

Priory Primary School SEND Information Report 2020-2021

Our Vision and Values

Priory Primary School is a leading multicultural school and is a community of learners which promotes an environment of achievement, responsibility and respect for all.

The Mission of Priory Primary School is to work in partnership with the community and to help all pupils achieve their full potential – academically, physically, socially and emotionally. We foster a lifelong love of learning, develop an understanding of making healthy lifestyle choices and encourage pupils to develop as young citizens.

We believe all pupils have potential – expect success.

Our latest OFSTED report states 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)

2020 has been a challenging year for everyone, but before our temporary closure, we were moving forward with our plan to increase parent involvement. We re-established coffee mornings for parents. We also held a coffee morning which was specifically for parents of pupils with special educational needs which was well attended. We were pleased to have a representative from Bedford Borough Parent Carer Forum who explained the support available for parents of children with SEND.

The school continued to support all our pupils, especially those with SEND, throughout the time that the school was closed. We had to find new ways of communicating with families and staff made many phone calls, doorstep visits and also stayed in touch electronically through email and our Seesaw App. Learning packs were pushed through letter boxes and learning activities were also made available electronically. We also found ways to carry out transition arrangements so that those children who left us over the summer, were able to find out as much as possible about their new schools through zoom meetings with staff from secondary schools. We were particularly pleased to give all our pupils the opportunity to return to school for one or two days a week before the end of the summer term so that they were prepared for their next year in school.



Our classrooms were deep cleaned and reorganised so that pupils could return to school safely.

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.

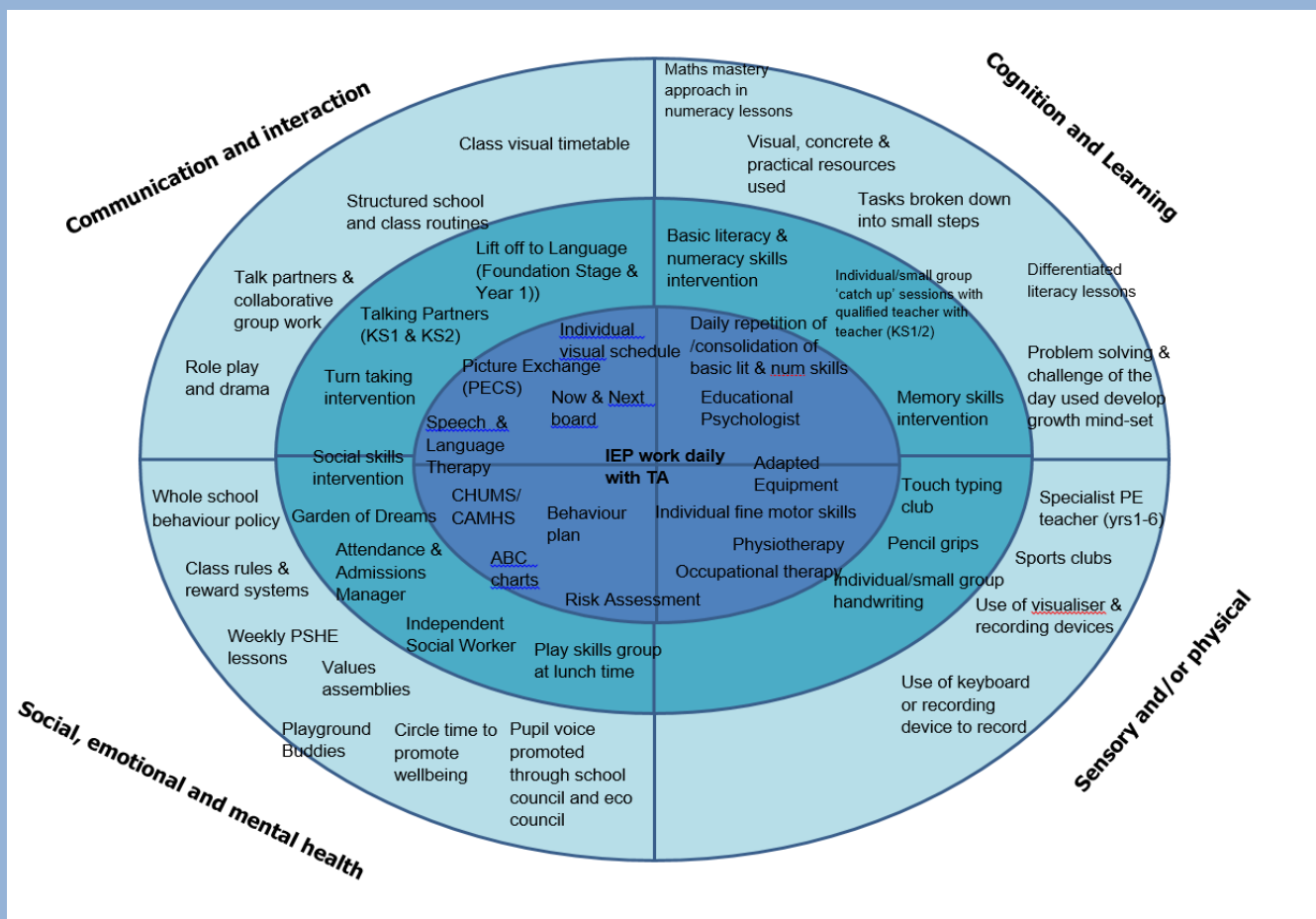
Number of pupils on SEND register	35 (16.43%)	National Average	14.9%
Number of pupils with EHCPs	11 (5.16%)	National Average	3.1%
Number of children at SEN level.	24 (11.27%)	National Average.	11.9%

