

Priorslee Primary Academy



SEN Information

2015/16

At Priorslee Primary Academy we strive to support all children to enable them to achieve potential. In order to do this many steps are taken to guide them through their learning journey. Quality teaching is vital; however for some children there are occasions when further additional support may be needed to help them achieve their targets.

Under the Special Educational Needs and Disability Code of Practice (September 2014) our academy is required to provide SEN information annually with reference to:

- Appropriate and Effective Teaching and Learning
- Open and Honest Communication
- A Partnership Approach

Priorslee Primary Academy Local Offer in line with:

Equality Act (2010)

Special Educational Needs and Disability Code of Practice: 0 to 25 years (2014)

How will the school evaluate the effectiveness of its provision for SEND pupils?

The effectiveness of provision for pupils with SEND will be evaluated through the annual review of the School Development Plan. It will also respond to any changes in legislation, significant complaints or needs of individual pupils.

The SEN Governor will meet with the SENCO termly to review the School Development Plan and ensure that the Governing Body is well informed about the policy and practice within the academy.

Who are the best people to talk to about my child's difficulties with Learning/ Special Educational Needs or Disability (SEND)?

The Special Educational Needs Coordinator (SENCO) – Mr Tom Plim
Responsible for:

- Coordinating all the support for children with special educational needs or disabilities (SEND) and developing the SEN Policy to make sure all children get a consistent, high quality response to meeting their needs.
- Ensuring that you are:
 - involved in supporting your child's learning
 - kept informed about the support your child is getting
 - involved in reviewing how they are doing
- Liaising with all the other specialists who may advise on your child's learning e.g. Speech and Language Therapy, Educational Psychology etc.

- Updating the SEN register (a system for ensuring all the SEND needs of pupils in the Academy are known) and making sure that there are records of your child's progress and needs.
- Providing specialist support for teachers and support staff so they can help children with SEND to achieve the best progress possible.

Class teacher/Group teacher

Responsible for:

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support) and informing the SENCO as necessary.
- Making sure provision is in place for children in their class, including any Individual Provision Maps (IPMs), and sharing and reviewing these with parents at least once each term and planning for the next term.
- Ensuring that all staff working with your child are helped to deliver the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Ensuring that the SEN Policy is followed in their classroom and for all the pupils they teach with any SEN.

SEN Governor – Mrs Samantha Lane

Responsible for:

- Making sure that the necessary support is made for any child who attends the Academy who has SEN.

There are many SEN terms that are abbreviated which can lead to confusion. Below is a glossary of the most used SEN terms.

ADD	Attention Deficit Disorder
ADHD	Attention Deficit & Hyperactivity Disorder
ASD	Autistic Spectrum Disorder
BESD	Behavioural Emotional & Social Difficulties
CAF	Common Assessment Framework
CAMHS	Child & Adolescent Mental Health Service
COP	Code of Practice
CP	Child Protection
DCD	Developmental Co-ordination Disorder
EAL	English as an Additional Language
EP	Educational Psychologist
FSM	Free School Meals
HI	Hearing Impairment
IEP	Individual Education Plan
IPM	Individual Provision Map
KS	Key Stage
LAC	Looked After Child
LEA	Local Education Authority
MLD	Moderate Learning Difficulty

NC	National Curriculum
OT	Occupational Therapist
PSP	Pastoral Support Programme
SALT	Speech & Language Therapist
SEN	Special Educational Needs
SEND	Special Educational Needs & Disability
SENCO	Special Educational Needs Co-ordinator
SpLD	Specific Learning Difficulty
VI	Visual Impairment

What is the school's policy for SEN?

You can read our SEND (Special Educational Needs and Disabilities) Policy on our Policies page on the <http://www.priorsleeprimaryacademy.com/school-information/school-policies.aspx> and also on the area dedicated to SEND <http://www.priorsleeprimaryacademy.com/school-information/special-educational-needs.aspx>.

My child has Special Educational Needs. What can you offer at Priorslee?

