



**SEND**

# **Information Report for Priory Junior School**

**UPDATED BY Priory Junior School  
September 2018**

Date approved by the Resources/D&P/FGB Committee

Signed by Chair of Governors .....

Signed by Chair of Committee .....

Signed by Head Teacher .....

Date of next review September 2019

## **SEND Information Report**

*At Priory Junior School we believe in achievement, ambition and progress for all children.*

*We aim to meet the needs of individual children through highly effective teaching and learning.*

*There is an emphasis on early identification of needs through supportive and preventative strategies which reduce barriers to learning.*

*We work in a flexible way to develop effective partnerships with children and their parents/carers, the Inclusion Team and external professionals such as speech and language therapists, advisory teachers and child and adolescent mental health services (CAMHS) to ensure that the school can meet a broad range of special educational needs.*

*We undertake a rigorous system of monitoring children's progress, supporting both academic and personal achievement by removing barriers to learning. To enable this we use a wide range of strategies to foster a culture of lifelong learning and independent living skills for all children.*

### **What does this look like at our school?**

#### **1. Identifying any special needs as early as possible is very important. We :**

- Listen to parents' concerns
- Observe and monitor your child's progress regularly
- Liaise with other professionals who may be working with your child
- Work closely with feeder schools when children join us to ensure your child has a smooth transition into our school

#### **2. We are able to support children with a wide range of needs:**

- communication and interaction
- cognition and learning
- social, emotional and mental health difficulties
- sensory and/or physical needs
- Medical conditions

#### **3. Planning support for a child with SEN is:**

- Led and managed by the Class Teacher
- In some cases the Assistant Head and Senco Manager will be involved to support decision making and to help co-ordinate support
- In some cases outside agency advice may be sought
- Support will involve the teacher carefully assessing the child's learning and development, planning the next steps, putting support in place and then reviewing progress
- The knowledge and views of parents/carers are valued. You will be invited to be a part of this process through regular discussions, meetings and agreed records of support.
- All necessary information about your child, including details of any extra support, is passed on to the new teacher and the staff will work in collaboration at transition times. This includes working closely with other school as the children prepare to move to KS3.

#### **4. We offer all children access to a broad and balanced curriculum through a cross curricular approach. Every lesson is differentiated to ensure it is relevant and accessible to all children in**

**the class. However there may be times when your child may require additional or different support for some areas of learning. At Priory this may be:**

- Small group work for speaking and listening, literacy or numeracy
- Extra preparation or support to understand the language used in lessons
- Adapted or additional resources in the classroom, including ICT
- Short term 1:1 support
- Additional or different aids to encourage independence such as written instructions or work systems

**5. Children's progress is carefully monitored through ongoing observations alongside our school cycle of assessment. For every child, progress is measured termly during our assessment weeks and is discussed between staff at Pupil Progress meetings where next steps will be decided. For children with SEN there may be additional measures:**

- Reviews of short term targets on individual plans
- Additional tests to assess language levels, reading ages, mathematical concepts in order to plan next small steps in learning
- For those children not yet working at National Curriculum at the end of Year 1 a measurement against smaller more specific steps in learning called P Levels

**6. Ongoing information about your child's progress will be communicated to you through termly consultation meetings and an annual report which will include expected progress for the following year. More informally parents can request a meeting at any time with the class teacher and home/school diaries play an important role in communication between parents and staff. In addition if your child has SEN there may be:**

- Additional termly meetings to discuss progress against specific and agreed targets
- Annual review meetings for children with Statements or EHC plans
- Meetings in school with outside agencies working with your child
- Parents can request a meeting at any time with the Senco Manager
- Children will be included in discussions and decision making in an age appropriate way wherever possible

- 7. All children are expected and enabled to be fully involved in the life of the school. This includes being a Priory Rep, participating in school trips and special activities, accessing sports and extra- curricular clubs. If any child needs additional support in any of these areas we may:**
- Develop an individual risk assessment in partnership with staff and parents
  - Ask for external professional advice
- 8. Many of our teachers have experience of working with a range of special needs and there is an ongoing programme of training. The school has also invested in training for our support staff who are able to lead effective short term programmes for children experiencing difficulties in English and Maths. In addition to the class teams, which are made up of your child's class teacher and teaching assistants, the Inclusion Team at Priory consists of:**
- The Senco Manager for Inclusion – Mrs Henshaw. Her role is to co-ordinate and manage provision for children with SENDs in the school. This includes monitoring the effectiveness of any extra support provided for children with SEND.
  - The SENCo – currently shared in the interim between Miss Edwards (Acting Head teacher) and Mrs Clark (Assistant Head). Their role is to monitor the effectiveness of any extra support provided for children with SEND and organise appropriate provision.
  - Teacher with Responsibility for Behaviour Management and Support – Mrs Clark works across the school supporting staff where children's behaviour or social skills development is becoming a barrier to their learning.
  - The Parent Support Worker –Rachel Jefferson who works across the school supporting children and families and helping to extend the links between home and school.
- 9. The school works closely with a wide range of external agencies and professionals and is able to signpost parents to relevant support groups. There may be times when a child is being supported by a range of services and the school will facilitate joint meetings for parents and professionals to enable the support to be co-ordinated in the most effective way.**

Please see our **Local Offer** for more details of available services.

**10. Other related policies which you will find on our school website are:**

- SEND Policy
- Accessibility Plan
- Behaviour Management Procedures
- Teaching and Learning
- Complaints
- Assessment and tracking
- Administration of medication in School