



SEND information report: Autumn 2019

*“Be the best that you can be”
Together*



This report meets the legislative requirements for SEN information reports, which are set out in [schedule 1 of the Special Educational Needs and Disabilities \(SEND\) Regulations 2014](#) and [paragraphs 6.79-6.81 of the SEND Code of Practice](#).

<p>How do we support SEND learners?</p>	<p>Priory CE Primary School offers a full, broad, balanced and relevant differentiated curriculum, where opportunities to be the best that they can be, are provided for all children. We believe that a child with SEND should have their needs identified and an education provided that affords them the opportunity to achieve their personal potential. We ensure that all staff working with children value and respect the diversity within our school and community. We are proud of our stimulating and inclusive environment, where we aim to provide every child with access to a quality education. This includes the statutory aims of the National Curriculum (2014) and the SEND Code of Practice (2014). We firmly believe that we are the educators of all children in our care, including those who are identified as having Special Educational Needs, and that through our quality first teaching and effective differentiation, all the children in our school will be able to access and enjoy the curriculum that we provide.</p> <p>Our Inclusion Hub supports learners from all groups, including SEND. A collaborative and holistic approach ensures that learners' well-being is supported as much as their academic skills. As an Attachment Aware school; emotional literacy, emotion coaching and bespoke therapeutic behaviour support are at the heart of our practice. Inclusion Assistants provide rigorously monitored evidence-based interventions to support learners in their main area of need. Inclusion Leads work closely with families and a range of agencies to provide SEMH support for pupils and parents through 1:1 coaching sessions, peer support, health and well-being events and positive parenting through Family Links. In this way, our Inclusion Hub support the whole child to ensure that they can be the best that they can be.</p>
<p>What types of SEND do we provide for?</p>	<p>A child has special educational needs if he or she has difficulties with learning which require support that is different from and additional to that provided through quality first teaching.</p> <p>A child has learning difficulties if he or she:</p> <ul style="list-style-type: none"> • Has a significantly greater difficulty in learning than most children of the same age • Has a disability which either prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age in school • Is under compulsory school age within the above definitions or, if special educational provision was not made for the child, would fall into the above definitions • Have social, emotional or mental health difficulties that act as a barrier to learning at the same rate as most children of the same age <p>Special educational provision is matched to the child's identified SEND. Children's SEND are generally thought of in the following four broad areas of need and support:</p> <ul style="list-style-type: none"> • Communication and Interaction • Cognition and Learning • Social, Emotional and Mental Health • Sensory and /or Physical needs

How do we identify and assess pupils with SEND?

The Graduated response to SEND is a model of action and intervention in schools and early education settings to help children who have been identified as having Special Educational Needs/Disability. The approach recognises that there is a continuum of SEN/D. Where necessary, increasing specialist expertise should be sought, to provide better support to cater for the difficulties that a child may be experiencing.

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. All teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from Learning Assistants (LAs) or Inclusion Assistants (IAs). Class teachers regularly assess the pupils in their care. This involves clearly analysing the pupil's needs, using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents.

When a class teacher identifies that a pupil has SEND – the class teacher completes a Pupil Profile with the Inclusion Hub, this includes progress and attainment data, anecdotal evidence and Standardised assessments in all areas of learning. If it is found that a pupil has an additional need, then the Inclusion Hub would devise a differentiated programme of support alongside the school's usual differentiated curriculum offered:

- The class teacher remains responsible for working with the child on a daily basis. The Inclusion Leader will plan future interventions for the child and liaise with colleagues to monitor and review any action necessary
- The Inclusion Leader and class teacher, in consultation with parents, ask for help from external services. The class teacher and the Inclusion Leader are provided with advice or support from outside agencies
- SEN support takes the form of a cycle through which earlier decisions and actions are revised, refine and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes

Graduated approach to SEND Identification

Quality First Teaching
(Concerns Raised via Pupil Profile)



Further investigation
(Class teacher and Inclusion Leaders – assessment, tracking, consultation with other staff etc.)



