meeting
* 25/01/24 Prevention & De-escalation training (SENDCo)
* 05/03/24 Headteacher Inclusion Hub meeting
* 20/03/24 SENDCo Network meeting
* 22/05/24 SENDCo Network Meeting
* 28/06/24 Increasing complexity in Mainstream Schools – NASEN online seminar (SENDCo)
* 10/07/24 SENDCo Network meeting
* Across academic year NASENCO Award – (Assistant SENDCo)
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| **How will the school prepare and support my child 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/Assistant SENDCo work alongside the class teacher, teaching assistants and the pastoral team to ensure that any pupil with SEND has the best possible transition from one setting to the next. This may be by supporting parents with visits to specialist settings or to transition meetings, working with other schools, settings and professionals. 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. In some cases, additional transition visits are arranged to help support the best possible start to the next stage of the child’s education.Transferring to our school from a different school or setting 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 and pre-visits where appropriate. If parents are considering a move to our school for their child, we always offer a tour of the school first, with the SENDCo/Assistant SENDCo available to answer any questions about SEND provision where appropriate. |

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| **How will my child 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. Only in very specific circumstances, where the safety of the child/children would be in jeopardy, would a child be unable to participate in a class trip off the premises. The Foundation Stage and KS1 children have the opportunity to access the school’s own Early Years 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 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. We take part in Inclusion Sports Events regularly, where children with additional needs have the opportunity to compete against children with SEND from other schools.At lunchtimes, we run OPAL (Outdoor Play & Learning) which involves children from across Early Years, KS1, KS2 and the SEN Unit all having access to the large school grounds. We provide a wide range of play resources including tyres, pallets, dressing up, climbing frames, sports and music. Children are encouraged to be physically active and we go out in all weathers. Children bring wellies and waterproof clothing to school. All children access this lunchtime provision and only in very specific circumstances would a child be unable to take part alongside their peers. |

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| **What support will there be for my child'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 by: 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 7 school values of Respect, Kindness, Resilience, Courage, Pride, 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. We also have Anti-Bullying Ambassadors who are children from Y5 and Y6 who have been trained in by The Diana Award in how to recognise bullying, support their peers and get support from adults should it occur. |

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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 Primary School regularly and carefully monitors and evaluates the quality of provision we offer all pupils. The School Leadership Team (SLT) meet weekly and SEND provision is a regular agenda item. In addition to this, the SENDCo meets 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:* Applied Psychologies (Eva Papadopoulou, Assistant EP)
* Speech Therapists (Cindy Prescott, link Speech & Language Therapist, NHS)
* Visual Impairment/ Hearing Impairment team
* Physiotherapists
* Occupational Therapists
* Ophthalmologist
* Social Services and Lancashire Child and Family Wellbeing Service
* Paediatricians
* School Nursing Team
* Inclusion team officers
* Specialist Teaching Service (Lucy Fish, Lancashire)
* CAHMS
* SEND Case Manager and Assistant Case Manager (Andrew Jones/Jennifer Lewtas)
* 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 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. The SENDCo and Assistant SENDCo are linked to all classes on Class Dojo to enable parents to contact them directly should they have a concern or query. |

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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 2025.***