



The Priory C.E. Primary School information report for children with Special Educational Needs and Disability (Autumn 2023)

Overview of provision

At the Priory Parish C of E Primary School we are committed to meeting the needs of all children, including those with SEND. In line with our vision, we have high expectations for individual achievement to enable children to reach their full potential within a positive and supportive environment.

We believe that all children, including those with Special Educational Needs and disabilities, are entitled to a broad and balanced curriculum and to be fully included in all aspects of school life. All children regardless of their abilities are valued members of our school. They should feel secure and safe from discrimination and prejudice. They should know that our expectations of them are high.

We recognise that many pupils may, at some point during their time at the Priory, be vulnerable to underachievement for a variety of reasons. Support via additional or different methods is provided to any child who requires it. These children may be on the Special Needs and Disability Register kept in school or from groups nationally recognised as being vulnerable to underachievement, such as children who are looked after by the Local

Authority (LAC), pupils eligible for free school meals (FSM), children with English as an additional language (EAL) and children from travelling communities or ethnic minorities.

All teachers have SEND pupils in their classes and many children's circumstances can make them vulnerable to underachievement at some time in their schooling; it is the Class Teacher's responsibility to meet the needs of all the pupils in their class through Quality First Teaching which focuses on:

- their classroom organisation
- the materials and resources used
- their teaching style
- planning that matches the curriculum to children's needs
- recognising and providing for children's learning styles
- differentiating the curriculum to match pupil's attainment
- appropriate use of teaching assistants and other support staff
- working with the SENDco

We firmly believe this to be the basis for good inclusive practice.

Organisation

The Priory Parish C.E. Primary School has one class in each year group throughout the school in addition to a Preschool. The Preschool and F2 comprise the Foundation Stage, Year 1 and Year 2 classes comprise Key Stage 1; Years 3 and 4 Lower Key Stage 2 and Years 5 and 6 Upper Key Stage 2. All classes have a Teacher and at least one Teaching Assistant working in the class. Many Teaching Assistants run intervention groups for identified groups under the supervision of the class teacher. The school is also fortunate to have a specialist Speech and Language Base. The L.A. allocates children places in this class.

Frequently asked questions:

How does the school know if pupils need extra help and what should I do if I think my child may have special needs?

The learning of all children is closely observed on a daily basis by their class teacher and teaching assistants. Their progress is monitored continually and summatively at three assessment periods during the year. We work with staff from pre-school settings including our own, prior to children joining F2 and information about their progress and learning is shared. We also receive assessment information for older children joining the school from their previous school. The class teacher sets the children individual targets using this information and their current attainment. National assessments of children at the end of F2, at the end of Year 1 in Phonics as well as Year 2 and Year 6 SATs, give us further information on how a child is progressing in their learning. The Children also sit regular online assessments for Reading and Maths and their achievement in these tests is shared with parents.

Screening tests for the understanding of language and speech articulation are used for all children in F2 and for other children throughout the school if required. Our school nurse also carries out development screenings for 5 year olds and their sight and hearing is checked.

If a child is not making expected progress, the teacher's will adjust the teaching, using different strategies and/or resources. This may include the child being given small group or individual intervention support to help them progress. We recognise that individual pupils can learn at different rates and in different ways and with this early intervention support most children will move on in their learning. For those who do not, specialist support is then asked from SENAAT.

Parents are their child's first teachers so we gain a lot of information about each child from you. We encourage parents and carers to share any concerns they may have about their child so that we can work together to resolve

them. If you think your child may have a special educational need you should speak to your child's class teacher or to the school SENDco. Available information can then be gathered and discussed with you and further assessments decided upon before any referrals to other services are made or further support decided upon.

How will the school support my child's learning?

Children's learning needs are best met through high quality class teaching where tasks are adapted to take account of the needs of each child.

Where necessary an individual programme of support and intervention for your child will be drawn up by the school and it is important that you take part in this as you know your child best. The plan can include any of the things listed under 'Provision' and may include input from external agencies and specialist services. Class teachers will devise these plans and will be overseen by the SENDco. The plans will detail who will be working with your child and the areas they will be working on. Pupils with an EHC or Education Health and Care Plan will have their plans reviewed termly and through the annual review process.

The school governors are kept informed of the progress of all pupils, including those with SEND. They nominate a governor with an interest in, and responsibilities for SEND who works with the SENDco to monitor the effectiveness and develop the work of the staff providing support for these pupils. The school governors in turn report to parents each year.

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

Lessons are planned to take account of the range of ability in the class so that they can all learn and progress. Class teachers plan lessons to include the needs of the individual child and differentiate tasks and materials

appropriately. A variety of assessment information is available to class teachers to plan for the next steps in a child's learning and informal assessment continues each day.

At each assessment point in the year, each class teacher analyses the progress and learning of the children. Children who are underperforming are then identified. All teachers pay particular attention to children in their class who are from a group that can be at a disadvantage, including those with SEND. This progress is closely monitored by the senior leadership team.

For those children identified as having special needs, their progress is checked against their individual pathway of expected progress. This may lead to the class teacher trying different strategies or resources in the classroom or your child having an intervention programme or extra support for a specified length of time. However research shows that for children with SEND, teaching is most effective when delivered in the classroom for the majority of the time. Therefore we plan that all pupils, as far as possible, participate in class literacy and maths lessons and that any extra support is additional to these lessons.

How will the school and I know how my child is doing?

