



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 and Disabilities Coordinator. Any teacher new to the SENDCo 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: Mr Colin Sharples

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

SENDCo: Mrs Cathy Walsh

Appointed: September 2020

Senior Leadership Team: Deputy Head

SENCo Award status: Achieved

Designated teacher for Looked After Children: YES

SEN Unit Lead/Assistant SENDCo: Miss Jo-Anne Lemon

SEN Code of Practice

The 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, represented 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 pupils with SEND.
3. Form good relationships with pupils and their parents and carers, encouraging their involvement from the start.
4. Offer a curriculum that is suitably balanced, well adapted 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 pupils with special educational needs 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 members of the school community with disabilities, the school has been adapted in the following ways:

- Wide doorways, corridors and stairwells
- Step-free access to the building
- A disabled toilet in the foyer, two disabled toilets on the ground floor and a disabled toilet on the first floor
- A lift to the first floor

Admissions

Pupils with special educational needs are admitted to Seven Stars Primary School in line with school's admissions policy for the mainstream school and in line with the Local Authority's consultation and admissions policy for the SEN Unit. 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 additional needs, they will make their best efforts to collect the relevant information, gather additional professional advices (if appropriate to do so) and plan adaptations to the curriculum/learning environment where suitable.

SENDCo Responsibilities

Seven Stars Primary School has a higher than national average percentage of children with identified SEND, an increasing number of children with Education Health Care Plans (EHCP's) and also has an SEN Unit comprising of two classes for children with General Learning Difficulties and an EHCP. In order to ensure this vital role is carried out effectively, school have a SENDCo and an Assistant SENDCo. Working closely together the SENDCo and Assistant SENDCo:

- Co-ordinate the provision for and manage the responses to children's special needs
- Maintain a strategic overview of the management, teaching and learning of the school's SEN Unit
- Work closely with EYFS staff, parents and outside agencies to identify SEN early
- Support and advise colleagues on the planning, delivery and review of interventions, individual education plans, targeted learning plans and making adaptations to the curriculum
- Oversee the records of all children with Special Educational Needs
- Attend pupil progress meetings to discuss the progress of children on the SEND register
- Work closely with parents and families of children with SEN, as appropriate
- Liaise with external agencies and other support agencies
- Monitor and evaluate the special educational needs provision, and report to the governing body
- Manage a range of resources, both human and material, to enable appropriate provision to be made for children with special educational needs
- Work alongside pastoral staff to plan provision for pupils with SEMH difficulties
- Contribute to the professional development of all staff in the area of SEND
- Work with pupils on strategies that will help them to access the curriculum more effectively
- Identify areas for development in Special Educational Needs provision
- Coordinate and lead review meetings for children with EHC plans
- Liaise with next providers of education to ensure a smooth transition for SEN pupils when moving schools e.g. transferring to new school or Y6 pupils moving to high school

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 is also considered e.g. social and emotional development and communication skills

Indicators that a child has Special Educational Needs 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 adapting the curriculum, monitoring and assessing progress for pupils with special educational needs. The class teacher is responsible for ensuring that a universal offer of high quality teaching is in place. This includes strategies which effectively support **all** learners and teachers are responsible for ensuring that these are embedded into daily classroom practice. All teachers who have responsibility for specific areas of the curriculum (Subject Leaders), will review and monitor the effectiveness of resources and other curriculum materials for **all** learners, including those with SEN. All staff will work closely with the SENDCo and Assistant SENDCo in meeting the needs of pupils with SEN.

Data Protection and confidentiality

The school complies fully with the Data Protection Act 2018.

With parental consent, we may share information about a child with other professionals in order to best meet their needs. Consent for referring to the safeguarding 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 special educational needs or not, are encouraged and supported to 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 may be displayed on a whole school sports display board or shared with parents via Class Dojo, the school Facebook page or school Twitter page (following parental consent).