(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 a survey that was given to all parents during the summer term of 2019, all the parents who returned it felt that their children were being taught well. One parent wrote, "Since my children have changed schools we have noticed a huge improvement in all three of them."

In March 2020, a survey was completed by parents of children with SEND. Out of the 17 parents who completed the form, 14 felt that their child's needs were supported all the time, 2 felt that they were supported most of the time and 1 felt that that they were supported some of the time. 15 said that their child was happy most of the time and 2 said that they were happy some of the time. Most parents also felt that if they had raised concerns, they had been dealt with effectively. One parent commented, "I couldn't ask for more support. The school has been brilliant."

The survey also asked about ideas for how the school could improve its provision for pupils with SEND. One parent came up with a fantastic idea for having an afterschool club which is specifically for pupils with SEND. The SENDCO really liked this idea because it would be a good opportunity to raise the confidence and wellbeing of pupils with SEND, as well as making them feel more included in all aspects of school life.

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 parents are invited in to see how different subjects are taught at least twice each year;
- 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 School Council and Eco Council.



During 2018 a survey was carried out to determine the views of children who receive intervention. All the children said that they enjoyed the intervention sessions and the majority felt that they were making progress. The children were increasingly able to say which targets they were working towards as they got older.

One pupil was able to explain the link between her intervention sessions and class work by saying,

“When we learn something that we are going to be taught in class, then I already know it because Miss P__ has already taught me it.”

A more recent survey was carried out in the spring of 2019 to find out how involved 12 pupils with SEND felt in all aspects of school life. The results of this were very positive. 11 said that they were happy at school and one said that she was ‘kind of’ happy. No pupils said that they were unhappy. 10 pupils said that they had friends at school and 9 had been involved in school clubs. 9 pupils had been given a special role or responsibility at school. The school is now trying to increase their participation in the school and eco councils by encouraging pupils with SEND to take part in the nomination process.



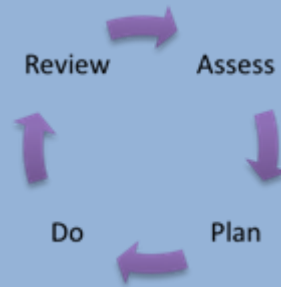
Assessing and reviewing children and young people’s progress towards outcomes

- 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

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 out before nursery children start school in the autumn term;
- Discussions between the previous or receiving schools prior to the pupil joining/leaving;
- The SENDCO 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.

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 differentiated accordingly 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 Teacher (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 differentiated 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.

Care has been taken to plan the year 5 & 6 curriculum so that the children benefit from fresh challenges, but class teachers will still be expected to differentiate learning activities so that all children can access their lessons.

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 [Disability and Accessibility Plan](#) which is available on the school website.

Expertise and training of staff to support children with SEN

We are proud that all our Teaching Assistants hold a Level 3 NVQ or are expected undertake training to gain this qualification. Our TAs are supported through training to constantly increase their knowledge of SEND and their expertise in carrying out intervention work.

In addition, the school also encourages individual TAs to develop skills in specific areas. For example, one TA holds the ELKLAN Level 3 language qualification and several others have trained to deliver the 'Lift off to Language' intervention to either Foundation Stage and Year 1 pupils.

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 mental wellbeing, especially in regard to the impact of the 'lock down' on our pupils. They have also received training about bereavement and loss in preparation for supporting pupils and families who have lost loved ones. In addition, TAs did several online courses to update their safeguarding knowledge and develop their understanding of ADHD, Asperger Syndrome and Autism.

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 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:

- 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.



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 such as the class teacher, Attendance and Admissions Manager and SENDCO 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.

During the last few years the school staff have improved our knowledge and procedures for identifying and supporting pupils with mental health or wellbeing difficulties. **Mental health and wellbeing will continue to be a focus this year and will be part of the school development plan.**

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 when it is safe to do so. Also to develop the confidence of parents to use electronic equipment to stay in contact with staff and to locate information about SEND.
- Continue our participation of pupils with SEND in all aspects of school life through starting a new after school club designed to develop their confidence.

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://www.prioryprimary.co.uk/wp-content/uploads/2014/07/Special-Educational-Needs-Policy.pdf>