



Priory Junior School

Special Educational Needs Policy

2024-25

Contents

1. Mission Statement	4
2. Aims and Objectives	4
3. Roles and Responsibilities	5
4. Arrangements for Coordinating SEND Provision.....	6
5. Admission Arrangements	6
6. Allocation of Resources for Pupils with SEN	6
7. Identification of Pupils Needs	7
8. Access to the Curriculum, Information and Associated Services.....	10
9. Inclusion of Pupils with SEN	11
10. Evaluating the Success of Provision	11
11. Complaints Procedure	11
12. In Service Training (CPD).....	12
13. Links to Support Services	12
14. Working in Partnerships with Parents	13
15. Links with other schools.....	13
16. Policy Approval	14

Definitions of Special Educational Needs (SEN) taken from section 20 of the Children and Families Act 2014.

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

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

www.education.gov.uk/schools/pupilsupport/sen

One significant change arising from the 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

This information is also available by putting the above web address into the browser of a smart phone or tablet.

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Nottinghamshire that have an Education, Health, and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health, and social care, as well as those provided by the private, voluntary and community sectors.

1. Mission Statement

At Priory Junior School, our school ethos 'We LEARN with PRIDE' means we are committed to ensuring all our children have access to an inclusive 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. We believe all children should be accepted equally, encouraged, valued, and respected, regardless of their ability or needs. We endeavour to raise the aspirations and expectations of all pupils, including those with SEND, by working collaboratively with parents and carers and listening to the voice of the pupil.

2. Aims and Objectives

Aims

Our SEND policy aims to:

- Set out how our school will support and make provision for pupils with Special Educational Needs and Disabilities (SEND).
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND.

Objectives

Our objectives are:

- To provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the *Special Educational Needs Code of Practice*.
- To promote an atmosphere of encouragement, acceptance, and respect for achievements in which pupils can thrive.
- To develop sensitivity to individual needs and a climate of warmth and support in which self-confidence and self-esteem can grow.
- To ensure that class teachers will use a range of differentiation and interventions to provide effective learning opportunities for all pupils, regardless of their needs.
- To ensure meetings are held termly between the class teacher and SENCo to discuss appropriate interventions/suitable programmes of work.
- To adopt positive and consistent strategies to help children with emotional and/or social needs.
- To make full use of the support agencies that have been made available through the Local Authority to enable children to receive the support they need as quickly, efficiently, and effectively as possible.
- To recognise the importance of early identification. We will gather information from parents and carers, previous settings, as well as Health and Care services.
- To endeavour to make use of all resources appropriately, effectively, and efficiently.
- To consider the views of pupils and their parents/carers and to encourage their participation and partnership in decision-making about provision.
- to meet special educational needs. Review meetings will be held termly.
- To work with the Governing Board to enable them to fulfil their statutory monitoring role regarding the specific supervision of the school's arrangements for SEND.
- To ensure that all staff have access to continuing professional development and advice to support quality teaching and learning for all pupils.
- To help children and young people prepare for a successful transition into the next phase of their education and to adulthood.

3. Roles and Responsibilities

Miss Gilbert is appointed as the Special Educational Needs Co-ordinator (SENCo) and is responsible for overseeing the provision for children with SEND.

The SENCo will:

- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school.
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching.
- Advise on the graduated approach to providing SEND support.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Be the point of contact for external agencies, especially the local authority and its support services.
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 regarding reasonable adjustments and access arrangements.
- Ensure the school keeps the records of all pupils with SEND up to date.

The headteacher will:

- Work with the SENCo and SEND governor to determine the strategic development of the SEND policy and provision within the school.
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability.

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings.
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this.
- Work with the head teacher, SENCo to determine the strategic development of the SEND policy and provision in the school.

Each class teacher will:

- Be responsible for the progress and development of every pupil in their class.
- Work closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- Work with the SENCo to review each pupil's progress and development and decide on any changes to provision.
- Ensure they follow this SEND policy.