The school also has a Pastoral Team which includes an Inclusion Mentor and a Family Support Manager. Their roles are wide and varied, with the aim of supporting pupils who are struggling to access aspects of school life or who are at risk of becoming disengaged from school. Support provided may take the form of therapy work, support for the family and sign-posting to other agencies.

Curriculum

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

- Adaptation of the curriculum
- Alternative recording methods e.g. pictures, diagrams, comic strips, magnetic letters, use of assistive technology
- 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 programmes, writing slope, assistive technology
- Use of outdoor provision
- Small group support e.g. reading group, phonics/spelling group, number group, speech and language group, motor skill group, nurture group, social skills group

The Graduated Response

Before deciding that a pupil requires additional SEND support the SENDCo 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:

Our Universal Offer - High Quality Teaching

Good practice for supporting children with additional needs in the classroom is generally good practice for all. Therefore we have developed a package of Universal Provision that all children have access to within our classrooms, should they need it:

- Brain Breaks/breathing/movement breaks
- Five-minute breathing
- Drinks available
- Visual timetable – remove/tick as completed
- Regulation station / Zones of Regulation
- Choices given
- Quiet, calm classroom
- Tasks broken down / success criteria
- Restorative approach
- Flexible seating plan – front, back, away from distraction etc.
- Excellent relationships
- Tight team of adults
- Meet and greet
- Growth mindset teaching/learning powers/values
- Modelling e.g. WAGOLL'S, sentence starters
- Rewards for effort
- Consistent routine and expectations
- Concrete materials/ support resources freely available – e.g. word banks, x table grids, word banks
- Equipment packs (personalised) e.g. task ladders, pen grips, check list, easy grip scissors, sensory toys, tin lids, overlays, writing slope
- Key facts/ vocab on display and as close visuals
- Visual aids on tables – key vocab, colour coded, info from board

- Use of dyslexia – friendly fonts (size 16 Twinkl)
- Use of timer to support organization e.g. knowing end of activity, warning of change
- Use child's name or tap prior to instruction
- Opportunity to talk
- Repeat instructions using same language
- Makaton signs for basic things – toilet, drink, sit
- Time to think and respond
- Clear boards, uncluttered displays, outlines, neutral background where possible, clear labels
- Use of gestures to support understanding

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 always be placed on the school's SEND register and will not necessarily 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 a high level of structured intervention will be placed on our SEND register through discussion with parents. Examples of structured interventions commonly in place for children are:

- Speech & language Programmes
- Daily reading 1:1 with a specific focus e.g. fluency, understanding, inference
- Reading intervention programmes
- Phonics interventions e.g. Fast Track Phonics
- IDL (online Dyslexia programme)
- Precision Teaching
- Social Skills Intervention
- Social Stories
- Sensory Room sessions
- Blank Levels work
- Play Therapy e.g. Lego therapy, Drawing & Talking, Nurture group

Targeted Learning Plans (TLPs)

Targeted Learning Plans are written for children who are identified as falling significantly behind in any area of learning. TLPs are reviewed and updated termly, at the end of the first half of each term. Reviewing at this point 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 parents consulted before the plan is finalised. The format of Targeted Learning Plans is based on the 'Assess, Plan, Do, Review' model.

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 and their advice will be included in the Targeted Learning Plan.

Education, Health and Care Plans

Where a child has ongoing significant needs and following a period of 'Plan, Do, Review', school or the parent may submit a request to the local authority for a statutory assessment to be carried out. 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. An Education & Health Care Plan will then be written which details the needs of the child and the support they can expect to receive in order to meet those needs. Support provided can range from additional adult support in class, a range of intervention, specific resources and equipment, to a bespoke curriculum that runs alongside that of their peers. Part of the statutory assessment process will be for the local authority to consider the most appropriate setting to meet the needs of the child. This is usually within a mainstream school however on occasions, it may be decided by parents and local authority that a specialist school or SEN unit placement is more suitable.

