

## Priory Primary School SEND Information Report 2023-24

### Our Vision and Values

At Priory Primary we aim to create an inclusive environment where all pupils are valued as individuals and are celebrated for their contribution to the school community. All staff should be committed to identifying and breaking down barriers to learning for pupils with SEND or other vulnerabilities. We aim to discover the strengths, as well as the needs, in all pupils and enable them to develop their individual talents or interests. Pupils with SEND should be encouraged to take part in all aspects of school life and all pupils should be taught to engage with them in a kind and respectful manner.

Pupils with SEND should be given opportunities to express their views and be represented on the school council and eco-council. Their opinions should also be sought about what provision works best for them. As they get older, pupils with SEND should be increasingly involved with any plans and targets created for them and staff should encourage them to develop their understanding of how they learn and which strategies work best for them. Staff should give all pupils opportunities to develop their awareness that everyone has challenges in different areas of development. Staff should seek to develop a classroom environment where pupils feel able to share them with each other and work together to help each other overcome them.

All staff should be aware that pupils with SEND can be more at risk of developing mental health issues than other children and therefore their wellbeing needs careful monitoring. It is essential that staff help pupils to develop their confidence as learners by enabling them to access lessons through adaptive teaching, scaffolding and practical resources. SEND learners should be treated with sensitivity when they make mistakes so that their self-esteem is maintained.

These aspects form the foundations which need to be in place so that pupils with SEND can fulfil their academic potential and become independent learners. It should also enable them to develop into confident individuals who are able to live fulfilling lives and make a successful transition into secondary education and eventually adulthood and employment.

Our most recent OFSTED report stated that:

There is a well-developed culture of inclusion for all pupils. Leaders closely follow the progress that all pupils, including disadvantaged pupils and pupils who have SEN and/or disabilities, make, with rigour and great care. Leaders' and governors' views are that 'if a child needs support, no matter what their need, leaders will make sure it happens'. This ethos permeates the school. Consequently, all pupils receive swift, appropriate individualised support that maximises their chances of achieving well. (OFSTED, 2018)



Year 4's 'Try a Bike' Day.



Year 5 & 6 at Grafham Water.

During the academic year 2022-23 we focused on continuing to train staff to maximise the impact of our teaching assistants and develop language and communication throughout the school. We also introduced 'Personal Profiles' for pupils in Years 2-6 to help them develop their understanding of themselves and how they learn best.



Outdoor Reception area with mud kitchen.



Year 5 & 6 area for growing plants & vegetables.

### **Our provision for different types of SEND**

Although Priory does not have a specialist provision for pupils with any particular type of Special Educational Need or disability, we welcome children with a range of needs into our school community. We currently have very high levels of pupils with high level needs:

