



## **Priory Junior School SEND Local Offer and Information Report**

### **Our vision**

At Priory Junior School, our school ethos, 'We LEARN with PRIDE', means we are committed to ensuring all of our children have access to an education which is lifelong, enquiry-based, aspirational, relevant and nurturing. We strive to ensure that all pupils, including those with Special Educational Needs or Disabilities (SEND), are supported to make good progress and achieve their full potential. Our inclusive curriculum, dedicated to meeting the needs of each individual child, enables all pupils to be included fully in the life of our school and its community.

Quality teaching is vital; however for some children there are occasions when further positive support may be needed to help them to achieve their targets. Pupils with Special Educational Needs or Disabilities (SEND) are supported in a variety of ways: through differentiated activities, adult support, intervention groups and support from outside agencies.

### **How does school ensure that children who need extra help are identified early?**

Staff continually monitor the progress of all pupils to identify any pupils who may need extra help. This will be monitoring through data and assessment information but also through their day-to-day observations of the children.

Children are identified as having special educational needs through a variety of ways including the following:-

- Children making less than typical progress
- Concerns raised by parent or carer
- Concerns raised by teacher, for example behaviour or self-esteem affecting performance
- Consultations between class teachers and members of the leadership team where progress data is discussed
- Liaison with external agencies e.g. Educational Psychology Service

- Health diagnosis through a paediatrician

When pupils have an identified special educational need or disability before they join our school, we work very closely with the people who already know them including parents, previous settings and specialists and use the information already available to identify what possible barriers to learning may be within our school setting and to help us plan appropriate support strategies.

### **What should I do if I think my child may have special educational needs or I am concerned about their progress?**

If you have concerns about your child's progress, you should speak to your child's class teacher initially. If you continue to be concerned that your child is not making progress, you may speak to the Special Education Needs Co-ordinator (SENCo), Miss Gilbert. The school's head teacher, Mr Cross, and SEND governor can also be contacted for support.

We pride ourselves on building positive relationships with parents. We are open and honest with parents and hope that they are able to do the same with us.

### **How will the school let me know if they have any concerns about my child's learning?**

If your child is identified as not making enough progress or showing other signs of difficulty in school, then the class teacher or support staff will discuss this with you. This may initially take place during parent's evening, with a longer meeting being set up later to discuss concerns in more detail and to:

- Listen to any concerns you may have too
- Plan any additional support your child may receive
- Discuss with you any referrals to outside professionals, which might be used to support your child's learning

### **Who will explain my child's needs and progress to me?**

The class teacher will meet parents at least on a termly basis (this could be as part of Parent's evening) to discuss your child's needs, support and progress. For further information, the SENCo is available to discuss support in more detail.

## **What are the different types of support available for children with SEND at Priory Junior School?**

### ***Class teacher input, via excellent targeted classroom teaching (Quality First Teaching)***

For your child this would mean:

- The teacher has the highest possible expectations for your child and all pupils in their class.
- All teaching is built on what your child already knows, can do and understands. It follows a mastery curriculum design which allows **all** children to progress through the curriculum together.
- Different ways of teaching are in place, so that your child is fully involved in learning in class. This may involve things like using more practical learning, outdoor learning or a sensory provision.
- Specific strategies (which may be recommended by the SENCo or other professionals) are in place to support your child to learn.
- Your child's teacher will have carefully checked on their progress and will have decided that your child has a gap or gaps in their understanding/learning and needs some extra support to help them make the best possible progress.

### ***Specific Group Work Intervention***

This may be:

- Run in the classroom or group room.
- Run by a teacher or teaching assistant (TA).

### ***Specialist Support provided by outside agencies e.g. speech and language therapists or physiotherapists.***

This means a pupil has been identified by the SENCo and class teaching team as needing some extra specialist support in school from a professional outside the school.

This may be from:

- Schools and Family Support Services (SFSS).
- Outside Agencies such as the Educational Psychology Services (EPS), Speech and Language therapists or Occupational therapists.
- Behaviour Support Services (GAPS).