Planning (Initial SEND concerns meeting with family, Next steps identified, identifying long term outcomes, setting targets and writing Pupil Passports, consider referrals)



Do (Implementing agreed actions – LAs/IAs to run intervention programmes, support in and out of class as appropriate)



Review (Evaluate impact of all actions – review passports, assessment and tracking etc.) Progress made or move to:



Involve specialists

(Seek additional advice and implement strategies)

Ongoing, if no progress over period of time may result in an application for EHCP.



Educational, Health and Care Plan (EHCP)

(Investigation, assessment and support from E.P.)

Early identification of pupils with SEND is considered a priority. To aid identification the school will use appropriate screening and assessment tools. To further assist with the identification of SEND needs the school will ascertain pupil progress through reference to:

- evidence arrived at by means of teacher observation/assessment
- referring to pupil performance in relation to the National Curriculum
- standardised screening /assessment tools
- pupil progress in relation to age related expectations
- social and emotional well-being of the child

The school uses this evidence to plan additional support for pupils with SEND. This is recorded, reviewed and amended half termly by the Inclusion Hub

<p>Who is our special educational needs co-ordinator (SENCO) and how can he/she be contacted?</p>	<p>Mrs. Jennifer Cunliffe is Deputy head & our Inclusion Lead: she can be contacted by email on jcunliffe@prioryceprimary.org , on the Inclusion Hub line 01782 234953 or via the school office.</p>
<p>What is our approach to teaching pupils with SEN?</p>	<p>Our approach is totally inclusive – pupils are provided with additional support to ensure that they can access the curriculum that is being delivered in the classroom through a wide range of reasonable adjustments.</p> <p>Class support is characterised by interventions and actions that are different or additional to the normal differentiated curriculum. Class support intervention can be triggered through concern, supplemented by evidence and despite receiving differentiated teaching pupils continue to:</p> <ul style="list-style-type: none"> • Make little or no progress, this despite targeted teaching of weakness • Demonstrate difficulty in developing literacy or numeracy skills • Show persistent social, emotional or mental health difficulties which are not affected by behaviour management strategies • Have sensory/physical problems and despite the provision of specialist equipment make little progress • Experience communication and/or interaction problems and despite experiencing a differentiated curriculum makes little or no progress <p>School Support is characterised by the involvement of external services or confirmed diagnosis of need. External support services can be consulted to advise on targets for Pupil Passport and providing specialist inputs to the process. School Support intervention can be triggered through concern, supplemented by evidence and despite receiving differentiated teaching and support within the classroom the pupil is still not making satisfactory progress. Triggers may include:</p> <ul style="list-style-type: none"> • Pupil still makes little or no progress in many, or specific areas over a long period • Pupil continues to work at expectations considerably lower than for a child of similar age • Pupil continues to experience difficulty in developing literacy/numeracy skills • Pupil has social, emotional and mental health difficulties, which often substantially impede pupil's own learning or that of the group, this despite having an individualised behaviour management programme • Pupil has sensory or physical needs requiring additional specialist equipment or visits/advice from specialists which is impacting on progress • Pupil has ongoing communication or interaction problems that impede the development of social relationships, thus presenting barriers to learning <p>When external support services are approached they will require access to pupil's records in order to understand the strategies employed to date and targets set and achieved. The external specialist could provide specialist assessments and advice and possibly work directly with the pupil. The Pupil Passport that follows will, by necessity, incorporate specialist strategies whilst continuing to be implemented by the class teacher.</p>