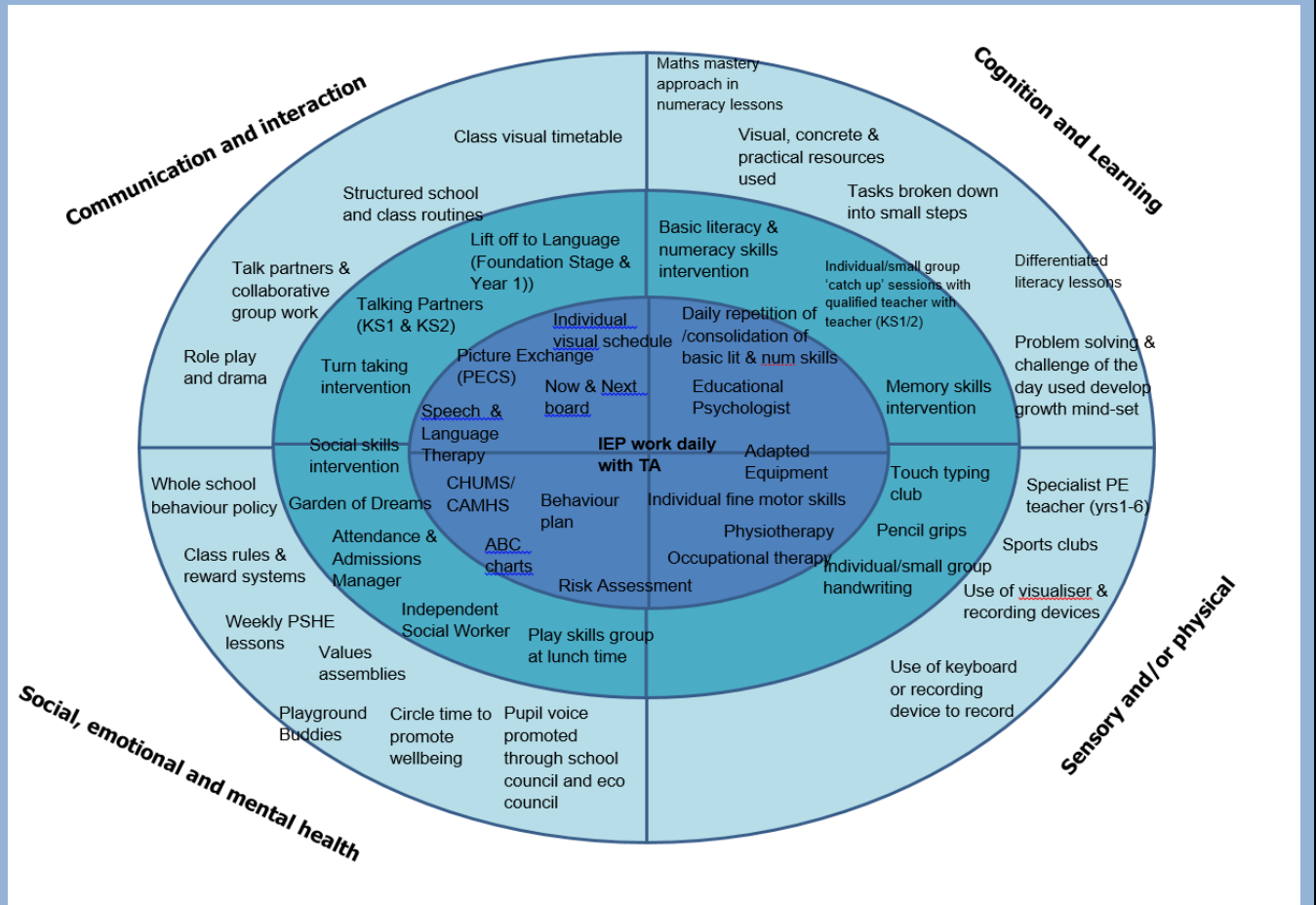
Number of pupils on SEND register	41 (20.39%)	National Average Primary: All:	16% 17.3%
Number of pupils with EHCPs	17 (8.45%)	National Average Primary: All:	2.5% 4.3%
Number of children at SEN level.	24 (11.94%)	National Average Primary: All:	13.5% 13%

(These figures include our nursery class.)

In our most recent OFSTED inspection which took place in June 2018 it was judged that:

Teaching across the school provides exemplary opportunities for pupils to learn well, including for disadvantaged pupils and pupils who have SEN and/or disabilities. This is because teachers and teaching assistants work together very well to ensure that all pupils are well supported and are able to do their best. (OFSTED, 2018)

The staff have created a map to show the provision which our school provides for the four main areas of Special Educational Needs: Cognition & Learning, Communication & Interaction, Social, Emotional & Mental Health & Sensory and/or Physical needs.



### **Identifying children and young people with SEND and assessing their needs**

The progress of all children is carefully monitored by the Class Teacher. The SENDCO may also observe or assess individual children. In addition, the Head Teacher and SENDCO meet every half term to discuss pupil progress. We know when pupils need help if:

- concerns are raised by parents/carers or the child;
- there is a change in the pupil's behaviour or progress;
- the child's rate of progress slows down;
- the gap between the achievement of a child and their peers does not close;
- the gap between the achievement of a child and their peers widens.

### **Consulting parents of children with SEN and involving them in their child's education**

Parents play a vital role in the education of their children and are welcomed into the school.

In 2022 parents were consulted about a new information booklet which has been created for parents of pupils with Special Educational Needs. There was some really helpful feedback which was incorporated into the booklet.

A parent survey in 2023 revealed that all of the 20 parents who completed the survey felt that the school supported their child's needs and that they felt involved in their child's education. 16 out of 20 felt that they understood how much progress their child was making. 18 out of 20 said that their child was happy at school.

In addition:

- We operate an open door policy and we actively encourage parents to talk to the class teacher or other members of staff before school, after school or at another mutually convenient time;
- We have parent consultation events each term and an annual school report;
- If the school has concerns about your child's progress, parents are always informed and involved from the beginning;
- Parents are informed of progress and targets for the next steps in learning are set and reviewed regularly with parents;
- We also discuss how school and home can work together to achieve the best possible outcome for your child;
- Details of what is being taught each term for each class is on the school website and we aim to invite parents in to see how different subjects are taught when possible;
- We have a variety of parent training and learning events that change termly. These are advertised via our newsletter and website;
- Parents/carers can stand to become parent governors. We currently have two parent/carers on our Governing Body.

