

# Priory Junior School

## **Special Educational Needs (SEN)**

### **Information Report 2020-2021**

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

### **Additional update in the light of COVID-19 – school closure and SEN provision.**

#### **Entitlements when schools closed.**

All schools were ordered to close as announced by the Government in January 2021, as part of the UK lockdown (number 3) following the number of coronavirus outbreaks increasing. Priory Junior School remained open for children of key workers and 'vulnerable children' where appropriate.

Although Priory Junior School was open for some children, the guidance was clear:  
***'If it is at all possible for children to be at home, then they should be.'***

#### **Vulnerable Children**

Vulnerable children include those who have a social worker and those with an Education Health Care Plan (EHCP). For children with SEN and on school SEN Support but do not have an EHCP, they were expected to stay at home unless they have a social worker or their parent/carer is a key worker.

All vulnerable children had their needs measured against a risk assessment criteria to determine if their needs can be safely or more safely met in the educational environment. This enabled Priory Junior School to ensure the right support was in place for each child.

For any vulnerable children not attending school, they continued their school work at home. A member of staff made regular check-ins with these children and their parent/carers to discuss any current worries/concerns/issues. Priory Junior School were able to direct parent/carers to support in place for home learning using SeeSaw and the Oak National Academy's website and support for emotional need using the CHUMS website phone call support line.

## **Supporting All SEN Children during lockdown**

Priory Junior School used a number of mediums to communicate with the children during lockdown to support their home learning. An overview of home learning for each week was put on the school website under each year group. However, lessons videos were placed on the learning platform SeeSaw with independent learning activities matched to these. Children then submitted their completed work onto their SeeSaw page and the class teacher was able to view and mark the work giving prompt feedback. To support the SEN children with their home learning teacher's assigned differentiated work on SeeSaw to allow them to access the learning activities set with knowledge of their academic ability.

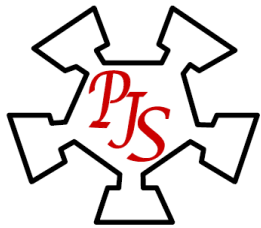
For any SEN children working academically below Key Stage 2 the SENCO provided a personal weekly learning timetable providing learning tasks that focused on key learning areas within Reading, Writing and Maths. Additional learning activities were also planned for these children with a focus on; working memory, fine motor skills, executive functioning skills, gross motor skills and language skills; these were directed through short interactive tasks.

For children with an EHCP, the school made sure that they were all still receiving the provision outlined in their plan and working towards their outcomes. Regular check-ins were made with the children and parents weekly.

## **Communication during lockdown**

During lockdown the SENCO kept contact via emails with all parent/carers of SEN children. The SEN children were able to discuss their learning with their class teacher via SeeSaw. They also received a regular phone call from their class teacher or teaching assistant.

EHCP Annual Reviews were still able to go ahead during lockdown via an Microsoft Teams, and online platform, with all paperwork completed and sent off within the 2 week time scale.



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#### **How Priory Junior School support children with Special Educational Needs?**

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 SEN, evidence-based interventions are put into place to help close the gap. Some children may benefit from further special support in the form of specific personalised provision.

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 and
- support services.

This policy is reviewed annually. It is written in line with the SEN Code of Practice 2015, and the Special Educational Needs and Disability Act 2001 and 2014.



## How we identify Special Educational Needs and provide provision?

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 different from normal classroom practice will be arranged and identified as needing SEN Support. 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 SENCo who shares this with the rest of the Senior Leadership Team. Who have regular meetings with the SENCo to discuss and review children with SEN support, and then agree on the priorities and approaches for the next stage of supporting the learning of each individual pupil.

## Number of Children with SEN during 2020-2021

|                         | EHCP Children | SEN Support Children | Total              |
|-------------------------|---------------|----------------------|--------------------|
| <b>Autumn Term 2020</b> | 7             | 24                   | <b>31 Children</b> |
| <b>Spring Term 2021</b> | 8             | 26                   | <b>34 Children</b> |
| <b>Summer Term 2021</b> | 10            | 26                   | <b>36 Children</b> |

## Staff Support

We have 19 Teaching Assistants (TAs) who support alongside the class teachers, by delivering specialised programmes and general classroom support; this includes main support in the core subjects of Maths and English. Four of our Teaching Assistants are Higher Level Teaching Assistants (HLTAs).