<p>How do we adapt the curriculum and learning environment?</p>	<p>A range of reasonable adjustments are made to ensure that all pupils have an inclusive learning experience (see the Accessibility Plan for further detail), they include but are not limited to:</p> <ul style="list-style-type: none"> • Back tracking for success – adapted learning objectives to ensure that all pupils can access learning • Additional concrete resources to support learning e.g. Numicon • Attachment awareness • Dyslexia friendly approach • SUCCESS approach for bespoke behaviour support • Therapeutic behaviour support • ASD strategies embedded in daily practice • Reduced language interactions • Visual timetables (First, next, then..) • Writing slopes, adapted pens/pencils/scissors etc. • A hearing loop • Enlarged resources/books to support pupils with VI • A chairlift and ramps to provide access to the building • Disabled parking spaces
<p>How do we enable pupils with SEN to engage in activities with other pupils who do not have SEN?</p>	<p>Our approach is totally inclusive – pupils are provided with additional support to ensure that they can access the curriculum that is being delivered in the classroom through a wide range of reasonable adjustments, therefore they engage in activities with other pupils who do not have SEND at all times. Where needed, support is provided during the unstructured times of the day (break and lunchtime) to facilitate good social interaction.</p> <p>The expectation is that the vast majority of SEND pupils access the mainstream age appropriate curriculum with support, where this is not the case due to complex SEND needs, a differentiated curriculum will be provided, based on advice from an Educational Psychologist, this will be discussed with the family and a plan moving forward agreed.</p>
<p>How do we consult parents of pupils with SEN and involve them in their child’s education?</p>	<p>Parents have a vital role to play in supporting their child’s education and their views will always be sought. The knowledge and experience they have of their child will be used to support him/her. By working in partnership with the parents we can ensure that the child’s voice is heard in all that we do in school to support them. If a child needs additional support, then an Initial SEND consultation will take place to gather the child’s history and to give everyone a chance to voice any concerns that they may have – a plan for provision will be agreed by all parties in the meeting.</p> <p>Parents will be informed at the start of any SEND procedure/provision and of any changes or amendments. They will meet regularly with school staff and outside agencies involved, working in partnership with them to address the needs of their child.</p> <ul style="list-style-type: none"> • Parents are able to discuss any concerns about their child with the Inclusion Hub and class teacher informally or by appointment • Parents have the right to choose which school they wish their child to attend

	<ul style="list-style-type: none"> • Parents have a right of appeal against decisions made by the LA regarding their child’s educational provision • Parents will be informed and invited to attend relevant training
<p>How do we consult with pupils with SEN and involve them in their education?</p>	<p>Taking into account the age, maturity and capability of the child:</p> <ul style="list-style-type: none"> • We will listen to their views and wishes • We will recognise their right to participate and express an opinion in any matter affecting them • We will recognise that they need training and encouragement to participate and become involve in their decision making • Through our active School Council/RRS Squad we will seek and listen to the views and opinions of all the children in our school <p>Pupils are consulted termly about their likes, dislikes, strengths, what they find tricky and the progress that they have made towards achieving their passport targets.</p>
<p>How do we assess and review pupils’ progress towards their outcomes?</p>	<p>The Inclusion lead analysis the impact of all interventions half termly and adjusts them to ensure maximum impact for the SEND learner. Strategies used to enable the pupil to progress and their results from any interventions, will be recorded in a Pupil Passport. These will consist of information about:</p> <ul style="list-style-type: none"> • Specific Short term (SMART) targets set for the pupil • The provision being made in class, through reasonable adjustments and SEND support • When the Passport is to be reviewed • Who can help • Child’s likes and dislikes, strengths and areas of difficulty <p>The Passport will record only targets which are different/additional to the normal differentiated curriculum and will concentrate on four or five individual targets that closely match the pupil's needs. The Passports will be discussed with the pupil and the parent. They will be reviewed at least termly and parents' views on their child's progress will be sought. The school will endeavor to involve the pupil in the review process at an age appropriate level.</p> <p>The school will review each EHCP annually and the Inclusion Leader will invite the child’s family, class teacher and a representative of the LA/high school if at a point of transition. The aim of the review will be to:</p> <ul style="list-style-type: none"> • Assess the pupil's progress in relation to targets outlined in the EHCP • Review the provision made for the pupil in the context of the National Curriculum and levels of attainment in basic literacy/numeracy and life skills • Consider the appropriateness of the existing EHCP in relation to the pupil's performance during the year and whether or not to cease, continue or amend the existing EHCP • Set new targets for the coming year when the EHCP is to be maintained.

