

Priory Junior School

Special Educational Needs (SEN) Information Report 2015-2016

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.

The Special Educational Needs Co-ordinator (SENCo) is: Miss Fiona Sharpe.
The Special Educational Needs Governor is: Mr Paul Hill.

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 and the Special Educational Needs and Disability Act 2001 and 2014.

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 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 Senior Leadership Team including the SENCo. Class teachers have regular meetings with the SENCo 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

We currently have year 30 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:

- 24 receiving SEN Support provision,
- 6 receiving provision through an EHC plan

Deployment of Staff and Resources

Twelve Teaching Assistants (TAs) support alongside the class teachers, by delivering specialised programmes and offering general classroom support. All TAs are employed on either a part time or full time basis and the majority of support is given in the core subjects namely Maths and English. Two of our Teaching Assistants are Higher Level Teaching Assistants (HLTAs).

Children who have an EHC plan 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 EHC plan.

Intervention schemes are targeted and used for more specialist support.

These include:

- RAPID Reading
- RAPID Phonics
- Phonics – read, write, inc
- Sound Training
- RAPID Maths
- 1st Class @ Number programme
- Success at Arithmetic
- Meemo
- Social skills group
- Social speaking group
- Speech and Language support.

Sensory circuits is run every day in the school hall by TAs to children before the school day starts. We also have specialist equipment in school to support children, such as writing slopes, weighted jackets, wobble cushions, exercise books with coloured paper and coloured overlays.

Attainment and Progress of Pupils with SEN

Expected scaled score at the end of Key Stage is the equivalent to 100. More than 109 is better than expected.

	Average Scaled Score (Reading and Maths)	Reaching Expected Standard (Reading, Writing and Maths)
SEN Support – 3 children	87.2	0%
EHCP – 3 children	88.2	0%

The National Level for expected progress is set at 0, with –ve progress being below this, and +ve above. Given the small numbers of children involved, confidence intervals provide an indicator as to how this compares with national.

Subject	Average Progress for KS2 children with SEND (average for Yr 6 – July 2016)	How Compares with National
Reading	-4.6	Not statistically different from national comparisons
Writing	1.8	Not statistically different from national comparisons
Mathematics	-4.6	Not statistically different from national comparisons

Budget Allocation

Funding Received Financial Year 2015-16

Additional Educational Needs Funded by School	£38,011
High Needs Funding from Local Authority	£30,654

Total Funding Received	£68,670
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Expenditure for Financial Year 2015-16

Teaching Assistants	£157,969
SEN Resources	£2,500

Total Expenditure	£160,469
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External Personnel and Other Agencies

The school has built 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 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:

- Clicker 6
- One Page Profile Training
- First Class@Number
- Success@Arithmetic
- Invention groups – using Meemo, Rapid, Phonics.

Teachers are supported with regular SEN Review meetings with the SENCO; this is an opportunity to review what is working well for the child in their class, and put in place provisions and targets to support them.

The SENCO holds the Advanced SENCO Award, and has completed SENCOs as Leaders training. From September 2016 Mrs Rosey Durham will become the school's SENCO.

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 SEN 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