## **Involving pupils with SEND in their education**

- We respect the ability of all children to become independent learners;
- Whenever possible, pupils are involved in creating their learning targets and taking increasing responsibility for their learning;
- Children are encouraged to express their views in the way that is most comfortable for them. This may be verbally, by writing them down or by choosing from a selection of pictures;
- If a child has a specific plan, these views are included on the plan;
- Pupils with SEND are included in the elections for the Useful & Kind School Council and Eco Council.



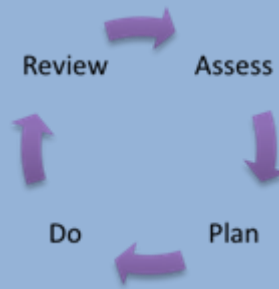
During the Summer term of 2022, a survey was carried out to find out how pupils with SEND felt about different aspects of school life. Pupils were very positive about the support that they receive from teachers and TAs. They also said that they enjoy taking part in school clubs, taking on roles and feel part of the school community. One of them stated that, "Playing outside with friends is important." Areas for development are knowing what helps them to learn and knowing what targets they are working towards.

## **Assessing and reviewing children and young people's progress towards outcomes**

- The progress of children is tracked carefully by both class teachers and Senior Leadership Team each half term. In addition, children who have SEN or are having difficulty making progress in some areas, are also monitored by the SENDCO.
- If the school has a concern about a child's progress in any area of learning, the class teacher will invite the parents in to school to discuss it.
- Parents/carers will be encouraged to give their opinions about their child's strengths and difficulties
- The class teacher, pupil and parents will decide on some targets which will help the child to make progress. They will also decide what they will each do to help the pupil achieve them.
- A record of what has been discussed and the targets agreed will be made and a copy will be given to the parents.
- A date will be set for reviewing progress towards the targets, usually after a maximum of one term.
- If a child responds well to the intervention given at this stage, it may not be necessary for him/her to have an individual plan and be entered on to the SEND Register.

If the school does decide that a child has Special Educational Needs, the parents will be informed straight away. A graduated approach to support will then be taken.

This involves a four part cycle:



**Assess** : The SENDCO carries out an assessment of the child's needs, taking into account the class teacher's assessments and the parents' concerns.

**Plan** : A written Individual Education Plan is created based on the needs of the learner and targeting specific areas. A specific date is set for when the targets will be reviewed.

**Do:** The plan is carried out.

**Review:** Progress made towards achieving the targets is discussed at a meeting with the pupil and parents each term. Changes in the support provided will be discussed and then recorded in a new plan.

There may be times when advice is sought from an external specialist such as a Speech and Language Therapist or Educational Psychologist. This will always be done in consultation with parents.

All discussions are treated as confidential by staff and paperwork and electronic data are stored securely.

For a very small number of children, it may be necessary for the school to make a request to Bedford Borough Council for an Education, Health and Care needs assessment.

The purpose of an EHC plan is to make special educational provision to meet the special educational needs of the child or young person, to secure the best possible outcomes for them across education, health and social care and, as they get older, prepare them for adulthood. (SEND Code of Practice, 2014)

The SENDCO will always discuss this with parents first and only proceed with their permission.

At any point parents can contact the Bedford SENDIASS. This service offers free confidential support for parents and carers of children with special educational needs and disabilities.

### **Bedford SENDIASS**

Borough Hall, Cauldwell Street, Bedford MK42 9AP

Tel: 01234 276 267

Email: [sendiass@bedford.gov.uk](mailto:sendiass@bedford.gov.uk)

## **Supporting children in moving between phases of education**

Many strategies are in place to enable every child's transition to be as smooth as possible. These include:

- Home visits are carried before nursery and reception children start school in the autumn term;
- Discussions between the previous or receiving schools prior to the pupil joining/leaving;
- The SENDCO or class teacher may visit a child in their current setting before they start at Priory;
- All pupils attend a transition session where they spend some time with their new class teacher;
- Additional visits are also arranged for pupils who need extra time in their new school;
- Miss Wilde is always willing to meet parents/carers prior to their child joining the school;
- Information is shared with relevant members of staff at each transition point;
- The school has good communication links with Biddenham School and Bedford Free School;
- Transition arrangements are made for all pupils leaving us at the end of year six so that they are given opportunities to visit their new schools and feel confident in their new settings.



