

Governors' SEN report

Priory Junior School Special Educational Needs (SEN) Report

In assessing the success of our SEND policy, reviewed in light of the revised SEN Code of Practice, we are required to comment on the effectiveness of the school's systems for identification, assessment, provision, monitoring and record keeping and the use of outside agencies and support services.

The SEN Governor is Paul Hill.
The School SENCo is Fiona Sharpe.

The school has a SEND Policy that defines our aims and objectives and can be viewed on the school website. A hard copy is available to any parent on request.

The policy is reviewed and updated annually and is written in line with the Code of Practice and the Special Educational Needs and Disability Act 2001.

The code details the rights and responsibilities of parents and children throughout the process.

Although we audit and monitor all our practices regularly, an SEN audit supported by Cambridgeshire Local Authority, and the Specialist Teaching Service took place in March 2012. The audit was based on the school's provision for children within class. Outcomes from this audit fed into the school's development plan.

Trends

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

- Concerns are first raised and addressed through normal classroom practice. If the child does not respond and it is felt his or her needs are additional or different from normal classroom practice, then the child may be 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.

Most children who experience some degree of special educational need continue to have their needs met through classroom differentiation.

The number of children who currently receive support remains fairly constant with the children having learning difficulties, specific learning difficulties,

Speech, Language and Communication Difficulties, Physical Disability and Mental, Emotional and Social Difficulty as their primary need.

Number of Children with SEN

We currently have year 31 children have been identified as having special educational needs according to the new Code of Practice, this being approximately 11% of children on roll.

These include

- 25 receiving SEN Support provision
- 3 receiving provision through a Statement of SEN
- 3 receiving provision through an EHC plan

Deployment of Staff and Resources

Fifteen Teaching Assistants (TAs) support alongside the class teachers, by delivering specialised programmes and offering general classroom support. All TAs are employed on a part time basis and the majority of support is given in the core subjects namely numeracy and literacy. Two of our Teaching Assistants are HLTAs.

EHC plan / Statemented children receive support from a Teaching Assistant – this may involve working in a small group too, and developing independence. This work is agreed from the child’s individual Statement / EHC plan.

Intervention schemes are targeted and used for more specialist support.

These include RAPID Reading and RAPID Maths, 1st Class @ Number programmes. We also use RAPID Phonics.

We have TAs who deliver sensory circuits in the school hall each morning. We also have specialist equipment in school, such as writing slopes, weighted jackets, wobble cushions, and specialist chairs for children who need them.

Progress of Pupils with SEN

Using the average points scale (APS), children with SEND made the following progress by the end of KS2 in July 2015.

Subject	Value-Added for KS2 children with SEND (average for Y6 – July 2015)
Reading	13.8
Writing	14.0
Mathematics	14.0

Expected progress at the end of KS2 is the equivalent to having 12 points value-added. More than this is better than expected.

All teachers have time with the SENCO to discuss and review progress of children with SEND, and agree the most appropriate support for children to make progress.

Budget Allocation

Funding Received Financial Year 2014-15

Additional Educational Needs Funded by School	£40,022
High Needs Funding from Local Authority	£30,366

Total Funding Received **£70,389**

Expenditure for Financial Year 2014-15

Teaching Assistants	£142,430
SEN Resources	£1500

Total Expenditure **£143,930**

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, and the Speech and Language Therapist. We use these services to ensure that any children receive the best possible support. We aim to assess children experiencing difficulties in the classroom quickly and refer them to the relevant agencies as swiftly as possible.

Inclusion

All pupils with SEN and/or disability 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:

- Autism Level 1
- Using Social Stories in the Classroom
- Clicker 6
- One Page Profile Training
- First Class@Number
- Success@Arithmetic

Teachers are supported with regular SEN Review mtgs. with the SENCO.

Leaders have undertaken CAF training.
Our SENCO holds the Advanced SENCO Award, and has completed SENCOs as Leaders training.

Infant and Secondary School Liaison

We liaise very closely with both Priory Park Infants and Longsands Academy to ensure a smooth transition for both children joining us in Year 3, and children transferring to secondary school. Additional visits are arranged between the schools for SEND pupils, and meetings are held between key members of staff and parents to pass on vital information, and ensure they continue to receive the correct support.

Disability Equality Scheme Access Plan

Under the Equality Act 2010, schools are required to take 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 were agreed by governors in 2012, 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.

Paul Hill

SEN Governor