

**Priory Junior School**  
**Special Educational Needs (SEN) Information Report 2016-2017**

At Priory Junior School we strive to provide inclusive education for all children including those with Special Educational Needs (SEN). Quality First Teaching is the universal provision made for all children and young people; in addition to this, where a pupil has been identified as having a special educational need, evidence-based interventions are put in place to help support progress. Some children may benefit from further special support in the form of specific personalised provision.

The Special Educational Needs Co-ordinator (SENCo) is: Mrs Rosey Durham.

The Special Educational Needs Governor is: Mr Paul Hill.

Priory Junior School have a SEND Policy which outlines our aims and objectives, in assessing the success of this policy, we are required to comment on the effectiveness of the school's systems for:

- identification
- assessment
- provision
- monitoring
- record keeping
- the use of outside agencies
- support services

This policy is reviewed annually. It is written in line with the SEN Code of Practice and the Special Educational Needs and Disability Act 2001 and 2014.

### **Trends**

The method of identification and provision for children with special needs follows a graduated approach and staff are guided by the SEN Code of Practice.

- Concerns are first raised and addressed through normal classroom practice and the high quality teaching received. If these strategies are not enough, then additional support to normal classroom practice will be arranged and the child will be identified as needing SEN Support. Targets and strategies to support will be agreed between the child's class teacher, SENCo and Parents. These will be reviewed regularly.
- If the child requires further additional and different provision, with significant needs, an Education, Health and Care plan (EHC Plan) may be sought. As part of this, specialist advice and targets will be agreed to support the child. These will be reviewed regularly.

The school aims to meet the needs of most children who experience some degree of special educational needs through appropriate differentiation of the curriculum. The teacher will regularly record assessments and identify progress as well as areas requiring further re-enforcement. This information is fed back to the Senior Leadership Team including the SENCo. Regular meetings with the SENCo take place, to discuss and review children with SEN support, agreeing on the priorities and approaches for the next stage of supporting the learning of each individual pupil.

### **Number of Children with SEN**

We currently have year 34 children have been identified as having special educational needs according to the new Code of Practice, this being approximately 11% of children on roll.

These include:

- 32 receiving SEN Support provision,
- 2 receiving provision through an EHC plan

### **Deployment of Staff and Resources**

Thirteen Teaching Assistants (TAs) support alongside the class teachers, by delivering specialised programmes and offering general classroom support. All TAs are employed on either a part time or full time basis and the majority of support is given in the core subjects namely Maths and English. Three of our Teaching Assistants are Higher Level Teaching Assistants (HLTAs).

Children who have an EHC plan receive support from a Teaching Assistant – this may involve working in a small group too, and developing independence. This work is agreed from the child’s individual EHC plan.

Intervention schemes are targeted and used for more specialist support.

These include:

- RAPID Reading
- Phonics – Read, Write, Inc.
- Sound Training
- RAPID Maths
- 1st Class @ Number programme
- Success at Arithmetic
- Meemo
- Social skills group
- Social speaking group
- Speech and Language support

Sensory circuits is run every day in the school hall by specially trained TAs to support children at the beginning of the school day. We also have specialist equipment in school to support children, such as writing slopes, weighted jackets, wobble cushions, exercise books with coloured paper and coloured overlays.

### **Attainment and Progress of Pupils with SEN**

Expected scaled score at the end of Key Stage is the equivalent to 100. More than 109 is better than expected.

	Average Scaled Score (Reading and Maths)	Reaching Expected Standard (Reading, Writing and Maths)
SEN Support – 5 children	91.8	0%
EHCP – 2 children	92.8	0%

The National Level for expected progress is set at 0, with –ve progress being below this, and +ve above. Given the small numbers of children involved, confidence intervals provide an indicator as to how this compares with national.

<b>Subject</b>	<b>Average Progress for KS2 children with SEND (average for Yr 6 – July 2016)</b>	<b>How Compares with National</b>
Reading	-6.8	Significantly below national comparisons
Writing	-6.6	Significantly below national comparisons
Mathematics	-0.5	Not statistically different from national comparisons

### **Budget Allocation – Funding Received Financial Year 2016-17**

Additional Educational Needs Funded by School	£27,760
High Needs Funding from Local Authority	£19,210
<b>Total Funding Received</b>	<b>£46,970</b>

### **Expenditure for Financial Year 2016-17**

Teaching Assistants	£162,438
SEN Resources	£1,000
<b>Total Expenditure</b>	<b>£163,438</b>

### **External Personnel and Other Agencies**

The school has built some working relationships with a number of agencies such as the Specialist Teaching Team, Educational Psychologist, School Doctor, School Nurse, CAMHS, and the Speech and Language Therapist. We use these services to ensure that any children receive the best possible support. We aim to assess children experiencing difficulties in the classroom quickly and refer them to the relevant agencies as swiftly as possible.

### **Inclusion**

All pupils with SEN are included and take part in all aspects of school life including out of school activities, and all children have participated in the full range of opportunities and events arranged by the school, including trips and residential.

### **Training**

Staff have attended various training programmes. These include:

- Clicker 6
- One Page Profile Training
- First Class@Number

- Success@Arithmetic
- Inference Training
- Sound Training
- Intervention groups – using Meemo, Rapid, Phonics.

Teachers are supported with regular pupil progress meetings where the SEN children are discussed with the Head, Unit Leader and SENCO.

The teachers meet with the parents once a term to review what is working well for their child in class, review previous targets and set new ones, this includes thinking about what suitable provisions are put in place.

The SENCO has been working towards the National SENCO Award, which will be completed by July 2017.

### **Infant and Secondary School Liaison**

We liaise very closely with both Priory Park Infants and Longsands Academy to ensure a smooth transition for both children joining us in Year 3, and children transferring to secondary school. Additional visits are arranged between the schools for SEN pupils, and meetings are held between key members of staff and parents to pass on vital information, and ensure they continue to receive the correct support.

### **Disability Equality Scheme Access Plan**

Under the Equality Act 2010, schools are required to take proactive steps to ensure their disabled pupils, staff and governors, parents and other people using the school are treated equally. The School Equality policy and objectives were agreed by governors in 2012, following consultation with staff. The school's accessibility plan has been reviewed and placed on the school website.

### **Complaints Procedure**

If parents have any concerns about their child's special educational needs they should raise this with the class teacher in the first instance. Parents may also ask to speak to the SENCO. If they are still concerned, they should ask for an appointment with the Head Teacher.

Following this if they continue to be concerned about the provision the school is making for their child, they should write to the Chair of Governors, care of the school address. Parents are always welcome to discuss their children's progress with the appropriate Class Teacher, SENCO and/or Headteacher.

All the staff at Priory Junior School continue to value the contributions made by all children, professionals, and parents/carers to help develop our inclusive school community.

Written by

Paul Hill  
SEN Governor

& Rosey Durham  
SENCO

on July 2017