4. Arrangements for Coordinating SEND Provision

The SENCo holds a central file for details of all SEND support records such as provision maps for individual pupils. This file also contains any documentation, medical notes, information from external agencies/other professionals who work with our pupils.

All staff can access:

- Priory Junior School's SEND Policy.
- A copy of the full SEND Register.
- Guidance on identification in the Code of Practice (SEN Support and pupils with Education, Health, and Care Plans).
- Information on individual pupils' special educational needs, including copies of their targets and support plans.
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities.
- Information available through Nottinghamshire's SEND Local Offer (www.nottinghamshire.sendlocaloffer.org.uk)

This information is made accessible to all staff to aid the effective co-ordination of the school's SEND provision. In this way, every staff member will have complete and up-to-date information about all pupils with special needs and their requirements which will enable them to provide for the individual needs of all pupils.

5. Admission Arrangements

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEN; those with Education, health, and Care Plans and those without.

Pupils with special educational needs will be admitted to Priory Junior School in line with the Local Authority and our admissions and equal opportunities policies.

The school is aware of the statutory requirements of the SEND and Disability Act and will meet the Act's requirements. As a school, we will work closely with parents/carers to ascertain whether a child has been identified as having special educational needs. If we as a school are alerted to the fact that a child may have a particular difficulty, we will make our best endeavours to collect all relevant information, have conversations with professionals who know the family, arrange transition visits, and begin to plan a relevant differentiated curriculum in advance and consider the interventions/provisions needed to best support the child.

When pupils transfer from feeder infant's school, we will ask the previous setting for all relevant documents linked to the child and his/her needs. This includes any support plans previously in place. When pupils transfer from Year 6 to secondary school or to other schools during their primary school journey, the SENCo will liaise with staff at the relevant school and where appropriate, additional transition plans will be arranged to meet the needs of our pupils.

6. Allocation of Resources for Pupils with SEND

All pupils with SEND will have access specific funds from the school's budget. Some pupils with SEND may access additional funding. This additional funding might be from a budget which is devolved to and moderated by the Family of Schools. (The Family of Schools comprises of All Hallows' Primary

School, Stanhope Primary School, and Phoenix Infants School). For those with the most complex needs, additional funding is retained by the local authority. This is accessed through the Family of Schools. 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.

7. Identification of Pupils Needs

Identification

We identify and assess children with special educational needs in line with the 2014 Code of Practice. The definition of Special Educational Needs at the start of the policy states:

A child or young person has SEND if they have a learning difficulty or disability, which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) Have a significantly greater difficulty in learning than most others of the same age; or
- b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A graduated approach:

Quality First Teaching

- a) Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
- b) Once a pupil has been identified as *possibly* having SEND they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- c) The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- d) The SENCO will be consulted as needed for support and advice and may wish to observe the pupil in class.
- e) Through (b) and (d) it can be determined which level of provision the child will need going forward.
- f) If a pupil has recently been removed from the SEND list, they may also fall into this category as continued monitoring will be necessary.
- g) Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- h) The child is formally recorded by the school as being under observation due to concern by parent or teacher, but this does not place the child on the school's SEND list. Parents are given this information. It is recorded by the school as an aid to further progression and for future reference.
- i) Pupil progress meetings are used to monitor and assess the progress being made by the child. The frequency of these meetings is dependent on the individual child's needs and progress being made.

SEND Support

Where it is determined that a pupil does have SEND, parents will be formally advised of this, and the decision will be added to the pupil's school. The aim of formally identifying a pupil with SEND is to

help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four – part process:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess

The class teacher, with support of the SENCo, will clearly analyse a pupil's needs, focusing on current attainment and barriers to learning. Parents will be notified whenever it is decided that a pupil is to be provided with SEND support and will consult on their views to supporting the child. The pupil's views and where relevant, advice from external support services will also be considered. Where external support services are not already involved, they may be contacted via the Family of Schools termly Springboard meeting where individual needs are discussed with parental consent.

Plan

Planning will involve consultation between the teacher, SENCo and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class. They will work closely with teaching assistants and /or relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCo.

