



## Priory Junior School

### Special Educational Needs (SEN)

### Information Report 2021-2022

The Special Educational Needs Co-ordinator (SENCo) is: Mrs Rosey Durham.

The Special Educational Needs Governor is: Mr Paul Hill.

#### How Priory Junior School support children with Special Educational Needs?

At Priory Junior School we strive to provide inclusive education for all children including those with Special Educational Needs (SEN). Quality First Teaching is the universal provision made for all children and young people, in addition to this, where a pupil has been identified as having a SEN, evidence-based interventions are put into place to help close the gap. Some children may benefit from further special support in the form of specific personalised provision.

Priory Junior School have a SEND Policy which outlines our aims and objectives, in assessing the success of this policy, we are required to comment on the effectiveness of the school's systems for:

- identification,
- assessment,
- provision,
- monitoring,
- record keeping,
- the use of outside agencies and
- support services.

This policy is reviewed annually. It is written in line with the SEN Code of Practice 2015, and the Special Educational Needs and Disability Act 2001 and 2014.



## How we identify Special Educational Needs and provide provision?

The method of identification and provision for children with special needs follows a graduated approach and staff are guided by the SEN Code of Practice.

- Concerns are first raised and addressed through normal classroom practice and the high quality teaching received. If these strategies are not enough then additional support different from normal classroom practice will be arranged and identified as needing SEN Support. Strategies to support will be agreed between the child's class teacher, SENCo and Parents. These will be reviewed regularly.
- If the child requires further additional and different provision, with significant needs, an Education, Health and Care plan (EHC Plan) may be sought. As part of this, specialist advice and targets will be agreed to support the child. These will be reviewed regularly.

The school aims to meet the needs of most children who experience some degree of special educational needs through appropriate differentiation of the curriculum. The teacher will regularly record assessments and identify progress as well as areas requiring further re-enforcement. This information is fed back to the SENCo who shares this with the rest of the Senior Leadership Team. Regular meetings with the SENCo take place to discuss and review children with SEN support, and then agree on the priorities and approaches for the next stage of supporting the learning of each individual pupil.

## Number of Children with SEN during 2021-2022

	<b>EHCP Children</b>	<b>SEN Support Children</b>	<b>Total</b>
<b>Autumn Term 2021</b>	13	26	<b>41 Children</b>
<b>Spring Term 2022</b>	14	26	<b>40 Children</b>
<b>Summer Term 2022</b>	14	31	<b>45 Children</b>

## Staff Support

We have 19 Teaching Assistants (TAs) who support alongside the class teachers, by delivering specialised programmes and general classroom support; this includes main support in the core subjects of Maths and English. Two of our Teaching Assistants who are Higher Level Teaching Assistants (HLTAs) have been leading the Nurture Provision this year.

Children who have an EHC plan receive support from a Teaching Assistant – this support will reflect the provision and outcomes detailed in their EHCP.

## **Intervention and Resources Support**

Intervention schemes are targeted and used for more specialist support.

These include:

- Sound Training
- LEAP Training
- Inference
- 1<sup>st</sup> Class @ Writing
- 1<sup>st</sup> Class @ Number Sense
- Success at Arithmetic
- Maths Pre-teach
- Social speaking group
- Speech and Language support
- Sensory Circuits
- Nurture – Toast time

We have specialist equipment in school to support children, such as writing slopes, weighted jackets, wobble cushions, pencil grips, exercise books with coloured paper and coloured overlays.

## **Nurture Provision**

For September 2020, Priory Junior School started a nurture group, called 'The Snug'. The purpose of The Snug was to provide selected children with a personalised curriculum in an environment based on the Nurture UK model. This provision has continued for the same children who are now in year 4. They have been identified as working significantly below age expected in all core areas and can find the classroom environment during these lessons to be overwhelming, impacting on their social and emotional needs.

