

SEN information report

Introduction

At Priory Rise we aim to help all children, regardless of any special educational needs or disabilities, to meet their potential and to be full and active members of our school community. Our school vision puts children at the centre of everything that we do, and that extends to supporting children with Special Educational Needs. Through warm and nurturing relationships, we identify needs as early as possible and offer inclusive provision that is varied to suit individuals. We work on the principle that 'all children can'.

At Priory Rise we offer a range of support in addition to Quality First Teaching to support children with Special Educational Needs. This varies from interventions such as pre-teaching or precision teaching to in-class support given by an additional adult to individuals or groups. Progress is monitored closely through tracking sheets which are reviewed termly for those children that have an Individual Education Plan and half-termly for those children with Support Plans or Education and Health Care Plans. The SENCO works closely with all teachers to ensure that they are supported in offering high quality, effective provision.

The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum condition, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD), anxiety
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties

Identifying pupils with SEN and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs. Parents / carers or children themselves may raise concerns about progress, as well as teaching staff. We encourage parents with concerns to come and speak to the class teacher in the first instance.

Slow progress and low attainment will not automatically mean a pupil is recorded as having Special Educational Needs.

Consulting and involving pupils and parents

Before a child is placed on the SEN register, parents and the SENCO will be consulted. Any interventions necessary will be put into place while the child is placed on a watch list. If concerns persist after half a term, children will be placed on the register after further consultation with parents.

Parents will be invited to discuss progress against Individual Education Plan (IEP) outcomes once per term, in addition to any normal parents' evenings that are taking place. For parents and carers of children that have support plans or EHCPs, the reviews will be more often – once every half term, except for the first half term of the school year.

At the reviews, and at annual reviews for children with EHCPs, parents and children's opinions are sought and valued. In addition, parents are welcome to contact teachers via the year-group e-mails at any time. The SENCO is also available to parents and her e-mail address is vsnell@prioryrise.milton-keynes.sch.uk

Parents opinions are also sought in a more general SEND parents' survey, which is held in the summer term. A SEND evening for parents, which takes place at the start of the Autumn term, explains the systems and procedures for SEN at Priory Rise.

Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil, which will include information gathered on tracking sheets
- Information given by teaching assistants if they have been working with the child
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The main source of assessment for progress towards individual targets is likely to be the target sheets that track children's progress towards their individual targets. Reviews will occur every term for children who have an Individual Education Plan, and every half term for those children who have Support Plans or an Education and Health Care Plan (except for the first half term of the school year – where teachers will instead meet with the SENCO to ensure consistency of provision between year groups and discuss any concerns).

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. The effectiveness of provision for individual children is reviewed regularly, with the SENCO taking responsibility for reviewing the different types of interventions through monitoring of intervention sheets (termly) and observing interventions in learning walks.

Supporting pupils moving between phases and preparing for adulthood

At Priory Rise we understand that transition between year groups or schools can be a time where extra support is necessary.

Before children join our Reception or nursery, home visits take place by staff which enable children to meet staff in their own environments. Information is also sought from parents and any settings that the children have previously attended. Where necessary, staff from Priory Rise will go to visit children in their previous settings to see what adjustments are in place for them there so that we have everything ready for them when they arrive. The SENCO and the reception / nursery staff liaise with parents beforehand, and if it is deemed helpful, children with Special Educational Needs can visit the nursery / reception setting here as well.

Should a child with Special Educational Needs join us part way through the school year, teachers and the SENCO will liaise with parents and contact the previous setting's SENCO wherever possible to make sure that we know about the child's needs and how we can make appropriate adjustments from day 1, to make their settling in time with us smoother.

Towards the end of the school year, teachers write a profile of the needs and provision for the children in their class that are on the SEN register, and have dedicated time to meet with their new teachers to go through it. All children take part in our transition morning in the last days of the school

year. However, some children who need further support are given extra opportunities to meet and start to build a relationship with the staff that will be working in their new year group, if they are already working at the school. This is informal and might take the spending relaxed time with them at break time, or visiting their new classrooms separately.

For all children moving to secondary school, the SENCO will ensure that information is passed on to their new schools. Most children move on to nearby Secondary schools, and the SENCO meets with the SENCOs of these schools to talk about the children and their needs. In addition, the SENCO might signpost parents to the SEND transition lead for Hazeley and Shenley Brook End, who might be able to offer extra support to families. If deemed necessary by the secondary schools, children might be offered the opportunity to attend an extra transition day at their new school for children with extra needs.

Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

We also provide the following interventions:

- Pre-teaching
- Little Wandle Interventions (for phonics)
- Lego group (social intervention / fine motor skills / speech and language intervention)
- Targeted Arithmetic groups (may be focusing on written methods or mental calculations)
- BRP (1:1 reading comprehension)
- Use of ACE dictionary
- Handwriting interventions
- Fine motor skills interventions (including Rainbow Road)
- Precision Teaching
- Anxiety Gremlin
- Zones of Emotional Regulation

Adaptations to the curriculum and learning environment

At Priory Rise we strive to make all possible adaptations to the curriculum and learning environment in order to allow all children full access to a broad and balanced curriculum that meets their needs. Our accessibility plan increases the extent to which disabled pupils can participate in the curriculum. We meet needs by:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, using extra resources
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables and cues, larger font
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, tailoring questions to enable all children to feel successful during inputs
- For a small number of children, teaching them within our dedicated provision, Butterworth.

The following facilities exist in the physical environment at present:

- Ramps into school to make the building accessible to all.

- Lifts for children to access the first floor classrooms.
- Disabled toilets.
- High contrast colour schemes to aid pupils with visual impairments.
- Safety foam padding around obstacles to ensure children with visual impairments are protected from injury. • There are also lines along main corridors to aid pupils with visual impairments.
- Signs are displayed at different levels to ensure they are visible for wheel chair users.