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/>

Seven Stars SEN Unit – The Space Hub

All children who attend the Seven Stars Unit have an Education, Health and Care Plan. The SEN unit is for children aged 7-11 years old who have general learning difficulties and who are finding managing mainstream education very difficult, despite significant support and adaptations to support their teaching and learning. The unit consists of two classes of up to 8 pupils – Apollo Class for Y3/Y4 pupils and Galaxy Class for Y5/Y6 pupils (there may be exceptions to these groupings dependent on need).

The decisions regarding admissions are solely the responsibility of the Local Authority and the staff at Seven Stars are not part of the panel who makes the decision.

The criteria for admissions is as follows:

The child will:

- have an Education, Health Care Plan
- have general learning difficulties
- be a Key Stage 2 pupil

The consultation process for a commissioned place at Seven Stars Unit begins with the Local Authority sending consultation papers to the Deputy Head Teacher/SENDCo and/or the SEN Unit Lead/Assistant SENDCo. Following receipt of these documents, the SENDCo and/or the SEN Unit Lead may decide to visit the child in their current setting and liaise with staff and parents to ascertain whether their needs can be fully met via a place in the Space Hub. Once all information is gathered, the SENDCo or SEN Unit Lead will prepare the school's response to the Local Authority and return it within the 15 day timescale, stating whether the provision within the unit can meet the needs of the child. The final decision then lies with the authority as to whether a place will be offered. Once a place has been offered and agreed by the Local Authority, the child and parents have the opportunity to meet the staff, class team and other pupils if

appropriate. A transition plan is developed in liaison with the current setting and the parents at this point. Every care is taken to facilitate a smooth transition where both pupil and parents feel supported.

Our aim for the SEN Unit at Seven Stars is to provide a supportive and nurturing educational experience where children have opportunities to learn, socialise and be cared for alongside their peers. We strive to enable all children in the unit to achieve their full potential, learn crucial life skills, socialise with their peers during playtimes and access mainstream classes for subjects where appropriate.

The Space Hub curriculum is designed to meet the individual needs of the children, including their Personalised Learning Goals and as a result, is fluid and flexible. Where appropriate, the National Curriculum is used to plan foundation subjects and science. The staff assess the children in Reading, Writing, Maths and Personal, Social and Emotional Development using PIVATs and design learning opportunities to meet their targets based on these. A range of teaching approaches, differentiation strategies and the use of continuous provision areas are used to ensure that all children can access the curriculum. The curriculum is enriched with educational visits, when appropriate, to further enhance their educational experience.

The SEN unit provides a calm yet stimulating environment for the children to learn within. Communication is enhanced by the use of symbols and visual timetables to help children with their communication skills and their understanding of the structure of the school day. The classroom is set up for the children to access play based learning as well as focused learning tasks throughout the day. The children have access to a calming sensory space and use of the outdoors.

The SEN unit staff work with a range of professionals who support parents, carers, families and support staff within the school to ensure all children's needs are met. These professionals may include: The School Nursing Service, Paediatricians, Speech and Language Therapy Service, Lancashire's SEND Team and Parents/Carers.

As for all classes across the whole school, key information, achievements, celebrations and photos are shared with parents and families via Class Dojo. Parents' evenings and annual reviews provide the opportunity for staff and families to work in partnership to ensure each child has the best possible chance of achieving their potential.

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) here: <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 families to gather, understand and interpret information and apply it to their 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 family, nursery, school or college and other professionals

The service may offer one to one support by telephone, email or meetings depending on the 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 no later than the Autumn Term of Y6
- Hold a review meeting every 6 months for children younger than 5 years old if this is felt to be beneficial to the support the child receives

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/SENDCo.

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

Teachers and teaching assistants will be kept up to date by the SENDCo both informally and formally at staff meetings and through further training where appropriate. Teaching assistants attend all relevant staff meetings and INSET training to support their subject knowledge.