Children who have an EHC plan receive tailored support, including support from a Teaching Assistant – this support will reflect the provision and outcomes detailed in their EHCP.

## **Intervention and Resources Support**

Intervention schemes are targeted and used for more specialist support.

These include:

- Sound Training
- LEAP Training
- Inference
- 1<sup>st</sup> Class @ Writing
- 1<sup>st</sup> Class @ Number Sense
- Success at Arithmetic
- Maths Pre-teach
- Social speaking group
- Speech and Language support
- Sensory Circuits

We have specialist equipment in school to support children, such as writing slopes, weighted jackets, wobble cushions, pencil grips, exercise books with coloured paper and coloured overlays.

## **Nurture Provision**

For September 2020, Priory Junior School started a nurture group, called 'The Snug'. The purpose of The Snug was to provide selected children with a personalised curriculum in an environment based on the Nurture UK model. This was for year 3 children only, who were been identified as working significantly below age expected in all core areas and found the classroom environment during these lessons to be a negative experience, impacting on their social and emotional needs.

The children spent every morning in The Snug, where they received a personalised curriculum for English, Phonics, Reading, Handwriting and Maths. They also took part in a variety of nurture activities personalised to them following an assessment of their social and emotional needs. It is the intent of The Snug that these children will make progress both academically and emotionally so they re-join the class for learning in year 4.

The Snug gives the children a small-scale setting in which they can experience nurturing care while accessing the learning. They will work on developing their self-esteem, social skills and trusting relationships with others. This environment will also give the children a sense of achievement working on an appropriate curriculum with other children to develop self-belief that can do it.

## Attainment and Progress of Pupils with SEN

In 2021, SATs were cancelled due to the coronavirus pandemic, and as such, there is no reportable data for this year. Our SAT data from 2019 can be found in the previous SEN School Information Report.

## Budget Allocation

### Funding Received Financial Year 2020-21

|   |          |
|---|----------|
| Additional Educational Needs Funded by School | £105,093 |
| High Needs Funding from Local Authority       | £24,629  |
| Total Funding Received                        | £129,722 |

### Expenditure for Financial Year 2020-21

|                     |          |
|---------------------|----------|
| Teaching Assistants | £183,573 |
| SEN Resources       | £1,500   |
| Total Expenditure   | £185,073 |

## External Personnel and Other Agencies

The school has built good working relationships with a number of agencies such as the Specialist Teaching Team, Educational Psychologist, School Doctor, School Nurse, CAMHS, OT, Physiotherapist, Sensory Support Team, Teacher of the Deaf and the Speech and Language Therapist. We use these services to ensure that any children receive the best possible support. We monitor any child who may need further support with parent partnership to make the relevant referral.

## **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:

- TA weekly meetings in the Autumn Term held by SLT.
- STEPS training; the Head, SENCO and a Class Teacher attended 3 days of training to become STEPS tutors for the school.
- All of the school staff had STEPS training in the Summer Term.

Teachers are supported with regular pupil progress meetings where the SEN children are discussed with the Head, Deputy Heads and SENCO with appropriate support is discussed.

Teachers complete a one page profile once a term with personalised targets and ensuring suitable provision is in place. These are reviewed and renewed in consultation with parents and the child.

## **Infant and Secondary School Liaison**

We liaise very closely with both Priory Park Infants and Longsands Academy as catchment schools, to ensure a smooth transition for both children joining us in Year 3, and children transferring to secondary school. We also make contact with any other school children may be transferring from or moving onto if not one of our catchment schools eg. Ernulf Academy. We arrange meetings with key members of staff and parents to pass on vital information, and ensure they continue to receive the correct support.

The SENCOs from all primary and secondary schools in St Neots are part of a strong cluster group who work together to support one another, sharing skills and knowledge; this is greatly beneficial to the support SENCOs can offer, especially when children transfer from and to other schools within St Neots.

For any SEN children transferring mid school year, the SENCO and class teacher make sure they make contact with the previous school to find out everything needed to continue support at Priory.

## **Disability Equality**

The school's equality policy takes 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 are agreed by governors and reviewed regularly, following consultation with staff. The school's accessibility plan has been revised 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 Headteacher. 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

October 2021