S.E.N.D Local Offer

Our Vision

At Priory Junior School we are committed to meeting the needs - academic, social, emotional and behavioural of all our pupils and ensuring that all pupils including those with Special Educational Needs or Disabilities (SEND) pupils have the opportunity to reach their full potential and make good progress within a positive and stimulating environment.

We provide a high quality, flexible curriculum for all children through an inclusive approach which meets individual needs, enabling all pupils to be included fully in the life of our school and its community.

Our Aims

All Nottinghamshire maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs and are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. All schools are supported to be as inclusive as possible, with the needs of pupils with a Special Educational Need/s being met in a mainstream setting wherever possible, where families want this to happen.

1) Who are the best people to talk to in Priory Junior School about my child's difficulties with learning/Special Educational Needs & Disabilities (SEND)?

The Special Educational Needs Co-ordinator (S.E.N.C.O) currently shared by Mrs Brown, Head Teacher and The SEND Manager, Mrs. Henshaw

Responsible for:

- Coordinating all the support for children with special educational needs or disabilities (SEND) and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.
- Ensuring that you are:
    - involved in supporting your child's learning
    - kept informed about the support your child is getting

- involved in reviewing how they are doing
- Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc...
- Updating the school's SEND register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are clear records of your child's progress and needs.
- Providing specialist support for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible.

Class/subject teacher

Responsible for:

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support) and letting the SENCO know as necessary.
- Writing Individual Education Plans (IEP), and sharing and reviewing these with parents at least once each term and planning for the next term.
- Ensuring that all staff working with your child in school are helped to deliver the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

Head Teacher – Mrs Brown

Responsible for:

- The day to day management of all aspects of the school, this includes the support for children with SEND.
- She will work with the SEND manager and class teachers and is responsible for ensuring that your child's needs are met.

- She must make sure that the Governing Body is kept up to date about any issues in the school relating to SEND.

SEN Governor – Mrs Tunnicliffe

Responsible for:

- Making sure that the necessary support is made for any child who attends the school who has SEND.

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

a) Class teacher input, via excellent targeted teaching (Quality First Teaching)

For your child this would mean:

- That the teacher has the highest possible expectations for your child and all pupils in their class.
- That all teaching is built on what your child already knows, can do and can understand.
- That different ways of teaching are in place, so that your child is fully involved in learning in class. This may involve things like more practical learning.
- That specific strategies (which may be suggested by the SENCO) are in place to support your child to learn.
- Your child's teacher will have carefully checked your child's progress and will have gained an understanding as to what possible gap or gaps in their understanding/learning and needs to provide them with any extra support to help make the best progress possible.

Specific Group Work

Intervention which may be:

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

b) Specialist groups run by outside agencies e.g. Speech & Language Therapy, Physiotherapist.

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

This may be from:

- Local Authority Central Services, such as the ASD Outreach Team, Personal, Social, Emotional Development Team (PSED) or Sensory Service for students with a hearing or visual need.
- Outside Agencies such as the Educational Psychology Services (EPS)

What could happen?

- You will be asked to give your permission for the school to refer your child to a specialist professional e.g. Speech & Language Therapist (SALT) or Educational Psychologist. This will help the school and you to understand your child's particular needs better and to be able to support them more effectively in school.
- The specialist professional will work with your child to understand their needs and make recommendations as to the ways your child is given support. This may lead to specific group or individual work being carried out.

c) Specified Individual Support

This type of support is available for children whose learning needs might be *severe, complex and lifelong.* This is usually provided via a Statement of Special Educational Needs or an Education, Health & Care Plan (EHCP). This means your child will have been identified by professionals as needing a particularly high level of individual or small group teaching. This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups. Your child might also need specialist support in school from professionals outside the school. This might be from:

- Local Authority Central Services such as the ASD, PSED Outreach Services, Sensory Service (for children with a hearing or visual need).
- Outside agencies such as the Speech & Language Therapy (SALT) Service.