Review

Reviews will be undertaken in line with agreed dates. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil, where appropriate and their parents. The class teacher, in conjunction with the SENCo will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil. Parents will be provided with clear information about the impact of support to enable them to be involved in planning the next steps.

Areas of needs

The SEND Code of Practice 2014 describes 4 broad categories of need. These four broad areas give an overview of the range of needs that should be planned for. Our school currently provides additional and/or different provision for a range of needs, including:

Communication and Interaction needs, including:

- SLCN (Speech, Language and Communication Needs)

- ASD (Autistic Spectrum Disorder)

Cognition and Learning needs, including:

- MLD (Moderate Learning Difficulties)
- SLD (Severe Learning Difficulties - where pupils are likely to need support in all areas of the curriculum and have associated difficulties with mobility and communication)
- PMLD (Profound and Multiple Learning Difficulties – where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment)
- SpLD (Specific learning Difficulties affecting one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia, and dyspraxia)

Social, Emotional and Mental Health Difficulties, including:

- A wide range of difficulties that manifest themselves in many ways e.g., becoming isolated, withdrawn, displaying challenging, disruptive behaviour.
- ADD (Attention Deficit Disorder)
- ADHD (Attention Deficit Hyperactive Disorder)
- Attachment Disorder
- They may also reflect underlying mental health conditions such as anxiety, depression, self-harming, substance misuse, eating disorders or other physical symptoms that are medically unexplained.

Sensory and/or Physical Needs, including:

- Vision Impairment
- Hearing Impairment
- Multi-Sensory Impairment
- Physical Disability

Education, Health, and Care Plan

If a child has lifelong or significant difficulties or is achieving at a considerably lower level than is within the national expectations for their age, a decision may be made to request formal assessment for an EHC Plan (Education Health Care Plan). An EHC Plan outlines outcomes to be met and additional provision to be provided. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents
- Teachers
- SENCo/SEN manager
- Social Care
- Health professionals

Further information about EHC Plans can found:

- Via the SEND Local Offer: www.nottinghamshire.sendlocaloffer.org.uk
- By speaking to an Education, Health, and Care Plan Coordinator on 0115 9774012 or 0115 9773323
- By contacting Ask Us (Previously known as Parent Partnership Service) on 0115 8041740 or by email enquiries@askusnotts.org.uk

8. Access to the Curriculum, Information and Associated Services

Pupils with SEND will be given access to the curriculum through the specialist SEND provision provided by school as is necessary, as far as possible, in line with the wishes of their parents and the needs of the individual. Priory Junior School is an inclusive school, and we undertake to ensure that all children, including those with special educational needs, have access to the full breadth of the curriculum inside and outside of the classroom. We seek to achieve this through use of several strategies:

- Sharing resources and expertise where appropriate.
- Personalised Provision maps detailing the child's provision and support.
- To plan for, support and carry out interventions as appropriate to children's individual needs.
- Class Teachers planning takes account for the needs, requirements, differentiation, and provision of their pupils. Teachers reflect on their planning daily to plan effectively for the needs of the children for the following day / session and to set up interventions/guided groups in response to ongoing learning.
- Support from teaching assistants or those working in a 1:1 capacity.
- Flexible grouping of children. Some children may work in smaller guided groups, tailored to their learning styles, and need.
- Special arrangements. Some children may require a scribe for written tests, and this will be carried out in accordance with the NCA guidelines.
- Disapplication. When appropriate, and in discussion with parents/carers, children may be dis-applied from carrying out end of Key Stage SATs. This will be judged at the time for each individual child and will be based on our knowledge of the child in question and their learning needs.
- Additional interventions.

