



Priory Junior School

Special Educational Needs and Disability (SEND)

Information Report 2025-2026

SENDCO

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What is Special Educational Needs and Disability?

A 'Special Educational Needs' (SEN) is a significant difficulty that affects a child's ability to learn forming a barrier meaning to them accessing the curriculum, compared to children of the same age. They need support to access the school day beyond the reasonable adjustments every child is entitled to. They also need specific targeting to help them learn with the aim to close gaps.

The four areas of SEN are as follows:

- Communication and interaction.
- Cognition and learning.
- Social, mental and emotional health.
- Sensory and/or physical.

For a child with 'Disability' they have a long-term health condition which causes a difficulty or barrier to learn or access the curriculum.

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 high-quality teaching received.
- If these strategies are not enough and concerns are raised by the class teacher, these are shared with the SENDCO 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 are held between the teacher and SENCo, and between the teacher and parents 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 them as needing SEN Support. Strategies to support will be agreed, between the child's class teacher and SENDCO, then shared with parents; in the form of targeted support to help close gaps. This is called a Learning Plan and will be reviewed regularly.
- Our school SEN register is provision and needs based and not solo diagnosis based.
- If the child has significant needs, which indicate a lifelong impact on their education with them requiring a high level of support. Then it may be felt an Education, Health and Care Plan (EHCP) 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.

Inclusion

All pupils with SEND are included and take part in all aspects of school life including out of school activities, and all children can participate in the full range of opportunities and events arranged by the school, including trips and residential.

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). All children in our school receive Quality First Teaching which is a universal provision.

Quality First Teaching means the teachers have high expectations for all the children they teach, with a positive 'can do'. All teaching is based on building on what children already know, can do and understand so they can make links to previous knowledge and more connections. Teachers plan for the children so the learning in class provides adaptive planning and approaches so children understand and feel supported. They are then able to monitor and track progress in all areas of learning and will be aware in which area a child needs some extra support to help them make the best possible progress.

If a child is on the SEND register, they will have a personalised 'Learning Plan'. This document is co-produced with the child, parents and class teacher to ascertain outcomes and how these outcomes are to be achieved. These are monitored by the class teacher and SENDCO and will be reviewed during parents evening, where progress around the outcomes is discussed. A copy of the Learning Plan is shared with all via Provision Map.

Monitoring, Intervention and Resources

At Priory Junior School, there is regular monitoring of all children in the school both around academic attainment and emotional need. This is carried out by all staff working directly with the child and staff in their leadership roles; including Class Teacher, Phase Leader, SENDCO, Deputy and Head Teacher. Any child identified during these monitoring periods are discussed with the class teacher as a starting point.

We have different interventions that can be offered to any child at school who are in need of them and these are decided based on many factors. The aim of a child attending an intervention is to make a positive impact of the area of difficulty which then supports their development going forward.

We also 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.

Ready Room – 2026

We understand children have a range of different feelings and emotions during the school day and the classroom can feel like an overwhelming environment. So we wanted to create a safe space in school for a child to go to help them be 'Ready' to learn. This room is in a quieter area of the school and has items to help re-regulate. This includes a black out tent, sensory tiles, trampoline, weighted blanket, rocking chair, spinning chair and much more. An adult will always be close by to keep them safe and when the child is Ready to go back to class, the adult will take them.

Nurture Provision – The ARK 2025-2026

This year we have provided a Nurture provision based in its own room called 'The ARK'. A name picked for its meaning of, "a place of protection and security." Our nurture group has been set up based on the Nurture UK model providing support for Social, Emotional and Mental Health. The ARK is designed to be a bridge between home and school, a place where children can feel safe and secure. The room aims to replicate a home; a kitchen area with a large table to eat and drink at, a living room area with sofa, role play area, quiet reading area and sensory area.

The purpose of Nurture is to offer children opportunities to re-visit early learning skills and promote and support their social, emotional and mental health development. There is much evidence that children's learning is most effective when they have a sense of emotional well-being and positive self-esteem. The ARK provides children with this opportunity and so helps to develop their maturity and resilience. Our aim is that it supports children to feel ready to learn.

For children who attend our Nurture provision we use the Boxall Profile toolkit to establish which area we should focus on for them, so the provision is personal to their needs. Each Nurture session is 45 minutes long following a structure of welcome time, key focus activity and reflection time.