What could happen:

- You will be asked to give your permission for the school to refer your child to a specialist professional. This will help the school and you to understand your child's particular needs better and be able to support them more effectively in school.
- The specialist professional will work with your child, you or the school to understand their needs and make recommendations as to the ways your child is given support. This may involve them visiting the school to meet your child. As a result of this, specific group or individual work may be carried out.

### **How will we support your child's emotional and social development?**

We are an inclusive school, welcoming and celebrating diversity and believe that high self-esteem is crucial to children's well-being. We recognise that some children have extra emotional and social needs that need to be developed and nurtured. These needs can manifest themselves in numerous ways, including behavioural difficulties, anxiousness and being uncommunicative.

- Staff will be available in the mornings, on the playground, to greet and welcome all children. Specific meet and greet support can be put into place to ensure a smooth transition between school and home – this can be discussed with your child's class teacher or SENCo.
- Staff or sports coaches are available for lunch time and playtime support.
- A restorative approach to resolving conflict through discussion is embedded throughout the school. This is built upon as part of our 'All Together' project lessons.
- All classes follow a structured RSHE (Relationship, Sex, Health and Economic Education) curriculum to support your children with essential skills for life. Our lessons are carefully planned to develop knowledge, skills and attributes which enhance your child's well-being and lifestyle giving them confidence to protect themselves; preparing them for life in society now and for the future.

Children will learn:

- how to stay safe and healthy
- how to build and maintain successful relationships
- how to become active citizens, responsibly participating in society around them.

We also provide (where necessary):

- ELSA support (emotional literacy support) ran in the den. These sessions are led by our trained ELSA (Miss Page) and are adapted to meet the emotional and social needs of individual child.
- CASY counselling, led by trained counsellors. The sessions may focus on learning how to manage feelings like anger and sadness, coping with loss, support with friendship groups or support with making life decisions. They aim to give your child a safe and supportive environment to work through difficulties and work out coping strategies.

The class teacher has overall responsibility for the emotional and social development of every child in their class, therefore this should be your first point of contact. Further support can be accessed through the SENCo, Miss Gilbert.

**Who is providing services and support to children with SEND at Priory Junior School?**

- A team of highly trained Teaching Assistants, including, Miss Page, our school Emotional Literacy Support Assistant (ELSA).
- Family SENCo (providing support across the family of schools – Priory Junior School, Phoenix Infants School, All Hallows’ Primary and Stanhope Primary).
- Parent Support Worker, Rachel Jefferson, (providing support to both Phoenix Infants and Priory Junior School).

The SENCO will seek advice, as appropriate and in consultation with you, around individual pupils, from external support services through the termly Springboard meetings:

- Early Help Unit and the Multi-Agency Safeguarding Hub
- School and Families Specialist Services
- Speech and Language Therapy Service
- Community Paediatrician
- Occupational Therapist
- Physical Disability Support Service
- Personal, Social and Educational Development (PSED) team
- Healthy Families Team

### **How is extra support allocated to children and how do they progress in their learning?**

All pupils are entitled to support within school. The amount and type of support are dependent on the needs of the individual child. The school budget, received from Nottinghamshire LA, includes money for supporting children with SEND.

The Head Teacher decides on the budget for Special Educational Needs and Disabilities in consultation with the school governors, on the basis of needs in the school.

The Head Teacher and the SENCO discuss all the information they have about SEND in the school, including:

- the children getting extra support already
- the children needing extra support
- the children who have been identified as not making as much progress as would be expected

They will decide what resources/training and support is needed and this is reviewed regularly.

Some pupils with special educational needs may access additional funding. This might be from a budget which comes from and is moderated by the Family of Schools. For those with the most complex needs, additional funding is retained by the Local Authority. The Family SENCO will refer individual applications to a multi-agency panel, which is administered by the Local Authority, who will determine whether the level and complexity of need meets the threshold for this funding.

### **How will the staff at Priory Junior School measure the progress of my child?**

As a school, we measure children's progress in learning against national age related expectations. We use the terms working at age related expectations, working towards age related expectations or working above age related expectations to describe your child's current attainment.

Your child's class teacher continually assesses and notes areas where your child is improving and where further support is needed. High quality teaching will be adapted to address this or interventions put into place to support your child's progress.