For your child this could mean:

- The school (or you) can request that Local Authority Services carry out a statutory assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child.
- After the request has been made to the 'Panel of Professionals' (with a lot of information about your child including some from you) they will decide whether they think your child needs (as described in the paperwork) seem complex enough to need a statutory assessment. If this is the case, they will ask you and all the professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this they will ask the school to continue with the current support.
- After the reports have all been submitted, the 'Panel of Professionals' will decide if your child's needs are severe, complex and lifelong. If this is the case they will write a Statement of Special Educational Needs or an Educational Health Care Plan
  (EHCP). If this is not the case, they will ask the school to continue with the current level of support and also set up a meeting in school to ensure a plan is in place to provide the support your child requires to make as much progress as possible.
- The Statement or EHCP will outline the number of hours of individual/small group support your child will receive from the LA; how the support should be used, and what strategies must be put in place. It will also have long and short term goals for your child.
- The additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child.

3) How can I let the school know that I am concerned for my child's progress?

- Initially, you should speak to your child's class teacher about your concerns.
- If you're still concerned or not happy about your child's support and/or progress you should speak to either the SEND Manager or Head Teacher.
- If you are still not happy you can arrange to speak to the S.E.N.D Governor

4) How will the school let me know if they have any concerns about my child's learning at school?

- 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 at a later date 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.

5) How is the extra support allocated to children and how do they progress in their learning?

- 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

  And decide what resources/training and support is needed.

- All resources/training and support are reviewed regularly and changes made as needed.

6) Who are the other people providing services and support to children with SEND at Priory Junior School?

Directly involved in the school:

- A team of highly trained Teaching Assistants
- Family Inclusion Teacher (providing support across the family of schools)

- Parent Support Worker (providing support across the family of schools)

The SENCO will seek advice, as appropriate, 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
- PSED Team
- School Nurse

7) 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 and Family Inclusion Teacher support the class teacher in planning for children with SEND.
- The school has a training plan for all staff to improve the teaching and learning of children including those with SEND. This includes whole school training on SEND issues such as ASD and Speech and language difficulties.
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g. from the ASD team, Schools and Families Specialist Services and The Candleby Lane School Alliance.

8) How will the teaching be adapted for my child with SEND?

- Class Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that your child's needs are met.
- Specially trained support staff can adapt the teachers planning to support the needs of your child where necessary.

- Specific resources and strategies will be used to support your child individually and in groups.
- Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs.

9) How will staff at the school measure the progress of my child in Priory Junior School?

- As a school we measure children's progress in learning against national age related expectations.
- Your child's class teacher continually assesses and notes areas where your child is improving and where further support is needed.
- We track children's progress from their admission to year 6, using a variety of different methods including National Curriculum Assessments, standardised tests, smaller steps assessments (P Scales) as appropriate.
- His/her 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.
- At the end of year 6 all children are required to be formally assessed and results are published nationally.
- Children at School Support will have an Individual Education Plan (IEP) and/or a provision map which will be reviewed with your involvement, every term and the plan for the next term made.
- The progress of children with a statement of SEND/ EHC Plan is formally reviewed at an Annual Review with all adults involved with the child's education.
- The SENCO will also check that your child is making good progress within any individual work and in any group that they take part in.

10) What support do we have for you as a parent of a child with SEND?

- The class teacher is regularly 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 will be reviewed with your involvement each term.
- Homework will be adjusted as needed to your child's individual needs.
- A home/school contact book may be used to support communication with you, when this has been agreed to be useful for you and your child.

11) 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. There is also a disabled toilet and shower room.
- We ensure that equipment used is accessible to all children regardless of their needs.
- After school provision is accessible to all children including those with SEND.
- Extra curricular activities are accessible for children with SEND.

12) 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 a smooth as possible.

- If your child is moving child to another mid-way through KS2 school:
    - We will contact the school SENCO and ensure he/she knows 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.

- 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. All Provision maps will be shared with the new teacher, along withal other relevant paperwork.
    - If your child would be helped by a book to support them understand moving on then it will be made with them.

- In Year 6:
    - 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.

13) Where can I access further information?

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

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

You can also seek advice from the Parent Partnership, which you can access from the link below:

http://www.ppsnotts.org.uk/