



Priory Junior School

Special Educational Needs (SEN)

Information Report 2018-2019

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

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 2018-2019

We currently have year 34 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:

- 33 receiving SEN Support provision,
- 1 receiving provision through an EHC plan

Staff Support

Fourteen 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
- RAPID Maths
- 1st Class @ Number programme
- Success at Arithmetic
- Third Space at Learning
- Meemo
- 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

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

	Average Scaled Score July 2019 (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 2019)	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 2018-19

Additional Educational Needs Funded by School	£95,755
High Needs Funding from Local Authority	£30,514
Total Funding Received	£126,269

Expenditure for Financial Year 2018-19

Teaching Assistants	£167,664
SEN Resources	£3,200
Total Expenditure	£170,864

External Personnel and Other Agencies

The school has built some working relationships with a number of agencies such as the Specialist Teaching Team, Educational Psychologist, School Doctor, School Nurse, CAMHS, 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:

- One Page Profile Training
- Reading and Phonics
- Supporting SEN children with writing.

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 2019