Morning Welcome – The ARK 2025-2026

We know some children can find mornings difficult and understand that at Priory Juniors leaving their grown up on the playground to walk into school can be too much. Continuing from the success of last year we have continued with 'Morning Welcome' in the Ark. The aim is to give children a soft start to school by going into The ARK first, with the consistency of the same adult each day; Mrs Rossin and Mrs Wyer, to reduce their anxiety around coming to school.

In the Ark the children can chat to Mrs Rossin and Mrs Wyer, colour, chat or play a game.

We have had lots of positive feedback about our Morning Welcome provision.

Leaves Provision – 2026

In the Summer Term we launched a new provision for school called Leaves. The Leaves programme consists of different pathways focusing on specific SEMH barriers to learning and interacting with others. The children took part in daily session that focused on developing the following pathways so that they are able to participate in learning more successfully:

- Social understanding and relationships
- Emotional understanding and self-awareness
- Learning and engagement

External Personnel and Other Agencies

The school works closely with SEND services and have an assigned Specialist Teacher and Educational Psychologist who support the school with specific needs. The school also has an assigned Inclusion Family Advisor, Kayleigh Fry who supports families and offers monthly drop ins at the school. Her contact details are available at the school office.

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 requirements of that agency.

Training

Throughout the school year all staff receive various training relevant to the needs of the school cohort and the direction to school is currently focusing on. This training may be part of professional days and staff meetings provided by SENDCO or subject leaders. Outside agencies may provide external training sessions for certain staff that it is relevant given their role in school. Teachers are supported with regular pupil progress meetings where the SEN children are discussed with the Head, Deputy and SENDCO with appropriate support is discussed.

Priory Junior School follows the Therapeutic Thinking approach, which involves yearly training for both the lead tutors and all staff. This approach uses a range of resources to fully understand children's needs and their behaviour to provide a holistic approach to all.

Mrs Durham the SENDCO is a fully qualified teacher and has completed the National SENCO Award. She attends regarding SENDCO briefings delivered by the LA and termly cluster meetings with all primary SENDCOs from St Neots.

School transition liaison

We liaise very closely with Priory Park Infants to ensure a smooth transition for the children joining us in Year 3. We offer a transition programme that includes the SENDCO and Deputy visiting the children at the Infant school to get to know their needs. All children have a transition session at the Juniors to meet with new Class Teacher and a sports afternoon. We also offer additional visits for children who need this, based on advice from the Infant school.

When children join us from other schools, SEND information is shared and discussions are had between parents and the child's new class teacher. Following this, the SENDCO and Class Teacher discuss next steps for support.

When children transition to secondary school, we liaise with both Longsands and Ernulf Academy as catchment schools, and any other school not in the catchment area a child is moving too. Our SENDCO meets with the secondary SENDCO, and the Class Teacher meet with the secondary school team to transfer information regarding the children and their SEND needs.

If a child moves on from Priory Junior School to a new primary school, their SEND information is shared with the new school and SENDCO information shared if the new school wishes to set up a meeting.

The SENDCOs 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 SENDCOs 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 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.

SEN jargon you might hear

EHA:	Early Help Assessment
RIC:	Required Information and Consent
STT:	Specialist Teaching Team
Ed Psy:	Educational Psychologist
SALT:	Speech and Language Therapist
OT:	Occupational Therapist
CAMH:	Child and Adolescent Mental Health
MHST:	Mental Health Support Team
EHCP:	Educational Health Care Plan <i>(these only awarded to children requiring intensive support in school following years of pre-support from other agencies.)</i>

Useful Websites

Ordinarily Available Provision Toolkit	SEND OAP Toolkit - Learn Together (cambslearntogether.co.uk)
SEND Information Hub (Local Offer)	SEND Information Hub (Local Offer) SEND Service 0-25 (cambridgeshire.gov.uk)
Place 2 Be	Place2Be: Parenting Smart: Articles
NHS Children and Young People's Health Services	Cambridgeshire Children and Young People's Services (cambscommunityservices.nhs.uk)
Pinpoint Cambridgeshire	Parent Carer Support in Cambs from Pinpoint Cambridgeshire (pinpoint-cambs.org.uk)
SEND Information, Advice and Support Service	SEND Information Hub (Local Offer) SEND Information, Advice and Support Service (SENDIASS) (cambridgeshire.gov.uk)

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 SENDCO. 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, SENDCO 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.