<p>How do we support pupils moving between different phases of education?</p>	<p>A Team Around the Child or TAC meeting will take place between professionals and, if appropriate, families, as a SEND pupil moves between different phases of education. Additional transition activities may be offered, such as a pre-visit based around a social story or multiple opportunities to meet staff, establish routines around a transition book.</p>
<p>How do we support pupils with SEN to improve their emotional and social development?</p>	<p>Our Inclusion Hub supports SEND learners' social and emotional development. A collaborative and holistic approach ensures that learners' well-being is supported as much as their academic skills. As an Attachment Aware school; emotional literacy, emotion coaching and bespoke therapeutic behaviour support are at the heart of our practice. Inclusion Assistants provide rigorously monitored evidence-based interventions to support learners in their main area of need. Inclusion Leads work closely with families and a range of agencies to provide SEMH support for pupils and parents through 1:1 coaching sessions, peer support, health and well-being events and positive parenting through Family Links. In our Inclusion Hub we have a qualified counselor and a member of staff training in art therapy.</p>
<p>What expertise and training do our staff have to support pupils with SEN?</p>	<p>Our Inclusion Hub includes 11 members of staff with wide range of skills including, but not limited to:</p> <ul style="list-style-type: none"> • Evaluating whether emotional needs are met – October 2019 in-house • Developing curious learners – a play based approach – training and learning walk with review October 2019 in-house • Metacognition – September 2019 in-house • Developing the role of a pedagogical lead – September 2019 in-house • Emotion coaching – a practical guided (support staff and All Stars July 2019) – externally provided • A practical approach to Maths to support SEND learners – November 18 in-house • Inclusion strategies – October 18 in-house • Emotion Coaching (all staff trained September 2018) – externally provided • Attachment Aware (all staff trained November 2017) – externally provided • Managing ASD behaviour in the classroom (all staff 2017, top up for staff with ASD learners Jan 2018) – externally provided • Accredited in delivering the Better Reading Programme and Talking Maths – externally provided • Experience with Therapeutic behaviour support from alternative settings – practitioner trained all other support staff – in-house • Supporting Maths in KS1 – in-house • Supporting Writing Y1 – Y6 – all staff – in-house • Dyslexia friendly L.1 – externally provided, now lead on by an Inclusion Assistant (IA) • All experienced in delivering and analysis evidence-based interventions <p>Upcoming training Spring 2020: Supporting pupils with ASD, ADHD and Dyslexia – 3 one and a half hour sessions</p>

<p>How will we secure specialist expertise and involve other organisations in meeting the needs of pupils with SEND and supporting their families?</p>	<p>At Priory CE Primary, we collaborate with a wide range of agencies to ensure the best possible support for learners:</p> <ul style="list-style-type: none"> ➤ Educational Psychology Service ➤ Educational Social Work Service ➤ CAMHS – Early Intervention Team ➤ School Nursing Hub ➤ Health Visitors ➤ Speech and Language Therapy Service ➤ Community Pediatricians ➤ Occupational Therapy Service ➤ DOVE ➤ Younger Mind ➤ New Era ➤ ARCH <p>This is facilitated by the Inclusion Hub.</p>
<p>How will we secure equipment and facilities to support pupils with SEN?</p>	<p>An accessibility audit is carried out by the HT and DHT annually and funding allocated to ensure to ensure that SEND learners’ access to learning is in line with their peers – as set out in the Equality Act. (See Accessibility plan for reasonable adjustments in place and 2018/2019’s accessibility plan).</p>
<p>Equality Objectives 2018 - 2021</p>	<p>Objective 1: To close the gap in achievement for Disadvantaged learners.</p> <p><u>Why we have chosen this objective:</u> Historic issue in Statutory data.</p> <p><u>To achieve this objective we plan to:</u></p> <ol style="list-style-type: none"> 1. Create and develop an Inclusion Hub to increase the impact of the spending of Pupil Premium. 2. Support learners through additional interventions and work with specialists e.g. Emotion Coaches. 3. Work closely with the most vulnerable families to support parents and in turn increase life chances for learners. 4. Develop a whole school ethos and culture, through Attachment Aware, that supports vulnerable learners. 5. Develop teaching and coaching practices to enable staff to improve outcomes for vulnerable learners. <p><u>Progress we are making towards this objective:</u></p> <p>The Inclusion Hub is now established and is supporting disadvantaged pupils across the school. High impact interventions are targeted towards data threads at each data</p>

point. Staff have received Emotion coaching training, and this is developing across the school. The Inclusion Hub work closely with vulnerable families through Early Help and Initial Early Help as well as in Family Links sessions and more informal support and advice as needed. All stakeholders have received Attachment and Early trauma awareness training. Coaching is established with the teaching staff across the school and ensures that progress during learning time is maximised.

