



SEND Information Report 2020

Priestley Primary School is an inclusive school that seeks to support and challenge all children to achieve their full potential, both academically and socially and emotionally, regardless of their starting point or ability. We do this primarily through high quality differentiated teaching: although we recognise that, at different stages of their development, some children may benefit from additional academic or emotional/ social support. Receiving additional support does not necessarily mean a child has Special Educational Needs or will be placed on the SEND register.

The SEND picture at Priestley Primary School 2020:

- 14% of children on roll are on the SEND register and are classified as pupils with SEND.
- 10 pupils across the school have an Education, Health and Care Plan.
- 22 pupils across the school have a My Support Plan.
- In addition some pupils across the school have SEND support and may have interventions running.
- Some of our pupils have accessed Alternative Provision off site to support specific needs.
- Both Reception classes and KS1 classes have teaching assistant support. KS2 classes have access to teaching assistants, which in some cases is named pupil support.
- We have one fully trained ELSA (Emotional Literacy Support Assistants) who may work with children on focussed interventions.
- We also have Mrs Paula Mitchard – our Parent Support Advisor – who offers support and guidance to families and is also ELSA trained.
- The Special Educational Needs and Disabilities Co-ordinator (SENDCo), Mrs Staniforth, is a fully trained teacher and has the SENDCo Qualification. She works in school 3 days a week. These days are dedicated to the co-ordination of support for all children with SEND. Should you wish to contact the SENDCo, you can do so through the main school office or senco@priestley.Wilts.sch.uk
- Our Designated safeguarding lead is Mr Andy Marsh-Ballard and our Deputy Safe leads are Mr Craig Gibbens, Mrs Vikki Marsh-Ballard & Mrs Paula Mitchard

How does the school know if children need extra help?

Class teachers, supported by subject leaders and Senior Leadership Team, make regular assessment of the progress of all pupils. Looking at their academic progress, attendance percentage, and behaviour records. If there are any concerns in these areas, or if any child needs extra support, this is identified early and acted upon. Most difficulties will be supported within the classroom as part of outstanding differentiated classroom teaching using a variety of styles and resources. We also liaise closely with previous setting when children transfer. Some children will receive additional support from either a teacher, trained teaching assistant or higher level teaching assistant. They will use evidence based interventions to support children's learning/social needs, alongside very focused activities to support specific areas.

Teachers, subject leaders and the Senior Leadership Team monitor the impact of these interventions on both academic progress and the child's emotional wellbeing. Interventions are assessed and reviewed regularly and further assessment or support will be put in place as necessary, following a plan-do-review approach.

What should I do if I think my child may have Special Educational Needs?

In the first instance, please talk to the class teacher as they will have the most detailed understanding of your

child as a whole. He or she may then suggest that a meeting is arranged with the SENDCo.

Who has Special Educational Needs?

Under the 2014 Special Education Needs Code of Practice, Special Education Needs and Disabilities are placed together, and abbreviated to SEND.

- Any child who has a learning difficulty or disability which is sustained (i.e. last, or is likely to last, more than a year) and substantial (defined as 'not trivial') may be classified as having a Special Educational Need and placed on the SEND register.

The Wiltshire Graduated Response to SEND Support (WGRSS) is used to identify children whose difficulties may mean they should be placed on the SEND register and follow a cycle of plan-do-review. These are used alongside teacher's professional judgements.

What special needs does the school cater for and how?

The types of difficulty identified on the code of practice are:

- **Communication and interaction;** this includes children who experience a difficulty in communicating with others; children who may not understand or use social rules of communication and children who have speech and language difficulties. Children who has ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties in social interaction.
- **Cognition and Learning;** this includes children who may learn at a slower pace to their peers even with appropriate differentiation and excellent classroom teaching. This includes specific learning difficulties such as dyslexia, dyscalculia and dyspraxia.
- **Social, Emotional and Mental Health Difficulties;** these difficulties manifest themselves in many ways including withdrawal or isolation as well as displaying challenging, disruptive or disturbing behaviours.
- **Sensory and/or Physical Difficulties;** this includes disabilities which prevents or hinders a child from making use of the educational facilities generally provided. These difficulties may require specialist support and/or equipment to access their learning.

How would school staff support my child?

Support will always be given primarily by the class teacher, however, higher level teaching assistants, teaching assistants, SENDCo, who is also a qualified teacher, and possibly outside agencies may also be involved. |This support may be part of whole class teaching, small group work or individual support.