Evaluating the effectiveness of the curriculum in terms of meeting the needs of our pupils with special educational needs in terms of pupil attainment and progress take the following forms:

- Work scrutiny – carried out by the Head Teacher, Deputy Head Teacher, SENCo and subject leaders as appropriate.
- Lesson observations programmed throughout the year to ensure all children, regardless of their SEND, receive inclusive access to the curriculum.
- Monitoring of long and medium-term planning.
- Discussions of evidence during appraisals.
- Notes that teachers make and discussions they have with the SENCo about the impact of interventions, provision and/or a differentiated curriculum and how this informs future planning.
- Subject leaders evaluate end of year attainment and progress from previous years for their subject area. - End of KS assessment data.
- Close monitoring of data and assessment for all classes including closing the gap data for vulnerable groups, including special educational needs. These inform discussions at appraisals and discussions with the SENCo.
- Some children at our school will be assessed using the B Squared program tool to show the smaller steps of progress within children's learning and offer targets.
- Learning Walks.

- Every effort will be made to educate pupils with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCo will consult with the child's parent for other flexible arrangements to be made.

9. Inclusion of Pupils with SEN

The Headteacher oversees the school's policy for inclusion and is responsible for ensuring that it is implemented effectively throughout the school.

The school curriculum is reviewed by the Headteacher and Deputy Headteacher together with the SENCo to ensure it promotes the inclusion of all pupils. This includes learning outside the classroom.

The school will seek advice, as appropriate, around individual pupils, from external support services through the termly 'Springboard meetings', Early Help Unit, the Multi-Agency Safeguarding Hub (MASH) and the GAPS Team (Gedling Area Partnership <https://www.gedlingareapartnership.co.uk>).

The admission arrangements for all pupils are in accordance with national legislation, as detailed above.

10. Evaluating the Success of Provision

To make consistent continuous progress in relation to SEND provision we encourage feedback from staff, parents, and pupils throughout the year. Opportunities for feedback also come through talking to staff in professional meetings as well as staff meetings and informal conversations; talking to children during learning walks and lesson observations; discussions with parents at more formal review meetings and informal conversations with parents.

Pupil progress will be monitored on a termly basis in line with the SEND Code of Practice.

Each pupil with SEND has an individual support plan, detailing the provision and intervention they receive, which is monitored regularly by the SENCo. The provision is reviewed at the end of the term when staff, alongside parents, complete the SEND review to show that impact the provision/intervention has had for the child, the progress they have made and further targets. Staff monitors pupils carefully and continuously. Therefore, they will not wait until the end of a term to note the impact and change the provision for an individual child. They will respond to the ongoing needs of pupils and adapt provision as necessary.

If provision is provided by an outside provider, it is our responsibility to measure and evaluate the success of such provision; through liaising with the appropriate professionals and ensuring clear communication between all agencies involved.

Pupil progress meeting will also be held termly to review the progress for all children.

11. Complaints Procedure

The school's complaint procedure for special educational needs mirrors the school's other complaint procedures, which can be found in the school's complaint policy.

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the Head Teacher or SENCOs, who will then advise on formal procedures for complaint.

We actively encourage parents/carers to come and talk to us if they have any worries about their child and, together, we will seek to find a resolution.

12. In Service Training (CPD)

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND.

The SENCo attends relevant SEND courses, Family SEND meetings and facilitates/signposts relevant SEND focused external training opportunities for all staff.

We recognise the need to train all our staff on SEND issues and we have funding available to support this professional development. The SENCo, with the senior leadership team, ensures that training opportunities are matched to school development priorities.

We will continue to develop staff/governor's expertise by making full use of the courses provided by the LEA, National conferences and other agencies or INSET drawing on staff specialism. The governors will ensure that they are kept fully abreast of their statutory responsibilities by attending training and receiving regular updates from the Head Teacher and/or SENCo's.

The SENCo's and Head Teacher will keep fully up to date about special educational needs issues through attendance at training, family SENCo meetings and will facilitates/signposts relevant SEND focus external training opportunities for all staff. In addition, the SENCo's will develop their skills through attendance at special training discussions with outside specialists and through reading material. Discussions arising from the termly family SENCo meetings are discussed with the Head Teacher, disseminated to staff through staff meetings or on an individual basis as appropriate.

