



## **Priory Junior School SEND Local Offer**

### **Our vision**

At Priory Junior School, our school motto '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.

### **What is 'The Local Offer?'**

The Local Offer provides information for children and young people with Special Educational Needs (SEND) and their parents or carers in a single place. It shows families what they can expect from a range of local agencies including education, health and social care.

Click the link below to see Nottinghamshire's local offer.

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

### **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 (SENCo) is Miss Gilbert and the SEN manager is Mrs Henshaw. They are responsible for:

- Developing and overseeing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.
- Carrying out assessments of pupils with SEN to identify needs and plan for support - including observations in the classroom and meeting with teachers and parents
- Ensuring that you are:involved in supporting your child's learning, kept informed about the support your child is getting and are able to share feedback about your child's progress.
- Involved in reviewing how they are doing, including regular reviews with you about your child's progress.
- 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.

Your child's class teacher is responsible for:

- Monitoring the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like individual interventions, differentiated support) and letting the SENCO know as necessary.
- Providing targets or areas of focus for your child's learning and sharing and reviewing these you at least once each term (during parents' evening or SEN reviews) and planning for the next term, based on the progress made towards these.
- Ensuring that all staff working with your child in school are equipped and informed 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.

The Head Teacher – Mrs Brown is responsible for:

- The day to day management of all aspects of the school, this includes the support for children with SEND.
- Working with the SENCo, SEN Manager and class teachers to ensure that your child's needs are met.
- Making sure that the Governing Body is kept up to date about any issues in the school relating to SEND.

The SEN Governor – Mrs Tunnicliffe is 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?**

### **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.
- 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.
- 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 as needing some extra specialist support in school from a professional outside the school.

This may be from:

- Local Authority central services such as ASD team or Sensory service (for pupils with a hearing or visual need).
- School funded services such as Education Psychologists and support from specialists based in complex needs schools (School 2 School Support).
- Health related services such as Speech and Language therapist, Occupational therapist, Mental Health services (CAMHS).

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 (and you) to understand their needs and make recommendations as to the ways your child is given support. This may involve them visiting the school (or conducting meetings virtually) to meet your child. As a result of this, specific group or individual work may be carried out.

### **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 and your child) 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 (where necessary) 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?**

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/Disabilities Co-ordinator (SENCo), Miss Gilbert or SEN manager, Mrs Henshaw.
- The school's head teacher and SEND governor can also be contacted for support.

### **4) 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 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 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

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

The school identifies the needs of SEN pupils on a provision map. This identifies the support given within school and is reviewed regularly and changes made as needed, so that the needs of children are met.

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

- A team of highly trained Teaching Assistants
- Family SENCo (providing support across the family of schools)
- Parent Support Worker (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

**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 SEN manager support the class teachers in planning for children with SEND.
- The school provides training and support to enable all staff to improve the teaching and learning of children including those with SEND. This includes whole school training on SEN issues, such as Autism Spectrum Disorder (ASD), Communication, Cognition and Learning, Physical and Sensory difficulties.
- 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 the ASD team, Schools and Families Specialist Services and The Candleby Lane School Alliance.

**8) How will 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.
- Support staff under the direction of the class teacher, can adapt 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 including visual timetables, alphabet and number lines, word mats and reading overlays.
- Planning and teaching will be adapted if necessary to meet your child's learning needs. These will be discussed with you during your child's termly SEN review.

**9) 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 from their admission to year 6, using a variety of different methods including National Curriculum Assessments, standardised tests, smaller steps assessments (P Scales) or the engagement model 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. Further interventions or support will be put into place as a result of this.
- 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 (this may be virtually) 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 (in person or virtually), or where this is not possible, in a report.
- Provision maps, interventions or targets will be reviewed with your involvement each term.
- Homework or remote learning provision will be adjusted, where 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. The rest of the school is wheelchair accessible via ramps.
- There is also an inclusive toilet and shower room. We ensure that equipment used is accessible to all children regardless of their needs.
- All extended learning activities such as clubs, trips, residential visits, specialist activities, theme days etc. are accessible for children with SEND. Individual pupil risk assessments will be carried out if necessary for these activities.
- Provision is made to support parents with particular needs to access school information and events.

### **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 as smooth as possible.

If your child is moving 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.
- 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.

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

We are an inclusive school, centred on providing life-long, enquiry-based, aspirational, relevant and nurturing support for ALL. We welcome and celebrate 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 a number of ways, including behavioural difficulties, anxiousness and being uncommunicative.

- Staff will be available in the mornings to meet and welcome all children. Specific meet and greet support can be put into place to ensure a smooth transition between school and home.
- 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.

#### **14) 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](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 Parent Partnership, which you can access from the link below:

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