As part of the Special Educational Needs Code of Practice, some children may be provided with an Individual Education Plan (IEP) 'My Support Plan' (MSP) or a 'My Plan' (EHCP) which highlights SMART targets that the child is working towards.

At Priestley School if your child has an identified additional need they will be placed in one of the following categories:

Monitor: Where possible we try to meet every child's needs within the classroom through ensuring that our planning, teaching and approaches meet the needs of the majority of the children in our school. Children in this category may at times need some extra support within the classroom, for example: extra reading, fewer spellings, writing frames and differentiated resources. No extra recording will be completed for this category, apart from differentiation identified on planning.

SEN Support: Through observation and assessment by teachers, subject leaders and SENDCo it may be determined that a child is making insufficient progress in their learning. It maybe that the child:

- Makes little or no progress even when teaching approaches are targeted towards their particular need.
- Shows signs of difficulty in developing skills in reading, writing or mathematics.
- Show signs of emotional or behavioural difficulties which are not addressed through the routine behaviour and discipline approaches used in school.
- Has physical or sensory problems and despite specialist equipment still makes little or no progress.

- Has communication and/or interaction difficulties which lead them to make little or no progress.

We may seek additional information from parents/ carers, and in some cases, outside agencies, who may be involved with the child. When we have all the information we consider, with the parents and the child, the next strategy for action. This may be through a programme of targeted interventions, designed to support and assist the child to make progress over a short period of maybe one or two terms on specific objectives. Focussed interventions run on a termly basis, following an assess-plan-do-review cycle. Progress will be monitored and recorded and shared with parents through parents evenings and school reports and additional parent / teacher consultations if required.

My Support Plan: This follows SEN Support and is used where the child has been identified as having longer term barriers to learning and where interventions planned need to be continuous or longer term. It may also involve the school contacting external support services provided by the Local Authority (LA) and other external agencies such as Health Authority. We will seek advice on specialist assessment that will inform our targets and interventions. We ensure parental consent is sought before contacting any outside agencies for support. My Support Plans are written with input from professionals, parents and the child and will be reviewed three times a year.

Education Health Care Plans (EHCP/ My Plan): Where, despite all endeavours, the child still makes little or no progress in the targeted areas, we discuss with the parents and child the need for us to approach the LA to request an assessment for an EHCP/ My plan. This may or may not result in the LA issuing a My Plan. Issued My Plans are reviewed annually, which parents, outside agencies, SENDCo, class teacher and teaching assistants are invited to attend or offer a review of progress and/or additional need. Where appropriate the child is invited to attend. The child's views are sought via their teaching assistant, teacher or SENDCo, and are included in the review.

What is an Educational Health Care Plan?

In cases where difficulties are more pronounced a child may be provided with an Educational Health Care Plan (EHCP – referred to in Wiltshire as a My Plan) which sets out legal provision requirements for the child (above and beyond what is provided for all others). This replaces what was previously known as a Statement of Special Educational Needs, however, it is broader and includes all aspects of a child's health and well-being which may include special educational needs. In order to be issued an EHCP, the child needs to have pronounced need over a sustained period of time and meet the thresholds/ guidelines set out by the Local Authority.

If my child has additional medical needs, physical or social needs, how will the school support them?

In consultation with parents and /or health professionals, a care plan will be drawn up to ensure that your child's needs are met and that staff are appropriately trained.

How will my child be included in activities, both inside and outside the classroom including school trips?

It is our aim that all children are fully included in every aspect of school life. We therefore do our best to make provision for all pupils to access the curriculum including extra-curricular activities. We will always contact you before a planned activity if we think your child may require additional support.

What training do staff supporting children with Special Educational Needs or Disability receive?

All teachers receive regular training to make sure they plan and deliver high quality teaching which is differentiated for the needs of pupils in their classroom. All staff within school also receive training to meet the known and anticipated needs of the children present in school including First Aid Training. The SENDCo & Senior Leadership Team identify training needs for staff members where necessary. The SENDCo attends training which includes regular meetings with other local SENDCo's and professionals. All information and training is shared with our Teaching Assistants and Higher Level Teaching Assistants through regular meetings and in house or invited professional lead Training Days. Opportunities to refresh training is made available through online training resources or Team meetings. Teaching Assistants also have time daily to meet with the class teacher. All Teaching Assistants are trained in the learning/ social interventions they deliver. We also have two fully qualified ELSA's (Emotional Learning Support Assistants) who deliver support to pupils in small groups or 1:1 basis.

How will I be included in supporting my child's education?