As a school we are always happy to discuss individual access requirements and make reasonable adjustments to meet needs.

Additional support for learning

At Priory Rise we have classroom teaching assistants who are trained to deliver interventions such as precision teaching, lego group and Little Wandle interventions. We also have teaching assistants who provide dedicated support to children around the school who have EHCPs. This support may be given on an individual basis, or may be given in groups. We recognise that it is important in these cases to foster independence and the teaching assistant might not be assigned for all parts of the school day to avoid this.

We work with the following agencies to provide support for pupils with SEN:

- The Milton Keynes SEND team
- Speech and language services
- Private speech and language therapist
- Occupational Therapists
- Educational Psychologists (usually when a child is being assessed for an EHCP)
- Specialist teachers of the deaf or teachers of vision impairment

Expertise and training of staff

At Priory Rise we understand that our staff are the greatest resource we have in supporting our children, and as such we have a training schedule for both teachers and teaching assistants.

Training includes information about the different kinds of needs present at our school and how classroom practice can be adapted to meet them. Teaching assistants are trained in a variety of different interventions. For example, last year, there was training in:

- Precision teaching
- Lego therapy
- Zones of emotional regulation
- Anxiety
- Supporting literacy in the classroom

Our SENCO has the necessary NASENCO qualification and attends regular SENCO meetings to keep up to date with local SEN-related issues and information. She is proactive in seeking training for herself, and training to disseminate to staff.

We use a private Speech and Language therapist who is with us every other week to see specific children for roughly a term. She models approaches to supporting speech and language to staff, who continue the work with those children in school.

Securing equipment and facilities

At Priory Rise we use our SEN budget to purchase Speech and Language sessions as well as a large range of equipment to help overcome barriers to learning. For example, children have access to wobble cushions, fidget toys and screens to aid concentration; worry stones, calming blankets and

sensory equipment to sooth anxiety; pencil grips, specialist pens and paper to aid handwriting and visual stress tests, coloured overlays and coloured paper to cope with visual stress.

The SENCO also applies for funding for larger items as needed from Milton Keynes Council.

Evaluating the effectiveness of SEN provision

All children on the SEN register have tracking sheets to track progress against outcomes, and these are used to review the outcomes each term. For children with Support Plans or EHCPs, outcomes are reviewed every half term, except for the first half term of the school year, where children are also focusing on settling into their new year groups and getting to know their new teachers.

The impact of interventions is monitored through learning walks and reviews of intervention sheets, overseen by the SENCO.

Annual reviews for children with EHCPs are also held, with parents, teacher, the SENCO and, if appropriate, representatives of external agencies as well.

Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

At Priory Rise we want all members of our community to benefit from the range of extra-curricular activities that we offer, and adaptations are sought if special educational needs are proving to be a barrier to their participation. This includes our residential trips and Sleep-Over. We make adjustments such as having extra staffing, adapted activities or breaks for children so that everyone can enjoy whole-school events such as sports day or productions.

At Priory Rise we have an accessibility plan which outlines how we have adapted the physical environment to make it more accessible to those with disabilities. For example, we can accommodate wheelchairs on our upper floor with the use of lifts.

We make sure of technology to ensure the inclusion of all children with visual and hearing impairments. For example, we make second screens or ipads available depending upon the advice from the sensory team, and modify rather than just enlarge print.

The SENCO monitors the involvement of children with Special Education Needs in clubs, on the school council and on visits so that we may respond quickly if we feel there is any area in which further work needs to be done to improve inclusion.

Support for improving emotional and social development

At Priory Rise we know how critical support for emotional and social development is, and as such we have two highly experienced Learning Mentors whose work is pivotal in the support of children's emotional wellbeing. The work closely with parents as well as children, helping the build the strong relationships which we value so highly. They might work with groups or individuals, perhaps running a social intervention or allowing individuals the time and safe space to explore their feelings. They will support children with managing their emotions and will work closely with teachers to achieve this. Our learning mentors are:

Mrs Natasha Cooper – Learning Mentor for Key Stage 1 and Reception

Mrs Emma Pocock – Learning Mentor for Key Stage 2

Teachers and teaching assistants have been trained in using Zones Of Regulation and the use of these are embedded in our daily school life, with children being able to use them to indicate when they are not feeling secure or happy. Extra interventions are given to those children who could benefit from extra help with regulating their emotions – in groups or individually as appropriate.

Working with other agencies

Sometimes it may be beneficial for the child for us to work with external agencies including the Milton Keynes SEND team or speech and language therapists, for example. The SENCO is responsible for liaising with external agencies.

Complaints about SEN provision

At Priory Rise we are always striving to make our provision the very best that it can be. If you wish to discuss your child's education further or are unhappy about something regarding your child's schooling, please contact:

- Firstly, your child's teacher
- Year leader for your child's class
- SENCO (Mrs Vickie Snell)
- SEN Support and LAC Lead Miss Charlotte Cooper
- The Headteacher (Mrs Ruth Seagar)

Appointments with any of the above can be made at the school office.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

Exclusions

Provision of education and associated services

Making reasonable adjustments, including the provision of auxiliary aids and services

The local authority local offer

The Milton Keynes Council Local Offer can be accessed using the following link:

<https://www.milton-keynes.gov.uk/schools-and-lifelong-learning/SEND>

Milton Keynes' vision for children and young people with special educational needs and disability is the same as for all children and young people - that they achieve their full potential in early years, at school, at college, at home and out and about in the community to enable them to lead happy and fulfilled lives within a safe environment and where they have choice and control. The local offer is available to parents, educational settings and children and young people in order to provide a comprehensive list of services available, information about accessing support, funding, wider services and so on.