Your child's progress will be mapped through regular monitoring and assessment, which is discussed at meetings with class teachers and senior leaders. Progress on interventions is also tracked by senior leaders. Parents are invited to a parents evening twice a year where they can discuss their child's progress with the class teacher. They receive a yearly formal school report and are invited to make an appointment with the class teacher if they wish to discuss it. If a child is on a school based plan, these will be reviewed at least three times a year and you will be asked to contribute to this review.

An appointment can also be made at any time to discuss your child with the class teacher and/or the SENDco.

What specialist services and expertise are available at or accessed by school?

Many of the teaching staff and teaching assistants have had training in a phonics programme (Read Write Inc.) and also attended training in how to support children on the ASD spectrum and children with English as an additional language. Most staff have also had recent training on how to support children with specific literacy difficulties. Many of our teaching assistants have had training to work children on specific literacy and maths programmes.

Also employed by the school:

Parent support worker to offer support, to both parents and children. Monday to Thursday.

A specialist Special Needs teacher, to assess and advise on children causing concern. 12 days per year.

A specialist Speech and Language Therapist. Half a day a week.

A counsellor from the Catholic Children's Society to work with children and/or families to support progress. All day Wednesday.

A specialist from Orrets Meadow School to support children with dyslexia.

The school is able to access a range of other support services including:

- School nursing service
- Vision and Hearing Support
- ASD Support services
- English as an Additional Language Service
- Educational Psychologist Service
- Gilbrook Outreach Support
- MEAS
- Educational Psychologist
- Child and Adolescent Mental Health Service (CAMHS).

What support will there be for my child's overall well-being?

We aim for the school to be a happy and inclusive experience and have various age appropriate class and school systems in place to reward and recognise good effort and behaviour of all children in the school. However, we are aware that children can have worries at school and address these in a general sense through our overall curriculum; specific teaching of relationships and sex education, PHSE, circle time and a variety of other events.

Staff aim to build positive and encouraging relationships with pupils so that they can feel confident about discussing their worries with an adult.

Our pastoral team have strong relationships with our children and their families and they run morning welcome clubs and lunch time activities for those Children who are struggling to cope with anxiety. The Introduction of the 'My Happy Mind' programme also supports the children to develop greater awareness of the areas of the brain and teaches them techniques to help them to self-regulate and to manage their emotions.

Where pupils with SEND have a medical condition that may require the administration of regular or emergency medication. Or have a medical condition that means they require specific equipment. A Healthcare Plan will be written specifically for the child by the SENDco with support from parents and other health professionals as required. Identified school staff are then trained in how to use and follow the plan in the best interests of the child. This plan will be reviewed as necessary and at least annually.

What training have the staff had who support children with SEND?

Training is under constant review to ensure that children's needs can be fully met.

Recent training has included:

- Phonics and writing
- ASD
- EAL
- Safeguarding
- Dyslexia
- My Happy Mind
- Precision Teaching
- Speech and Language
- ADHD
- An on-going cycle of in-house training linked to the school improvement plan

How accessible is the school?

All external doors to the school are accessed by a ramp and internal doors are wide enough to accommodate wheelchairs. The building is on two floors and the first floor can be accessed using a stair lift. We have undertaken audits for children with specific needs and adjustments have been made to lighting and hand rails on the stairs.

Resources are regularly reviewed and purchased to assist the learning of pupils with identified needs.

Further details can be found in our Accessibility Plan.

How will my child be included in activities outside the classroom, including school trips?

All pupils are included in all school activities, as well as residential trips. This may necessitate additional adult support or risk assessments. Any

concerns about your child accessing any out of school activities should be discussed with the class teacher or SENDco.

How will the school prepare and support my child for transfer to secondary school?

The Priory has strong links with all local secondary schools and takes part in transition days and visits. In addition to this, Year 6 staff meet with the secondary school staff to share information to ensure as smooth a transition as possible.

In addition the SENDco will meet with the secondary school SENDcos to share any relevant information and to hand over special needs paperwork.

For some children an enhanced transition is required and additional visits are arranged to suit the child's needs. These additional visits may include getting used to the building, following a timetable or meeting new key staff.

How are the school's resources allocated and matched to the needs of children with SEND?

Allocation of resources is closely matched to school improvement priorities and ensuring that all children make progress and achieve their best. This means that class teachers, subject leaders, the Sendco, senior leaders and the Head teacher will constantly look at the needs of all children, including those with SEND and allocate resources accordingly.

How are decisions made about what type of support my child will receive?

If a child has a statement or EHCP then the school has a statutory requirement to provide the support outlined. In other cases decisions about support are based on attainment data and rates of progress. In

some cases class teachers will make decisions to provide support such as additional reading or small group class support. In other cases the decisions may be made by the senior leaders and subject leaders for English and maths.

How are parents involved in the school?

Parents are always welcome to come into school to meet with class teachers, the SENDco or Head teacher, Please make an appointment through the school office.

Parent helpers are always welcome on a regular basis in class or to join a group, who make resources, prepare displays etc.

The school has an active Home School Association which is always on the lookout for new members to support the school in fund raising activities.

We host a Parent's Coffee Morning each Wednesday, please get in touch with Mrs Sutton for more details.

Who can I contact for further information?

SENDco Mrs J Morris 647 7188

Pastoral lead Mrs J Sutton 647 7188

Wired - Parent Partnership 0844 880 1500