



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: Sue Pittendreigh

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

SENCO: Mrs Cathy Walsh

Appointed: September 2020

Senior Leadership Team: Deputy Head

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

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.

SENDCo Responsibilities

- Co-ordinates the provision for and manages the responses to children's special needs
- Works closely with EYFS staff, parents and outside agencies to identify SEN early
- Supports and advises colleagues on the planning, delivery and review of interventions, individual behaviour plans, targeted learning plans and modifying timetables and the curriculum
- Oversees the records of all children with Special Educational Needs

- Attends pupil progress meetings to discuss the progress of children on the SEND register
- Works closely with parents, if needed
- Liaises with external agencies and other support agencies
- Monitors and evaluates the special educational needs provision, and reports to the governing body
- Manages a range of resources, both human and material, to enable appropriate provision to be made for children with special educational needs
- Works alongside Nurture and Pastoral staff to plan provision for pupils with SEMH difficulties
- Contributes to the professional development of all staff in the area of SEND
- Works with pupils on strategies that will help them to access the curriculum more effectively in their class
- Identifies areas for development in Special Educational Needs provision
- Coordinates review meetings for children with EHC plans
- Liaises 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.

SEN Identification

We recognise the importance of early identification and aim to ensure that robust measures are in place to highlight children who are falling behind or who are facing difficulties with any aspect of learning or social development at the earliest opportunity. This process of early identification is supported by:

- Review of skills and attainment when pupils join the school, taking into account information from any previous settings or agencies as appropriate – this includes home or Nursery visits by Seven Stars staff in the summer term prior to them starting Reception class
- Ongoing assessment, including termly tracking of all pupils to monitor rates of progress and attainment
- Concerns raised directly by parents or other agencies
- As well as progress in core subject areas, progress in other areas will also be considered such as social and emotional development and communication skills.

Indicators that a child has a Special Educational Need include:

- Progress is significantly slower than the class average, from the same baseline (broadly, 4 or more terms behind age-related expectations)
- Progress does not match or better the pupil's previous rate of progress
- Progress fails to close the attainment gap within the class
- The attainment gap is widened by the plateauing of progress
- There are signs of delay in communication and language and/or social and emotional development

Teaching Staff Responsibilities

All teaching staff are responsible for differentiating the curriculum, and monitoring and assessing 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 materials. 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

The Graduated Response

Before deciding that a pupil requires additional SEND support the SENCO and class teacher will review current arrangements to meet the child's needs within daily class teaching and consider any further modifications and adaptations that should be put in place to support good progress. Our Graduated Response to supporting additional needs is as outlined below:

Quality First Teaching

Examples of Quality First Teaching Strategies include:

- Processing time for responses to questions or contributions to group discussion
- Extra time for activities (e.g. written work, practical activities)
- Using practical activities and experimental learning including work with concrete/visual materials to establish concepts and skills.
- Opportunities for learners to generalise and transfer their learning in different contexts.
- Opportunities for revision and over learning – retrieval practice techniques
- Access to grouping where pupils are working with peers of similar levels
- Access to grouping that enables pupils to work with peers who will provide good role models for language and communication skills and co-operative and independent application to task.
- Teaching methods include the use of visual aids, signalling and word banks to support development of language in lessons.
- Clear classroom routines supported by visual cues – all classes use a visual timetable
- Multisensory teaching and learning
- Strategies to develop and extend listening and attention
- Flexibility in timetabling
- Access to simple, everyday assistive devices which aid access to curriculum (pencil grips, sloping writing surfaces, laptop,)
- Targeted feedback

Catch up Intervention

Catch up intervention is an opportunity for children who are slightly behind their peers to receive small group or 1:1 tuition with either the class teacher or a 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

Structured intervention is an opportunity for children who have been identified as needing a Targeted Learning Plan (and therefore on the SEND register), 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.