As a result of this, on average disadvantaged pupils across the school are making better than typical progress in Reading and Maths and typical progress in writing.

Next steps:

- Further emotion coaching training and clinic session with the Virtual School Educational Psychologist
- Disadvantaged review with the Local Authority
- Coaching for support staff
- Focus on intervention to address writing support

Objective 2: To improve achievement of learners with SEND.

Why we have chosen this objective: Historic issue in Statutory data.

To achieve this objective we plan to:

1. Create and develop an Inclusion Hub to increase support for learners with SEND.
2. Support learners through high quality Inclusion Assistants, additional interventions and work with specialists.
3. Work closely with families to support parents and in turn increase life chances for learners.
4. Develop a whole school ethos and culture, through Attachment Aware, that supports SEND learners.
5. Develop teaching and coaching practices to enable staff to improve outcomes for SEND learners.

Progress we are making towards this objective:

The Inclusion Hub is now established and is supporting SEND pupils across the school. Interventions are analysed within an Asses, Plan, Do, Review cycle and are high impact. Where progress is not evident for individual pupils, we use a multi-agency approach to support pupils or move forward with statutory assessment. Structured conversations are held each term to gather and provide advice from families. All pupils have at least one target that focuses on developing independence and during the review their aspirations are gathered, along with their views on the support that they receive. Coaching is established with the teaching staff across the school and ensures that progress during learning time is maximised.

As a result of this, SEND pupils as a group are making the strongest progress that we have seen to date.

Next steps:

	<ul style="list-style-type: none"> • Further emotion coaching training and clinic session with the Virtual School Educational Psychologist • SEND Coaching focus for identified staff focusing on effectively removing barriers to learning • Purchase SLCN screening tool for KS1&KS2 <p>Objective 3: To reduce the impact of gender stereotyping and to support all genders equally.</p> <p><u>Why we have chosen this objective:</u> National agenda e.g. girls in STEM and trans-questioning/transgender children.</p> <p><u>To achieve this objective we plan to:</u></p> <ol style="list-style-type: none"> 1. Raise awareness of staff regarding gender and stereotyping through research and training. 2. Staff and pupils to consider and implement changes to make the school more gender neutral. 3. Raise awareness of pupils through quality PSHE (Jig-Saw), special visitors and events, challenging all stereotypical language and views. 4. Provide quality STEM activities for girls through the Primary Science Quality Mark (PSQM), clubs, visitors, Career days and experiences. <p><u>Progress we are making towards this objective:</u></p> <p>A Professional Development Meeting (PDM) took place to focus on addressing inequality in language and a whole school zero tolerance approach by all stakeholders to the use of gender stereotyping language e.g. babe. We have also focused phrases that encourage toxic masculinity e.g. man up, don't be a girl. EY sports day was gender neutral this year and was very successful. High quality Jigsaw sessions challenge pupils' views and explore assumptions about gender. The PSQM was achieved.</p> <p>Next steps:</p> <ul style="list-style-type: none"> • Female focus during science and engineering week <p>Whole school gender neutral Sports Day</p>
<p>Anti-bullying 2019</p>	<p>Priory CE Primary School will not tolerate bullying and we will strive to ensure that bullying does not take place. In order to succeed all stakeholders need to work together and ensure that procedures are followed and our policy is understood by all.</p> <p>We define bullying as an act when someone deliberately and unfairly and in a premeditated manner, uses their size, strength, or vocabulary to hurt, frighten, intimidate or harass others, either in person or electronically.</p> <p>Factors significant in any bullying activity:-</p> <ul style="list-style-type: none"> • Occurs over a prolonged period of time, rather than being a single aggressive act • Involves an imbalance of power, the powerful attacking the weak • Can be verbal, physical, or psychological • Can be racial, sexual harassment, homophobic or incidents related to Special Educational Needs or Disability

