



Priory Junior School

Special Educational Needs and Disability (SEND)

Information Report 2022-2023

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 and Disability?

At Priory Junior School we strive to provide inclusive education for all children including those with Special Educational Needs and Disability (SEND). 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 SEND, evidence-based interventions are put into place with the aim to close the gap or support the child's understanding of the world around them. 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 SEND 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 and concerns are raised by the class teacher, these are shared with the SENCo and parents. Reasonable adjustments will be made to support the child and different strategies used to meet the concerns raised.
- This is then reviewed, if the support is working then it would continue, however if further support is still needed, then conversations between the teacher, SENCo and parents are had to discuss the next steps of support.
- If a child needs additional support different from normal classroom practice and beyond reasonable adjustments then the school will identify this 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 has significant needs and they require a high level of support it may be felt an Education, Health and Care plan (EHC Plan) is needed. This decision would be made following the specialist advice from outside agencies and after targeted support had been put in place and reviewed.

The school aims to meet the needs of our 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.

Staff Support

We have 19 Teaching Assistants (TAs) who support alongside the class teachers, by delivering specialised programme interventions, EHCP provision and classroom support; this includes main support in the core subjects of Maths and English. Two of our 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
- Twinkl Phonics
- Inference
- Project X guided reading
- Timetable group
- 1st Class @ Number Sense
- Success at Arithmetic
- Maths tutoring
- Plus 1
- Power of 2
- Social speaking group
- Speech and Language support; including Word Aware
- Sensory Circuits
- The SNUG - Nurture

We have specialist equipment in school to support children's needs which is available to those who need it, this includes; writing slopes, weighted jackets, wobble cushions, pencil grips, handwriting pens, ear defenders, fiddle toys, exercise books with coloured paper and coloured overlays.

Nurture Provision – The SNUG

At Priory Junior School we have a Nurture Group based in its own room called 'The SNUG'. A name picked for its meaning of, "comfortable, warm, and cosy; well protected." Our nurture group has been set up based on the Nurture UK model. The HLTAs leading nurture have been trained by Nurture UK along with our SENCo.

We are very proud of The Snug, this room provides a calming, safe and secure environment where children can access the learning in small-scale surroundings. 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.

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.

External Personnel and Other Agencies

The school works closely with SEND services and have an assigned Specialist Teacher and Educational Psychologist who support both staff and children around specific needs. The school also has an assigned Family Worker who supports families and offers monthly drop ins at the school. The Sensory Support Team support children with visual and hearing needs through referrals from hospital consultants. The school has access to the Children and Young People's Health Service who work with multiple agencies, including the School Nursing team, Emotional Health and Wellbeing service, Community Paediatricians, Speech and Language Therapy and Occupational therapy. Referrals can be made to their agencies if a child's needs reflect the referral requires of that agency.

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, this academic year. 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.
- Provision Map training to use the software effectively to support the children.
- Maths Training for TAs.
- Trauma Training.

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 learning plans every term for children on the SEN register with personalised targets, 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.