The Forest School area set up for camping.

## **Our approach to teaching children and young people with SEND**

- We believe pupils are entitled to a broad and balanced curriculum as outlined in our School Prospectus which is available on the school website.
- The learning needs of every child are catered for in the class teacher's planning and high quality teaching. These will be adapted to suit the pupil's individual needs.
- If a child has needs related to more specific areas of their education, then they may spend a short while each day, or a few times a week, in a small group. This will be run by the teacher or teaching assistant and will be focussed on achieving specific targets. These targets are reviewed each half term by the teaching assistant and teacher together.
- The Inclusion Leader (SENDCO) will sometimes also work with individual and groups of pupils for a short amount of time each week to focus on specific areas of learning. She shares her reviews of this intervention with class teachers each half term.
- The SENCO seeks external advice for pupils operating outside the expected ranges of their peers. She then discusses the necessary adaptations that we can reasonably apply with parents and external professionals in order to individualise the curriculum to meet their needs.

- The SENDCO reports the progress of all pupils on the SEND register to the governors each year.
- The SEND Governor is Reverend Roger Stokes and he is responsible for overseeing provision for pupils with SEND throughout the school.

## **Adapting the curriculum and the learning environment of children with SEND**

### *Curriculum:*

We aim to make as many reasonable adjustments for children with SEND to access the curriculum at a level which is appropriate for them:

- When a child has been identified with special needs their work will be adapted by the class teacher to enable them to access the curriculum more easily.
- If appropriate, specialist equipment may be given to the child to enable access to the curriculum.
- Advice will be sought from specialists and the curriculum adapted as appropriate.

### *Learning environment:*

- We recognise the need to make the building accessible to all pupils including those with physical special needs.
- The school caters for each need wherever possible and carries out individual risk assessments for pupils when necessary.
- As a school we are happy to discuss individual access requirements.
- At lunchtimes, staffing and procedures are adjusted to accommodate those pupils who need extra support;
- Tables and chairs are at the correct level for pupils;
- Classrooms have access to an Interactive Whiteboard.;
- A range of ICT equipment is available to support learning across the curriculum and to teach computer skills;
- The new classrooms are fully wheel chair accessible;

For more details please refer to the [Accessibility Action Plan](#) which is available on the school website.



## **Expertise and training of staff to support children with SEN**

We are proud that many of our Teaching Assistants hold Level 3 NVQs. Our TAs are supported through training to constantly increase their knowledge of SEND and their expertise in carrying out intervention work and their role in the classroom.

In addition, the school also encourages individual TAs to develop skills in specific areas. For example, to become Forest School Leaders, deliver the 'Lift off to Language' or phonics interventions.

Miss Wilde, the SENDCO, has the qualification: National Award for Special Educational Needs Coordination. She also has an OCR Level 7 Diploma in Teaching and Assessing Learners with Dyslexia/Specific Learning Difficulties. This enables her to use a range of strategies and assessments when working with pupils.

Teachers also receive regular training to increase their knowledge of special educational needs and disabilities. During the last academic year staff received training about developing how to maximise the impact of teaching assistants and Attention Deficit & Hyperactivity Disorder.

## **Evaluating the effectiveness of the provision made for children with SEN**

- The SEN budget is allocated each financial year and allocated appropriately.
- The Head Teacher and inclusion teacher meet each half term to discuss the individual needs of pupils and allocate support based on the changing needs of children.
- Regular meetings are held with parents/carers to discuss any additional support that is being provided for their child.
- The progress of every pupil is carefully monitored so that we know the impact of additional support and resources are targeted effectively.
- Governors monitor the effectiveness of the provision in place for pupils identified with SEND and they will receive regular reports from the SENDCO on the progress of pupils with SEND.

Our most recent OFSTED report stated that:

You and your leaders carefully, and very precisely, track each pupil's progress throughout the time they are at your school. The majority of pupils join the school part way through their primary education: very often their starting points are also significantly below those typical for pupils of their age. This is because the majority of these pupils enter the school in the early stages of learning English. You have exceptional systems and processes in place that induct pupils well. The inclusion teacher is pivotal in this work. The visible impact of these systems is that pupils very quickly have access to individualised support that enables them to make the most progress possible. (OFSTED 2018)

## **Ensuring that children with SEND are enabled to engage in activities available with children in the school who do not have SEND.**

We recognise the need to enable all children to participate in all aspects of school life, providing it can be made safe for them to do so and it will not cause undue distress to the pupil. Therefore:

- Pupils with SEND are encouraged to attend clubs and extra provision is put in place to enable this whenever possible;
- Activities and school trips are risk assessed and reasonable adjustments are made to enable children to participate safely;
- The school has an Educational Visits Coordinator;
- If required, a pupil may have an individual risk Assessment;
- Some pupils are supported 1:1 during the visit.