As a parent, you are key in supporting your child's development and well-being and we recognise the expert knowledge you have of your own child. We endeavour to provide support and information to parents

so that we can work together as a team to help achieve the best possible outcome (in all aspects of development) for your child. We are therefore very keen to build strong relationships with the parents and carers of children in school and to liaise with you to share useful strategies or techniques which can be used at home as well as those used in school.

Parent consultations are held twice a year and we strongly encourage parents to make appointments to see their child's class teacher. The SENDCo will also offer SEND surgeries at this time for parents to book an appointment to raise any issues or concerns about their child. Alongside this, children with a My Support Plan will be offered reviews three times a year and those with EHCP's/ My Plans are reviewed once a year. However, Priestley School has an open door policy and parents are encouraged to make appointments with either the class teacher, SENDCo, or Parent Support Advisor, whenever they have a concern.

How will my child's views be taken into account?

Pupils at Priestley are encouraged to have an informal input to share their views on their progress and learning. This is either through identifying their own targets in class or reviewing their progress through My Support Plan or ECHP reviews.

How will the school communicate with me and how can I communicate with the school?

The school communicates regularly about daily school life through: parent mail, school website, email and text. Occasionally letters will be sent home.

If your child's class teacher has a concern regarding your child's well-being/ progress they will try to make an appointment to meet you at a mutually convenient time or phone you.

In some cases daily or weekly contact between parents and teacher can be arranged if there are concerns about your child.

If you wish to discuss any part of your child's progress or well-being, appointments with teaching staff, SENDCo, PSA, Senior Management Team or Head Teacher can be made via the school office or through ask@priestley.wilts.sch.uk.

What measures are put in place to prevent bullying?

At Priestley we aim for each child to feel valued and every opportunity is taken to promote individual's self-esteem and confidence so that all children can approach each new challenge set before them. The emotional well-being of all children is central to the provision of education for all. Bullying is not tolerated and all children at Priestley are involved in recognising bullying behaviours through class discussion as well as considering their own and others behaviour through our Positive Learning character of 'Spikey' daily. The Priestley Parliament Team also assist with reviewing, writing and revisiting the school Anti-Bullying Policy.

Add in Behaviour & Anti Bullying policy links??

How will the school support my child to join initially? How will the school support my child in transferring class or to Secondary School?

During the second half of the school year, the SENDCo and teachers discuss children who will be moving classes or school, identifying those who may be more anxious and so may benefit from additional support.

For children who find transition and change difficult and are moving schools, classes or to secondary school a transition booklet is completed alongside a TA who knows them well. These books tend to include images of key people and places and will prepare them for the next change in their lives.

When children leave Priestley school, whether to move to a different primary school or on to secondary school, there will be liaison and discussion between our SENDCo and the SENDCo of the new school, along with discussion of current and new teaching staff, to put in place measure that will support the

transition and make it as easy as possible.

All children meet their new class teacher at the end of the year, spending time in their new classroom to support building relationships and ease anxieties. If necessary, visual prompts and social stories are also shared to support children over the summer break.

A highly developed transition programme is in place for when your child joins us in Foundation Stage. The key teachers involved in this are the Foundation Stage teachers and staff and the SENDCo who liaise closely with both parents and local nursery providers.

How are the Governors involved and what are their responsibilities?

The SENDCo reports regularly to the Governor's to inform them of about the progress of children with SEND. This report does not refer to individual children and confidentiality is maintained at all times. There is a named SEND link Governor (Mrs J Funnell) who works closely with the SENDCo.

What specialist services and expertise are available at, or accessed by, the school?

Support Services are accessed according to the need of the child and appropriate developmental stages. A typical process would include internal assessment by the school using The Wiltshire Gradual Response to SEN Support (WRGSS) document, discussion of the child's need at a multi-agency forum and referral to appropriate service identified. Services which the School frequently make use of include:

- The Specialist SEN Support Team – SSENS – which has a specialist for a wide range of difficulties
- The Educational Psychologist
- The Behaviour Support Service
- Speech & language Therapists
- The Hearing Impairment Service
- The Visual Impairment Service
- Parent Support Advisor
- The School Nurse
- Health Visitor
- Play Therapist
- CAMHS/Banardo Counselling Services
- Alternative Provision Providers

Where can I find further information or get further support?

- Wiltshire local offer - www.wiltshirelocaloffer.org.uk
- The school's Disability Access Policy
- Your child's GP/Paediatrician
- Wiltshire Parent Carer Council – http://www.wiltshireparentcarercouncil.co.uk/en/Home_Page
- Parent Support Advisor
- The school's SEND Policy