Priorslee Primary Academy supports the needs of a range of pupils including those with SEND (Special Educational Needs and Disabilities).

Such needs include:

- Cognition and learning
- Communication and interaction
- Social emotional and mental health difficulties
- Sensory and physical/medical needs

What we offer children with SEND is different for every child and it is important to emphasise that, as much as possible, this provision is designed by the relevant Priorslee staff members working alongside the child, the child's family and, where necessary, outside agencies (e.g. a Speech and Language Therapist).

Typically, a child with Special Educational Needs and/or a Disability will have a Provision Map which sets out the interventions that are currently being worked on and what additional provision is put in place for that child. The content of the provision map is negotiated, as appropriate, with the child and the child's family. This is why it is so important that parents/carers attend our Parental Consultation Evenings.

The areas of need listed below are as stated within the Special Educational Needs and Disability Code of Practice 0-25 (2014) (<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>).

Some pupils will have difficulties in more than one of these areas and will need a higher level of support to meet these complex needs.

Examples of support

Cognition and Learning
Early Literacy Support (ELS) Additional Literacy Support (ALS) Wave 3 Maths Daily phonics/SPAG sessions Awareness of learning styles – visual, auditory and kinaesthetic approach Specific maths programmes Basic skills checks e.g. high frequency words/phonics Target groups for SATS in KS1 and KS2 Toe by Toe reading
Communication and Interaction
Small group speaking and listening sessions Paired/group talk Barrier games Individual visual timetables TA support during whole class teaching Role play and hot seating Speech and Language Support 'Socially Speaking' and 'Time to Talk' group Resources e.g. voice recorders Discussion and scribing to promote quality responses
Social, Emotional and Mental Health Difficulties
Social stories Year 2 buddies group to support younger children 'Socially Speaking' group Circle time Celebration assemblies Behaviour Policy and strategies Educational Psychologist Haughton Outreach team support and resources Child and Adolescent Mental Health Service (CAMHS) Common Assessment Framework (CAF) Team Around the Child (TAC) and Team Around the Family (TAF)
Sensory and physical/medical needs
Pencil grips Specialist pencils Posture support ('move and go' and wedge cushions) Sloping writing boards Further differentiation of physical activity (fine and gross motor skills) 'Cool Kids' movement group Provision of specialist equipment and resources, e.g. specialist scissors Enlarged text Use of personal laptops to display what is on the Interactive Whiteboard for the individual Promotion of self-care and personal hygiene through working with the school nurse Physical adjustments and support as necessary Occupational Therapist

How are these monitored?
Pupil progress meetings
Review and evaluation of provision maps
Targeted intervention reviews
Observations
Book scrutiny
School provision map
Parents' consultation evenings
Annual reviews

All children at Priorslee Primary Academy receive quality first teaching strategies. This means that activities are planned according to the level at which the child or young person is currently working in order to ensure they make good progress towards national expectations. Every child may need additional support at some point in their school career or in relation to specific areas of learning. The most important point is this: interventions depend on the needs of the child. If a child's needs are more specific, then they will have individual targets connected to their areas of need.

How will the school let me know if they have any concerns about my child's learning?

We encourage you to contact school as soon as you have any concerns or questions about your child's learning or well-being. We will always seek to meet with you as soon as possible in order to begin the process of addressing these. We welcome contact by phone, email or in person and will be very happy to discuss your concerns. We will also contact you if we become concerned that your child needs additional help in school.

In addition, in the autumn and spring term you will be invited to discuss your child's progress with their class teacher. Any concerns or questions can be raised and if a way forward will be discussed. If there are concerns about significant areas of need, the SENCO will arrange to discuss this with you. The child's views will also be taken into account.

How will the school let me know if they have any concerns about my child's learning?