CPD forms an integral part to the continued development and growth of life at Priory Junior School. CPD needs are identified by staff during appraisals/discussions throughout the year and through discussions with the SENCo. We also promote in-house CPD where we have an open ethos to supporting, advising, and sharing expertise and experience within school to support each other. All teaching assistants will have access to CPD events and specialist training as appropriate. Again, CPD needs will be identified through informal discussions, through discussions with the SENCo's and through their appraisals.

13. Links to Support Services

The school continues to build strong working relationships and links with external support services to fully support our SEND pupils and aid school inclusion.

Sharing knowledge and information with our support services is key to the effective and successful SEND provision within our school. Any one of the support services may raise concerns about a pupil.

This will then be brought to the attention of the SENCo who will then inform the child's parents.

The following services will be involved as and when is necessary:

- SFSS – Specialist Family and Schools Services, including behaviour support.
- Early Help Unit
- Multi-Agency Safeguarding Hub
- EPS – Educational Psychology Service
- Social Services
- Healthy Families Team
- Small Steps
- Speech and Language Therapy Service
- Parent Partnership

- Secondary school liaison
- CAMHS
- Police Service
- Gedling SENCo family of schools

14. Working in Partnerships with Parents

Priory Junior School believes that a close working relationship with parents is vital to ensure:

- Early and accurate identification and assessment of SEND leading to the correct intervention and provision.
- Continuing social and academic progress of children with SEN.
- Personal and academic targets are set and met effectively.

We recognise the importance of effective dialogue between teachers and parents/carers. Parents/carers are kept informed of their child's progress at during termly meetings and more informally at the end of the day or by appointment. There is an end of year written report and parents' evening for parents on each child's progress. Copies of provision maps and targets are discussed and reviewed at termly meetings.

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SENCo may also signpost parents of pupils with SEND to the local authority Parent Partnership service where specific advice, guidance and support may be required.

If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child and are kept up to date and consulted on any points of action drawn up regarding the provision for their child. The school's SEND governor can also be contacted in relation to SEND matters.

15. Links with other schools

The school is a member of the Gedling Family of School (alongside All Hallows' Primary, Stanhope Primary and Phoenix Infants School). This enables the schools to build a bank of joint resources and to share advice, training and development activities and expertise.

Transition

At Priory Junior School, we liaise with all our local feeder infants' schools and secondary schools to ensure the easiest possible transition between key stages.

Planning for transition from primary to secondary school, for some pupils, may start as early as Year 5 when, working with parents/carers, individual visits may be arranged to help inform the correct placement for their child.

In Year 6, the SENCO and other relevant secondary staff will visit Priory for the transfer of information and to meet the children. The children have the opportunity to spend some time sampling life at secondary school – they may do this in year 6 and then for at least a full day in Year 6. The Year 6 class teacher at Priory and the SENCOs, have time to meet with the SENCO from the secondary school to discuss each child and relevant documentation is passed on. All records – assessments, SEND record, provision maps and letters/documents are passed on.

On occasions, children may need to visit their secondary school more often to prepare more fully for the next chapter of their life. This may be children with specific needs or children who are more vulnerable. Flexible arrangements are made between Priory Junior School and the secondary school to accommodate the needs of the children and their parent/carers, who can accompany their child on these additional visits if they wish to. If parents/carers are unable to attend the additional visits, then a teaching assistant, whom the child is comfortable with, may be available to accompany them. These visits are at different times of the day to accommodate the child's needs.

When a child transfers to another primary school or special school, records are forwarded as soon as possible to ensure minimum disruption in educational profession and progress. We would offer the SENCo's and/or Head Teacher as a person to contact if further information is required.

School use 'CPOMS' for SEND information and these documents will be transferred securely should a child move from, or to, our school.

16. Policy Approval

Signed _____ *Mr. J. Cross* (Headteacher)

Date _____

Signed _____ *Miss. S. Gilbert* (SENCo)

Date _____

Signed _____ *Mrs. E. Coleman* (SEN Governor)

Date _____

This policy will be reviewed annually.