The children spent every morning in The Snug, where they received a personalised curriculum for English, Phonics, Reading, Handwriting and Maths. They also took part in a variety of nurture activities personalised to them following an assessment of their social and emotional needs. These children have made amazing progress both academically and emotionally and are being supported to re-join the class for learning in year 5.

The Snug gives the children a small-scale setting in which they can experience nurturing care while accessing the learning. They will work on developing their self-esteem, social skills and trusting relationships with others. This environment will also give the children a sense of achievement working on an appropriate curriculum with other children to develop self-belief that can do it.

## **Attainment and Progress of Pupils with SEN**

In 2022, SATs recommenced after not taking place in 2020 and 2021 due to the coronavirus pandemic. Outcomes for 2022 have been shared with parents of children, but are not being published for schools. As such, there is no reportable data for this year.

## **Budget Allocation**

### **Funding Received Financial Year 2021-22**

Additional Educational Needs Funded by School	£94,874
High Needs Funding from Local Authority	£55,007
Total Funding Received	£149,881

### **Expenditure for Financial Year 2021-22**

Teaching Assistants	£249,057
SEN Resources	£1,500
Total Expenditure	£250,556

## **External Personnel and Other Agencies**

The school has built good working relationships with a number of agencies such as the Specialist Teaching Team, Educational Psychologist, School Doctor, School Nurse, CAMHS, OT, Physiotherapist, Sensory Support Team, Teacher of the Deaf and the Speech and Language Therapist. We use these services to ensure that any children receive the best possible support. We monitor any child who may need further support with parent partnership to make the relevant referral.

## **Inclusion**

All pupils with SEN are included and take part in all aspects of school life including out of school activities, and all children have participated in the full range of opportunities and events arranged by the school, including trips and residential.

## **Training**

Staff have attended various training programmes. These include:

- TA attending Inset days to receive whole school training.
- STEPS full day training for all new staff.
- STEPS refresher training for all staff.
- Autism Education Trust (AET) tier 1 for all staff.
- Clicker 8 training for all staff.

Teachers are supported with regular pupil progress meetings where the SEN children are discussed with the Head, Deputy Heads and SENCO with appropriate support is discussed.

Teachers complete a one page profile once a term with personalised targets and ensuring suitable provision is in place. These are reviewed and renewed in consultation with parents and the child.

## **Infant and Secondary School Liaison**

We liaise very closely with both Priory Park Infants, Longsands and Ernulf Academy as catchment schools, to ensure a smooth transition for both children joining us in Year 3, and children transferring to secondary school. We also make contact with any other school children may be transferring from or moving onto if not in our catchment. We arrange meetings with key members of staff and parents to pass on vital information, and ensure they continue to receive the correct support.

The SENCOs from all primary and secondary schools in St Neots are part of a strong cluster group who work together to support one another, sharing skills and knowledge; this is greatly beneficial to the support SENCOs can offer, especially when children transfer from and to other schools within St Neots.

For any SEN children transferring mid school year, the SENCO and class teacher make sure they make contact with the previous school to find out everything needed to continue support at Priory.

## **Disability Equality**

The school's equality policy takes proactive steps to ensure their disabled pupils, staff and governors, parents and other people using the school are treated equally. The School Equality policy and objectives are agreed by governors and reviewed regularly, following consultation with staff. The school's accessibility plan has been revised and placed on the school website.

## **Complaints Procedure**

If parents have any concerns about their child's special educational needs they should raise this with the class teacher in the first instance. Parents may also ask to speak to the SENCO. If they are still concerned, they should ask for an appointment with the Head Teacher. Following this if they continue to be concerned about the provision the school is making for their child, they should write to the Chair of Governors, care of the school address. Parents are always welcome to discuss their children's progress with the appropriate Class Teacher, SENCO and/or Headteacher. All the staff at Priory Junior School continue to value the contributions made by all children, professionals, and parents/carers to help develop our inclusive school community.

Written by  
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SEN Governor

& Rosey Durham  
SENCO

September 2022