We use a variety of different ways to assess whether a child or young person has special educational needs. These may include:

- Observations
- Information from parents and carers
- Information from the child
- Teacher assessments
- Specialised assessments carried out by the Learning Support Advisory Teacher (LSAT)
- Information from previous schools or settings
- Results from end of Key Stage assessments
- Discussions with a range of adults who work with the child or young person

Once a child is identified as having a special educational need, a gradually increasing level of support is provided. The child's needs will be assessed in detail and support will be planned, carried out and

reviewed through mapping their provision, at first by accessing a range of intervention groups and after review, children may have an Individual Provision Map (IPM). If a child has care plan from outside agencies, such as Occupational Therapy (OT) or Speech and Language Therapy (SALT), then their IPM will have specific activities linked to this care plan.

How will the school let me know if they have any concerns about my child's learning?

Your child's progress is reviewed termly and you will be invited into school to discuss the outcomes and share your views. Your child's views will also be taken into account to inform future targets and areas of support. Pupils are assessed regularly using a range of strategies:

- Teacher marking
- Observations
- Questioning
- Standardised tests
- Statutory assessments

This helps us identify any targets your child may need to make good progress in all areas of their learning.

How do the school ensure that the necessary people know about my child's needs?

The SENCO will ensure that all appropriate school staff are aware of your child's needs. All information is treated confidentially. If your child is in need of more specialist support from external agencies e.g. Speech and Language Therapy or Occupational Therapy, we will discuss this with you, obtain your permission and liaise with the appropriate services.

How can I, as parent/carer be involved in my child's learning and progress?

If your child is receiving additional support, this will be written down on a 'class provision map' and if your child has any involvement from Outside Agencies, more detailed support will be written as an 'Individual Provision Map' (IPM). These 'maps' will be written using information from all the adults who work with your child. This will be discussed with you and your child. Targets within the plan will be reviewed at least once over the course of the year and you will be invited to attend all reviews to discuss the outcomes, share your views and make suggestions about how you can support the plan at home.

Priorslee Primary Academy encourages strong home-school links and we ask for your support at home with targets and related learning activities. Please do not hesitate to ask your child's class teacher for activities related to these targets to support your child at home.

How will the whole school day be made accessible to my child with SEND?

The school has been adapted to increase accessibility for all pupils. These adaptations include:

- Disability access ramp to a number of classrooms, including demountable buildings
- Accessible toilet facilities, including a disabled access toilet and shower
- Classroom layout flexibility to take account of any mobility issues

- Workstations when required
- Laptops for children with visual impairments to allow access to what is on the Interactive Whiteboard

How are school educational visits, performances, social events and extra-curricular activities made accessible for my child with SEND?

Children with additional needs and their families are fully able to take part in school trips and social events. We carry out risk assessments linked to these events and provide additional adult support for children where required. All children have access to our extra-curricular activities.

How will the school ensure appropriate and effective teaching and learning for my child with SEND?

We do this through:

- Tracking your child's progress and holding teachers to account through termly pupil progress meetings.
- Delivering appropriate interventions in small groups or individually.
- Book scrutiny for all classes and constructive feedback to teachers.
- Classroom observations and learning walks including monitoring the learning environment.
- Regular teacher assessment against an agreed set of criteria which underpin the 2014 National Curriculum.
- Use of Provision Maps to plan and review individual pupil's learning.

How will the teaching be adapted for my child with SEND? What additional intervention/provision will be provided for my child with SEND?

Teachers plan to ensure that all children make good progress using quality first teaching strategies. Learning activities will be different for different groups of children depending on their level of need.

We use the following to support children with additional needs to become independent learners:

- Short, specific Interventions
- One to one or group support for specific skills
- Adapted tasks and resources
- Use of visual support materials
- Speaking and listening tasks
- Access to ICT

Many of our Learning Support Assistants are specially trained to work with pupils with SEN and deliver interventions. Hence, the Academy offers many different forms of additional provision. This can include: additional in-class support; additional out-of-class support; one-to-one support; flexible groupings (including small group work); access to specific resources; and access to a wide range of outside agencies. As with interventions and individual targets, the most important point is this: additional provision depends on the needs of the child.