We track children's progress using a variety of different methods including National Curriculum Assessments, standardised tests, smaller steps assessments (B Squared) or the engagement model as appropriate.

Their progress is reviewed formally every term and an assessment is made of reading, writing and mathematics.

Children who are not making expected progress are identified through termly Progress Meetings. In this meeting, a discussion takes place about those pupils experiencing difficulties and what further support can be given to aid their progress. Further interventions or support will be put into place as a result of this.

The progress of children with an EHC Plan is formally reviewed at an Annual Review with all adults involved with the child's education.

*Children may be taken off the Special Educational Needs list when they have made sufficient progress. You will be informed about this if this happens.*

## **How are the teachers at Priory Junior School helped to work with the children with SEND and what training do the teachers have?**

The SENCO support the class teachers in planning for children with SEND.

Training and continued professional development (CPD) forms an integral part to the continued development at our school. The school provides training and support, based on identified areas of need within the school, to enable all staff to improve the teaching and learning of children including those with SEND.

Individual teachers and support staff attend training courses run by other schools and outside agencies that are relevant to the needs of specific children they are working with e.g. from Schools and Families Specialist Services.

## **What support do we have for you as a parent of a child with SEND?**

The class teacher is available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used.

The SENCO is available to meet with you to discuss your child's progress or any concerns/worries you may have.

All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report.

Provision maps, interventions or targets will be reviewed with your involvement each term.

## **How is Priory Junior School accessible to children with SEND?**

The main building is accessible to children with physical disability via the side entrance, which has an intercom to the main office. The rest of the school is wheelchair accessible via ramps.

There is also an inclusive toilet. We ensure that equipment used is accessible to all children regardless of their needs.

We aim to make all extended learning activities such as clubs, trips, residential visits, specialist activities, theme days etc. accessible for children with SEND. Individual pupil risk assessments will be carried out if necessary for these activities to ensure the health and safety of all. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities, which will cover the same curriculum areas, will be provided.

## **How will we support your child when they are: joining Priory Junior School, leaving Priory Junior School or moving to another class?**

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

*If your child is moving to another mid-way through KS2 school:*

- We will contact the school SENCO and ensure they know about any special arrangements or support that needs to be made for your child.
- We will make sure that all records about your child are passed on as soon as possible.
- We will support your child being able to attend their new school for taster sessions/ day.

*When moving classes in school:*

- Information will be passed on to the new class teacher in advance and in most cases, a planning meeting will take place with the new teacher and teaching assistant.
- All Provision maps will be shared with the new teacher, along with other relevant paperwork.
- All children spend a morning in their new class at the end of the summer term. Children with SEN are supported by additional adults if necessary.
- A meeting can be arranged for you to meet your child's new teacher before moving class to discuss any questions or concerns.
- If your child would be helped by a book to support them understand moving on then it will be made with them.

*When your child is moving to secondary school:*

- The SENCO will contact the Secondary School SENCO to advise them of your child's SEND.
- Where it is felt necessary, your child will do focused learning about aspects of transition to support their understanding of the changes ahead.
- Where possible your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school. If this is not possible, live meetings or virtual tours will be arranged to support your child.



## **Where can I access further information?**

Priory Junior Schools's SEND Policy is on our website with more information about SEN at our school.

More details about the reforms and the SEN Code of Practice can be found on the Department for Education's website:

[www.education.gov.uk/schools/pupilsupport/sen](http://www.education.gov.uk/schools/pupilsupport/sen)

One significant change arising from the Governments reforms is that Statements of Special Educational Needs, for those children with the most complex needs, have now been replaced with a new Education, Health and Care (EHC) Plan. These plans are being supported by an Education, Health and Care Plan Pathway.

You can view an animation describing this new pathway on Nottinghamshire's SEND Local Offer website:

[www.nottinghamshire.sendlocaloffer.org.uk](http://www.nottinghamshire.sendlocaloffer.org.uk)

You can also seek advice from the Ask Us (Previously known as Parent Partnership Service), which you can access from the link below:

<https://www.nottshelpyourself.org.uk/kb5/nottinghamshire/directory/service.page?id=YmqugCdb3a4>