



Seven Stars Primary School
SEN Information Report
2019-2020

Name of the Special Educational Needs/Disabilities Coordinator:

Mrs Gill Butterworth

Contact details

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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.

Seven Stars Community 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 Seven Starsrning
3. Social, Emotional and Mental Health difficulties
4. Sensory and/or Physical Needs

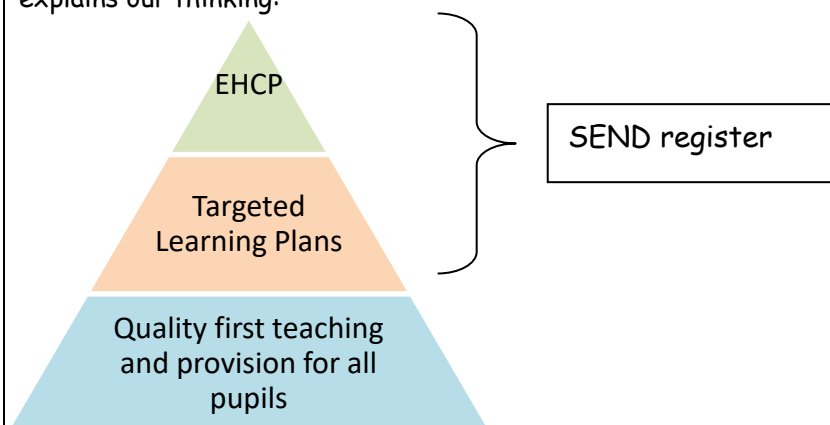
These four broad areas give an overview of the range of needs that can be planned for.

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

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 Community 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

An 'Expression of Concern' form will be required as a starting point for identifying which aspect of a child's learning requires SEND support/assessment. The class teacher will complete this. For children who are identified as needing additional support, the SENCo will decide, after discussions with all parties, which is the most suitable course of action to meet the child's needs.

Parties who may be involved in discussions:

- 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

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 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 being a set number of terms behind in any area of learning when analyzing our tracking system. They will be reviewed and rewritten on a termly basis, with evaluations taking place in the second half of every term.

Reviewing in the second half of the term enables time to assess the impact of intervention and also to aid transition from term to term and year group to year group. New targets are then set

and discussed 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 in any aspect of their learning. Our SEND specialist and the class teacher will assess the children using 'PIVATS 5' and this information will be used to write a specific Targeted Learning Plan. Assessments will identify gaps in learning 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 will be celebrated. All information will pass onto the next teacher at our annual transition meetings in July to inform intervention at the beginning of the autumn term. This is key to a successful transition. Targeted Learning Plans are a working document and once children have progressed and achieved their objectives, school will consider whether this is the most effective document to use.

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/>)

Children with an EHCP will have specific plans written for them depending on their individual needs.

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.

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 convenient times.

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. Each year group also holds a 'welcome to the new year group' parent/carer meeting in the Autumn, where information about the year ahead is shared. Newsletters, class overviews, the school Facebook page and the school website provide a range of information for parents. The local authority FIND newsletter is also available on the school website.

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 that is being provided in class 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.

How will the curriculum be matched to my child/young person's needs?

No child with SEND is treated less favourably than any other child in any aspect of school life. 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.

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 classes 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 are committed to the concept of inclusion and to the adaptations 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.

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 provided. 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 Seven 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 deployments of additional adults to work with children with additional needs.

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, SENCo, Local Authority SENDo and any other professionals involved in their child's care.

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 SENCo with any relevant changes being highlighted. Staff new to school are spoken to directly by the SENCo explaining procedures and discussing individuals within their class.

Specialist SEN teachers 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 SENCO identifies SEN training through conducting staff skills audits and through evaluating the specific needs and requirements of individual children. 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.

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 SENCo 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. The transition to high school is carefully planned with the needs of the children at the centre of our thoughts. Transferring to our school will involve clear communication between schools to share information.

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 areas 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 outdoor provision.

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 Seven learners ranging from health & fitness, trips to the local park, sports coaches including boxing, cheer-leading and various other sports.

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. We also have a full time Inclusion Mentor, **Miss Sharon Moor**, who has a specific focus on children with social, emotional, mental and behavioural needs through various strategies including leading our daily Nurture group. Children in upper KS2 children have been trained as 'Play Leaders' and arrange games and activities for the children on the playground during dinner times. 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 Seven Leadership Team, the teachers and support staff. There are members of staff who have first aid qualifications and all members of staff are fully aware of the procedures for handling and administering medication.

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 SEN provision is a regular item. Pupil progress is monitored on a termly basis in line with the SEN Code of Practice. The SENCO discusses interventions with the relevant class teachers and teaching assistants to identify the effectiveness of the interventions. This promotes an active process of continual review and improvement of provision for all pupils. SEN provision and interventions are recorded within each class teacher's termly pupil progress meeting paperwork.

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
- Speech Therapists (Bridge Therapy Service - Sophie Crilly)
- Visual Impairment/ Hearing Impairment team
- Physiotherapists
- Occupational Therapists
- Ophthalmologist
- Social Services
- School Doctor
- School Nurse (Gill Stec)
- Inclusion team officers
- IDSS - Inclusion and Disability Support Service
- CAHMS
- SENDO and SEN Officers
- SENCo's from local Nurseries and High Schools
- CAF team
- 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/>

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 follow the normal school complaints procedure. 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.

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 here:

[https://www.Seven Starscp.lancs.sch.uk/useful-websites-1/](https://www.SevenStarscp.lancs.sch.uk/useful-websites-1/)

We also add the FIND newsletter to the website which can be found here:

[https://www.Seven Starscp.lancs.sch.uk/lancashire-find-newsletter-1/](https://www.SevenStarscp.lancs.sch.uk/lancashire-find-newsletter-1/)

Where can I find information on where the local authority's local offer is published?

Our Local Offer - http://www.seven-stars.lancsngfl.ac.uk/index.php?category_id=138

Lancashire County Councils Local Offer - <http://www.lancashire.gov.uk/send>