We do not offer targeted extra-curricular activities for children with Special Educational Needs, but instead actively try to ensure that all our extra-curricular activities, including residential, are adapted for children's specific needs. Pupils with Special Educational Needs participate fully in arranged trips,

optional extra-curricular clubs, arts activities, sports teams and school committees (e.g. our School Council and House Prefects).

How do the school get more specialist help for pupils if they need it?

If a pupil needs more specialist help we will liaise with the relevant agencies after discussion with parents/carers. These agencies may include:

- Haughton Outreach
- Learning Support Advisor Teacher (LSAT)
- Educational Psychology Service (EPS)
- School Nurse Service
- Speech and Language Therapy (SALT)
- Sensory Inclusion Service (SIS)
- Children's Social Care
- Team Around the Child (TAC)
- Child and Adolescent Mental Health Services (CAMHS)
- Information Advice Support Service (IASS) – formerly 'Parent Partnership'
- The Bridge School, Hadley Learning Community
- Occupational Therapy

How are staff in school supported to work with children with SEND and what training do they receive?

All school staff receive appropriate training so they have the knowledge and confidence to support children and young people with a variety of needs. For example, recent training has included raising awareness of children with Dyspraxia and furthermore speech, language and communication difficulties. In the 2014 autumn term all teaching staff received training over 2 staff meetings from Elizabeth Wilkinson (The Dyslexic Dyslexia Consultant). Training is used to ensure that staff are equipped to teach children of all abilities. Sometimes training is run by specialists off-site e.g. sensory inclusion and teachers of the deaf. Teaching Assistants also have specialist training, for example ELKAN.

We also have a variety of teaching assistants who are trained to deliver specific interventions to support children and young people in reading, writing, numeracy, language use, social skills, etc.

Interventions provided by the school include:

- Early Literacy Support (ELS)
- Cool Kids movement group
- Speed up Handwriting
- Barrier Games
- Phonic groups

Further interventions can be found within the SEND policy

How do I find out about other organisations that could help my child?

For some areas of need, there are outside agency support groups for children, young people and their families. For specific information regarding local groups, check the Special Educational Needs area of the website. Family Connect is Telford and Wrekin's directory that provides information for children, parents, carers and practitioners. You can get in touch by phoning 01952 385385.

Transition

We aim to make times of transition as easy as possible for all children at Priorslee Primary Academy.

On arrival at Priorslee Primary Academy:

- Meet with the child and parents to talk about their child's needs and answer any questions about school.
- Speak with staff from the child's previous setting.

When moving to a new year group we:

- Introduce the child to their teacher.
- Where necessary, provide specific children with a transition book including photographs of the key staff and areas around school to look at during the holidays.
- Talk to the child and their family so we can answer any questions they may have about the new group.
- Discuss needs with the previous teacher at a handover session.

When moving to a new school/secondary provision:

- Arrange visits for pupils and parents accompanied by school staff to support familiarisation with the school and new staff.
- Liaise with SENCO of the receiving school.
- Create a transition booklet where appropriate.
- Ensure all assessment and other information is handed over to enable the new school to prepare.

What can I do if I am not happy with the provision for my child?

If you are unhappy with the provision and support that your child is receiving or have a complaint, please contact the Principal, SEN Governor and we will do everything we can to resolve the issue. We take complaints seriously and will act upon these on an individual basis.

You can read our Complaints Policy on our Policies page.

Where can I find out about the Telford and Wrekin Local Authority SEND Provision?

Local Authorities are required to set out and publish a 'local offer'. This will explain how they will work with parents, children, young people, local schools and colleges, as well as other agencies such as Health Services. The hope is that this will encourage a joined-up process when delivering services

for mainstream and disabled children and young people. The Telford and Wrekin Local Offer can be found at:

<http://www.telford.gov.uk/send>

For more information about our own 'Local Offer' for children with Special Educational Needs and/or Disabilities, please see the [Special Educational Needs area of the website](#). If you have any questions or queries about SEN, please speak to Mr Plim.