Resources

The SENDCo 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 pupils with SEND. Most work generally in classes supporting all pupils, however some children with high level needs require 1:1 TA support. At Seven Stars, we take a team approach to supporting additional needs, therefore 1:1 TA support will not usually take the form of one adult assigned to a particular child.

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

- Liaising with Senior Leaders on attendance issues
- Running the nurture and social skills groups
- Providing interventions such as Lego therapy, Drawing & Talking therapy and Sand 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 Mentor, staff are able to complete a referral on CPOMS. Following discussion with Miss Moor, staff may complete a Strengths & Difficulties Questionnaire (SDQ) or pen portrait in order to identify the areas of need and guide us in the most appropriate level of support. The SENDCo, Inclusion Mentor and Family Support Manager meet regularly to review referrals, review impact of therapeutic interventions and to prioritise need.

Outside Agencies

There are a number of outside agencies that the school liaise with in order to meet the needs of pupils. The following agencies are regularly used by the school, although this list is not exhaustive:

- Link EP (Lancashire Educational Psychology Service)
- Applied Psychologies (independent EP service)
- SEND Case Manager (Local Authority) – Lucy Ball
- Assistant SEND Case Manager – Jennifer Lewtas
- Outreach support from specialist schools (e.g. Golden Hill Short Stay School, Pupil Referral Unit)
- School Nursing Team
- Speech and Language Therapy – link therapist, Cindy Prescott
- Occupational therapy / physiotherapy
- Child Development Centre, Broadoaks
- CAMHS (Child and Adolescent Mental Health Service)
- SENDIASS (Special Educational Needs & Disabilities Independent Advice Service)

Parents

School endeavours 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 provision. We work closely with parents in many ways including:

- Holding open days, school events such as OPAL picnics and PTFA events where parents are invited
- Induction of new pupils and visits to the school
- Home visits (where appropriate)
- Annual review meetings for children with an EHCP
- Consultation with parents termly as updated Targeted Learning Plans or Individual Education Plans are developed
- Parents evenings in the autumn and spring term with the capacity to book a longer time slot for pupils with SEN
- Face to face meetings with class teachers and teaching assistants as required
- SENDCo email address available to all parents, the SENDCo is not class-based and therefore available for parent meetings/phone calls
- Informal contact on Class Dojo – parents can contact class teachers and also the SENDCo via Class Dojo

Complaints

Should a parent or carer have a concern about the special educational needs provision made for their child they should initially seek a meeting with the relevant members of staff – this is usually the class teacher in the first instance. School will always seek to talk concerns through with parents - our aim is to work together for the best outcomes for the child. If after discussing matters with the class teacher, SENDCo and/or Head Teacher, parents continue to feel the matter is not resolved, a formal complaint can be made. Our formal complaints procedure can be found here 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:

- Regular review of the SEND register
- Regular review of interventions provided to support additional needs

- Regular review and professional discussion of Universal Provision in all classrooms to meet a range of additional needs
- Use of PIVATS to assess the small steps of learning made by children with additional needs
- Targeted Learning Plans evaluated and updated termly by class teachers with support from SENDCo and Assistant SENDCo
- Curriculum reviewed yearly with attention to adaptations for children with additional needs
- Feedback from staff, children and parents
- Parental views (gathered during reviews, consultations on TLPs/IEPs and parent meetings)
- Pupil views (gathered during reviews and discussions with class teacher/SENDCo)
- Adviser views – monitoring visits
- Pupil Progress meetings with Head Teacher, SENDCo and class teachers
- Monitoring the participation of children with SEN in all aspects of school life including events, responsibilities around school, attendance at extra-curricular clubs, school teams etc.
- Use of SEND Audit tool
- Continuous Professional Development of all teaching and learning staff, including the SENDCo and Assistant SENDCo to ensure staff have the skills and expertise to support children with a range of additional needs

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

This Policy will be reviewed annually.

Policy Approval & Review

Reviewed and updated October 2025

Next review due October 2026

Signed: _____ (Head Teacher)

Signed: _____ (Chair of Governors)