Nursery's visit to Gulliver's Land

## **Support for improving emotional and social development**

The whole school ethos is committed to developing all aspects of a child's wellbeing in an environment which is safe and secure and with a PSHE curriculum that develops pupils' emotional literacy, self-esteem and resilience. In addition the school offers a wide variety of support for children who are encountering difficulties either at home or at school.

These include:

- Members of staff will support children to develop a range of life long skills, including resilience;
- If a child has a significant behavioural issue a plan of support is put in place;
- If staff recognise that there has been a change in a child's behaviour or social and emotional wellbeing, we will discuss this with parents and plan the next steps to support the child;
- At an age appropriate level, children are encouraged to express their views so that they feel that their opinions are valued. This is done through the school council, during circle time and individually through the learning mentor or class teacher;
- All members of staff adhere to the school Anti-bullying Policy. Children are taught about bullying and what to do if they think that they are being bullied through our PSHE curriculum;

- Good attendance is actively encouraged by all staff. The Attendance & Admissions Manager has a specific role in supporting individual families to achieve good attendance;
- If a pupil has a medical need then a detailed Care Plan is compiled with support from the school nurse in consultation with parents/carers. These are discussed with all staff who are involved with the pupil;
- Where necessary and in agreement with parents/carers, prescription medicines are administered in school but only where a signed medicine consent form is in place to ensure the safety of both child and staff member;
- Children who are in the care of the local authority (CLA) have a Personal Education Plan. If they also have Special Educational Needs, they will also have an SEN Support Plan.

Last year our Recovery Teacher trained several TAs so that they will be able to carry out wellbeing interventions when needed. Although we will no longer have a Recovery Teacher this year, we are planning to continue providing a high level of additional support for those pupils who need it. The school will continue to employ an independent social worker in a counselling role and will also work with the Mental Health Support Team and CHUMS (Mental Health & Emotional Wellbeing Service) who can provide group therapy sessions.

### **Involving other organisations in meeting children's SEN and supporting their families.**

At times it may be necessary for the school to involve an external specialist in order to achieve the best outcomes for a child and their family. The school will always discuss this with parents first before referring a pupil or family to them. The advice of the specialist will be included in the child's SEN Support Plan/EHC Plan if he/she has one.

The agencies that the school can work with are:

- Sensory and Visual Impairment Advisory Team
- Early Years Advisory Team
- Educational Psychologist
- CAMHS (Child & Adolescent Mental Health Service)
- CHUMS (Child Bereavement, Trauma & Emotional Wellbeing Service)
- Educational Welfare Officer
- Social Care
- Speech and Language Therapy Team
- Occupational Therapy
- School Nurse
- Early Help Team

*We are aware that families can go through difficult periods and need extra support for a short time. We would always encourage parents to come and speak to us in confidence if they feel that they need help. If appropriate, a Team around the Family can be put in place to support you.*

### **Complaints from parents of children with SEND about the provision made at the school.**

Parents are encouraged to contact the school to ask or share any information that they feel is important.

If you have any additional questions, please contact the school office to arrange a meeting with Miss Wilde.

We take parental concerns very seriously. If you have a complaint, please come and talk to us about it first. We will endeavour to reach a solution with you.

If you are still not satisfied, please consult the school Complaints Policy for how to proceed.

### **Future Aspirations**

- Continue to develop our parent involvement by establishing coffee mornings/afternoons again, some of which focus on behaviour tips and strategies and information about different types of special needs.
- Continue developing our support to families through our new Family Liaison Worker.
- Develop the independent learning skills and confidence of our pupils with SEND through ensuring that they receive the correct level and type of support.

### **Useful links**

**Bedford Local offer:** <https://localoffer.bedford.gov.uk/kb5/bedford/directory/home.page>

**Priory's offer:** <https://localoffer.bedford.gov.uk/kb5/bedford/directory/service.page?id=qdW54nKdmZQ>

**SEND Policy:** <https://prioryprimary.co.uk/policy/>