

Priory Junior School

Special Educational Needs (SEN)

Information Report 2019-2020

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

Additional update in the light of COVID-19 – school closure and SEN provision.

Entitlements when schools closed.

All schools were ordered to close as announced by the Government in March 2020, as part of the UK lockdown following the outbreak of coronavirus. Priory Junior School remained open for children of key workers and 'vulnerable children' where appropriate.

Although Priory Junior School was open for some children, the guidance was clear;
'If it is at all possible for children to be at home, then they should be.'

Vulnerable Children

Vulnerable children include those who have a social worker and those with an Education Health Care Plan (EHCP). For children with SEN and on school SEN Support but do not have an EHCP, they were expected to stay at home unless they have a social worker or their parent/carer is a key worker.

All vulnerable children had their needs measured against a risk assessment criteria to determine if their needs can be safely or more safely met in the educational environment. This enabled Priory Junior School to ensure the right support was in place for each child.

For any vulnerable children not attending school, they continued their school work at home. A member of staff made regular check-ins with these children and their parent/carers to discuss any current worries/concerns/issues. Priory Junior School were able to direct parent/carers to support in place for home learning using the Oak National Academy's website and support for emotional needs using the CHUMS website phone call support line.

Supporting All SEN Children during lockdown

Priory Junior School used a number of mediums to communicate with the children during lockdown to support their home learning. Home Learning was put on the school website under each year group for children to see and download. We then used the learning platform SeeSaw, for teachers to assign work to children daily to complete. This allowed the teachers more interaction with the children sharing videos and supportive resources. Children then submitted their completed work onto their SeeSaw page and the class teacher was able to view and mark the work giving instant feedback. To support the SEN children with their home learning teacher's assigned differentiated work on SeeSaw to allow them to access the learning activities set with knowledge of their academic ability.

For any SEN children working academically below Key Stage 2 the SENCO provided a personal weekly learning timetable providing learning tasks that focused on key learning areas within Reading, Writing and Maths. Additional learning activities were also planned for these children with a focus on; working memory, fine motor skills, executive functioning skills, gross motor skills and language skills; these were directed through short interactive tasks.

For the EHCP children, Section Ms were completed to reflect the current school situation of lockdown and how this has impacted on the provisions on the current EHC plan. These personal Section Ms outlined any amendments made to fit provisions following current restrictions and anything with the EHC plan that currently the school isn't able to provide.

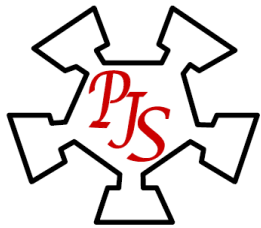
Communication during lockdown

During lockdown the SENCO kept contact via emails with all parent/carers of SEN children. The SEN children were able to discuss their learning with their class teacher via SeeSaw.

EHCP Annual Reviews were still able to go ahead during lockdown via an online platform of TEAMS with all paperwork completed and sent off within the 2 week time scale.

During the Summer Term, the SENCO continued with transition meetings for both the year 6 SEN children leaving for secondary school and the year 2 SEN children joining Priory Junior School in September. This included online meetings between the SENCO and Head Teacher with the parent/carers of new year 2 SEN children who we knew would be joining us in September; to discuss their SEN needs.

The SENCO was also able to complete EHCP Annual Reviews online during lockdown, which was very successful.



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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. Who 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 during 2019-2020

We currently have year 32 children who have been identified as having special educational needs according to the new Code of Practice, this being approximately 9% of the children on roll.

This includes:

- 29 receiving SEN Support provision,
- 3 receiving provision through an EHC plan

Staff Support

Fifteen Teaching Assistants (TAs) 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. Three 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 and Resources Support

Intervention schemes are targeted and used for more specialist support.

These include:

- RAPID Reading
- Phonics – read, write, inc.
- Sound Training
- LEAP Training
- 1st Class @ Writing
- 1st Class @ Number Sense
- Success at Arithmetic
- Maths Pre-teach
- Third Space at Learning
- Social speaking group
- Speech and Language support

Sensory circuits is run every day in the school hall by specifically trained TAs to support children before the school day starts. We also 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.

Attainment and Progress of Pupils with SEN

In 2020, SATs were cancelled due to the coronavirus pandemic, and as such, there is no reportable data for this year. All outcomes below refer to 2019 – the last time SATs took place.

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

	Average Scaled Score July 2020 (Reading and Maths)	Reaching Expected Standard (Reading, Writing and Maths)
SEN Support – 9 children	91.3	0%
EHCP – 1 child	84	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 2020)	How Compares with National
Reading	-2.3	Not statistically different from national comparisons
Writing	-1.3	Not statistically different from national comparisons
Mathematics	-4.6	Below national comparisons

Budget Allocation

Funding Received Financial Year 2019-20

Additional Educational Needs Funded by School	£101,551
High Needs Funding from Local Authority	£14,112
Total Funding Received	£115,663

Expenditure for Financial Year 2019-20

Teaching Assistants	£137,838
SEN Resources	£1,500
Total Expenditure	£139,339

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, Visual Impairment team, Deaf Support Worker 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:

- AET tier 2 for particular Teachers and TAs working with ASD children,
- Number Sense training for TAs
- Staff Meetings on use of questioning in Maths,
- *Steps Training arranged but postpone due to lockdown.*

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

Teacher's meet with the parents once a term to set up a personalised one page profile with targets for their child including making sure suitable provisions for support are in place. These are reviewed each term and new one sets.

Infant and Secondary School Liaison

We liaise very closely with both Priory Park Infants and Longsands Academy as catchment schools, 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.

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.

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 were agreed by governors in 2016, 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

Paul Hill
SEN Governor

& Rosey Durham
SENCO

September 2020