Examples of structured interventions are:

- Speech & language Programmes (often informed by Speech & Language therapist input)
- Daily reading 1:1
- Reading intervention programmes
- Phonics interventions e.g Fast Track Phonics

- IDL (online Dyslexia programme)
- Precision Teaching
- Social Skills Intervention
- Social Stories
- Sensory Room timetabled
- Blank Levels intervention
- Play Therapy intervention

Targeted Learning Plans

Targeted Learning Plans are written for children who are identified as falling significantly behind in any area of learning when analysing our tracking system. They are reviewed and updated termly, in the second half of each term. Reviewing in the second half of the term enables time to assess the impact of intervention and aids transition from term to term and year group to year group. New targets are then set and shared with parents. The format of Targeted Learning Plans is 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 identifies children's small steps of progress and next steps/targets. School may seek the advice of other agencies such as Speech & Language Therapy, Educational Psychologist, School Nurse, Specialist Teaching Service and Occupational Therapy to support pupils with a Targeted Learning Plan. This further advice ensures school is fully informed of the child's needs, and can act on professionals' advice to facilitate appropriate levels of support.

Education, Health and Care Plans

If children continue to have significant needs, the Educational Psychologist is involved and following a period of 'Plan, Do, Review', school or the parent may request a statutory assessment of the child's needs. This involves drawing together all of the information regarding a child's additional needs and the impact it has on them. If the child meets the criteria for statutory assessment, further paperwork will be completed by the parent and all professionals involved with the child. The child may then be granted an Education & Health Care Plan. If an EHCP is granted, additional support is provided for the child. 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.

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-and-disabilities/getting-help/assessment-and-support/education-health-and-care-plans/>)

Advice for parents of SEND children

Anybody living in Lancashire can get information, advice and support around special educational needs and disabilities (SEND) from 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/>

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.

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

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. Money will be set aside in the school budget to develop resources. In addition, staff are kept up to date about SEN issues and undertake training. Time is 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 SEND 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 & Wellbeing 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 groups and social skills groups
- Providing interventions such as Lego therapy, Drawing & Talking therapy
- Liaising with CAMHS and other professionals for advice and help for pupils

In order to identify children who may benefit from accessing support from the Inclusion & Wellbeing Mentor, staff are able to complete a referral on CPOMS using the Wellbeing heading. Following discussion with Miss Moor, staff may complete a Boxall profile or pen portrait in order to identify the areas of need and guide us in the most appropriate level of support.

Seven Stars employs a number of private professionals to provide extra support to SEN pupils. We employ Educational Psychologists 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 – Andrew Jones
- Outreach support from specialist schools (Golden Hill)
- School nurse – Gill Stec
- Speech and Language Therapy
- 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 their 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.
- Informal contact on Class Dojo – parents can contact class teachers and also SENDCo via Dojo

Complaints

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>

Evaluation of the Policy

The school needs to be confident that its SEND policy is being implemented effectively.

SEND Provision is evaluated as part of our whole school monitoring and evaluation of pupil progress and equality policies. To ensure that we are making progress towards our targets and meeting the requirements of the Code of Practice we evaluate the impact through the following:

- Movement on the SEND register
- Focused intervention on SEND register
- PIVAT profiles
- Targeted Learning Plan targets achieved
- Curriculum/SATS etc
- Use of early intervention- catch up
- Feedback
- School annual questionnaires to establish views from all stakeholders
- Parental views (reviews)
- Pupil views (reviews)
- Adviser views – monitoring visits
- Community views
- Pupil Progress meetings with Head Teacher and SENDCo
- Participation in enrichment
- Access to a broad and balanced curriculum

- Use of SEND Audit tool

The SENCo will report annually to the Governors an annual SEN Information Report to parents will be published on the school website.

This Policy will be reviewed annually.

Policy Approval & Review

Policy reviewed and updated September 2021

Next review due September 2022

Signed: _____ (Head teacher)

Signed: _____ (Chair of Governors)