	<p>Anti-Bullying Activities</p> <ul style="list-style-type: none"> • Maintain our Rights Respecting and Christian ethos • To engage the RRS Squad in anti-bullying activities e.g. contribute to the child-speak policy, lead worship, carry out surveys • Anti-bullying week 2019 focused on ‘Change starts with us.’ • Yearly review of the child speak policy with the RRS Squad – High Five added 2019 as part of the healthy school initiative • Encourage pupils to realise it everyone’s’ responsibility to ensure the safety and welfare of all, and by reporting bullying incidents they are not telling tales • Actively encourage pupils and parents to come into school and speak to staff about their concerns • Carry out regular surveys with stakeholders to judge success of anti-bullying policy and procedures • Ensure effective communication regarding children at risk • Anti-bullying week to take place every Autumn (assemblies and lessons around anti-bullying) • Effective E-Safety training for staff, pupils and parents • Priory Pals to support children to solve problems at playtime e.g. falling out • All staff trained and reminded regularly of policies and procedures in the Staff Handbook • Consideration given to the high-risk areas, increased supervision during break and lunch times • Provide equipment for the playground – balls, games, skipping ropes, etc. • Engagement with the local police to support any issues outside of school or online • Support during unstructured times for pupils with additional needs • Discussions/whole school assemblies around equality Vs equity <p>. Our Incident Procedures</p> <ul style="list-style-type: none"> • All complaints made are taken seriously and investigated fully • Class teachers follow up all incidents including those that occur at playtime and lunchtime • All behaviour incidents are recorded on the online system CPOMS • Parents are informed of incidents and actions • If the incident is resolved at class level but gives cause for concern e.g. is a second incident for a child, concerns must be discussed with the Deputy Headteacher or in their absence, a member of the Senior Leadership Team (SLT). • If the incident is serious it is referred to the Phase Leader or Inclusion Hub. The class teacher must ensure both the Phase Leader and Deputy Headteacher are alerted via CPOMS. • The Inclusion Hub will thoroughly investigate and record this on CPOMS, the outcome will then be discussed with the all parties and their families. • All allegations of bullying and incidents found to be bullying are reported to the governing board on a termly basis
<p>How do we evaluate the effectiveness of our SEN provision?</p>	<p>The Inclusion lead measure the impact of SEND support/spending each term through:</p> <ul style="list-style-type: none"> • Inclusion Hub group data • Individual data & anecdotal tracking of all SEND pupils half termly • Case studies – including shadowing the pupil for the day to evaluate the impact of all aspects of their ‘Priory journey’ • Intervention analysis half termly • Regular Learning Walks and DDI (Data Driven Instruction) thread teaching and learning reviews

	<ul style="list-style-type: none"> Regular in-depth reviews with SEND families and SEND pupils
How do we handle complaints from parents of children with SEN about provision made at the school?	<p>If you wish to discuss your child's SEND support or are not satisfied with the SEND support that your child receives at Priory, please contact Mrs J Cunliffe - Inclusion Leader, via the school office or on email at jcunliffe@prioryceprimary.org</p> <p>Following this the school's complaints procedure should be followed- see complaints procedure on school website.</p>
Who can young people and parents contact if they have concerns?	<p>Speak with the child's class teacher, who will gather as much information as possible. They will share any concerns from a school point of view and explain the SEND referral process within school and provide Inclusion Hub phone number 01782 234953.</p> <ol style="list-style-type: none"> 1. Teacher completes a Pupil Profile outlining any concerns 2. Inclusion Hub carried out standardised tests in reading, spelling, vocabulary and basic maths, the child may be observed in the class by a member of the Inclusion team. 3. Allow approximately 2 weeks for testing 4. Teacher will feed back the findings or you will be invited in for an initial SEND consultation meeting with the Inclusion Hub, where a detailed history of the child will be given, and you will be provided with all diagnostic and academic results.
What support services are available to parents?	<p>Via the Inclusion Hub, support services are available from:</p> <ul style="list-style-type: none"> Young Carers Dove Younger Minds <p>The Inclusion Hub also offers Family links sessions (3 cycles per year) and access to Family Learning. This year an after school Family Links session will be launched during the Spring term</p>
Where can the LA's local offer be found?	<p>http://localoffer.stoke.gov.uk/kb5/stoke/directory/site.page?id=87kcQonGT80#</p>