

Priory Primary School Vision Statement

Priory Primary School aims to provide a safe, happy and secure environment where every child achieves their full potential. We aim for enthusiastic learners through providing a stimulating and challenging curriculum. Team work between all stakeholders – children, staff, parents, governors – is at the heart of the school and we celebrate both achievements and successes. Our consistent positive approach to learning and teaching engages children and promotes lifelong learning.

At Priory Primary School we will *meet the needs of each and every child*, promote positive values and aim to make every day enjoyable and rewarding.

“Emphasise what a child can do rather than what they cannot do” Temple Grandin

Definition of Special Educational Needs (SEN)

“A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.”

SEN Code of Practice 2014

Definition of Disability

“A physical or mental impairment which has a substantial and long-term effect on the ability to carry out normal day-to-day activities.”

Equality Act 2010

The purpose of this document is to ensure that all stakeholders, including parents, teaching staff and governors understand and use a consistent approach in implementing support for young people with special educational needs.

1. Special Educational Needs for which Provision is Made

Priory Primary School currently supports children with a range of special educational needs (SEN). The SEN Code of Practice describes 4 broad areas of SEN.

1. Communication and interaction, including speech, language and communication needs (**SLCN**) and Autism Spectrum Disorder (**ASD**).
2. Cognition and Learning, including Severe Learning Difficulties (**SLD**), Profound and Multiple Learning Difficulties (**PMLD**) and Specific Learning Difficulties (**SpLD**), including dyslexia.
3. Social, Mental and Emotional health, including Attention Deficit Disorder (**ADD**), Attention Deficit Hyperactivity Disorder (**ADHD**), as well as other issues that are rooted in mental health.
4. Sensory and/or physical needs, including a range of physical difficulties (**PD**) as well as Hearing Impairment (**HI**), visual impairment (**VI**) and Multi-Sensory

Impairment (MSI).

Priory Primary School has a wealth of experience in supporting children with a range of SEN and we are continually investing time in training our staff to support all children, ensuring that we meet their individual needs appropriately.

2. Policies for the identification and assessment of pupils with SEN

Assessments and the identification process will include:

- a) any assessments made on entry to the school or during the school year. These tests may include reading tests, standardisation testing, CAT testing or EYFS assessment.
- b) any targeted assessments done for pupils with suspected SEN on entry to the school.
- c) details of any referral process whereby teachers are encouraged to raise concerns with the SENCo regarding the performance of any pupil they suspect to have SEN once the teacher has delivered the personalised learning in class.
- d) Pupils who do not make expected progress following in class intervention and support from the SENCo may then be further assessed by external agencies such as the Educational Psychologist, IPASS, Northcott Outreach or the Speech and Language Therapy Services.

3. Policies for making provision for pupils with SEN

The policies outlined in this section apply to all pupils with SEN whether or not they have **EHC** plans.

- a) The school closely monitors the progress of all pupils, including those with special educational needs. The effectiveness of the provision for these pupils is evaluated by ensuring that they make adequate progress. This will be reviewed termly by class teachers in collaboration with parents, the SENCo and the pupils themselves.
- b) Pupils who are receiving support that is additional to and of a different nature to that received by their peers will be assessed on a termly basis in all curriculum areas, in line with the whole school policy of termly assessment
- c) The approach to teaching pupils with SEN varies depending upon the needs of the individual child. Quality first teaching is essential and this will be delivered by the class teacher. Some additional support may be required and at Priory Primary School, some of the intervention programmes used are:
 - Lego Therapy
 - Speech and Language intervention
 - ELSA
 - Advotalk
 - Read, Write Inc 1:1
 - Fresh Start
 - Maths pre-learning
 - Maths basic skills
 - Fine and Gross intervention groups (supporting physical development)

Other interventions include:

- In class support with a teaching assistant.
- Small group withdrawal to support in class maths or English learning.
- 1:1 withdrawal to give targeted support in a specific area of need.

- d) Lunch time provision is offered covering a variety of activities for pupils which supports children who find unstructured time difficult to manage. For some pupils it may be necessary to provide extra supervision during the lunchtime period. A variety of lunchtime clubs are provided, including a Chat and Chill group, and these are fully inclusive.
- e) Additional support is provided for pupils requiring emotional and social development in the form of social groups and a pastoral system which operates for all children including children with SEN. Further support groups and sessions are allocated as required.

4. Contact details for the SEN Co-ordinator

SENDCo Name: Kirsty Jones

Contact Number: 01482 509631

Email: jonesk@thrivetrust.uk

5. Expertise and training of staff in relation to children and young people with special educational needs

The SENCo will soon be undertaking the statutory National SENCO qualification.

Teachers, teaching assistants and other staff have a rigorous and ongoing CPD programme.

Training is undertaken regularly from support agencies and where necessary outreach support is sought.

6. Equipment and facilities to support children and young people with special educational needs.

All equipment needs will be assessed on an individual basis. Depending on the nature of the need, funding may be provided by the school or requested from other appropriate agencies. These agencies may include IPASS, who can provide specialist equipment for physical, visual, and hearing needs.

7. Arrangements for consulting parents of children with SEN about the education of their child.

Parents and carers are involved at each stage of the assess, plan, do and review process. Parents and carers are invited to discuss the needs of their child with the class teacher and the SENDCo in the first instance. This allows for parents to share knowledge and information about their child and to engage in a positive discussion from which future actions will be agreed to ensure the needs of the child are met. Parents and carers have a very active and important role in the planning and decision making with regards to their child's provision. We work in close partnership, ensuring that parents and carers are kept informed of progress, attainment and outcomes. This happens in a number of ways such as:

- a. Informal meetings with the class teacher as required.
- b. Parents Evenings when advice and support in helping their child at home can be shared.
- c. Termly formal review their child's progress with class teacher and SENCo
- d. An end of year meeting with the class teacher to update their pupil passports will take place with the child and family, creating an overview of the child, including their needs and their hopes and dreams for the future. This passport will then be passed onto the child's new teacher. The 'child centred approach' allows professionals and parents/carers to contribute to reviewing the effectiveness of provision in place for the child and to creating new targets.

8. Arrangements for consulting young people with special educational needs about their education.

- a. The child is involved as appropriate at every stage of the assess, plan, do review process.
 - i. At the initial stages we support a child centred approach by ensuring that the young person's aspirations, needs and wishes are considered, alongside the support they may need to achieve them.
 - ii. Where the child may be unable to communicate their wishes we take into account observations and knowledge of the child to ensure that we are supporting their wishes.
 - iii. We seek the views and ideas of parents and carers and others who know the children best.
 - iv. All documentation will be shared with the child and family to ensure that they understand all aspects of their support.
- b. The child can discuss the provision provided in a number of ways.
 - i. Regularly with the class teacher
 - ii. Attending formal review meetings

9. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning provision made at the school.

Complaints about SEN provision in school are dealt with initially by the SENDCo during arranged meetings. Where a satisfactory conclusion cannot be reached, the parent can then make an appointment to see the Head of School during which further information can be shared and procedures improved as appropriate. If a satisfactory conclusion still cannot be reached then the Governing body must become involved.

The school will comply fully with requests for information for tribunals or with assisting parents in formulating appeals etc.

10. How the governing body involves other bodies in meeting the needs of pupils with special educational needs.

Where our school has concerns that a child may require additional or external support to meet their special educational needs, then a request can be made to the local authority service provider and / or other professional support service, or voluntary

organisation. These may include:

- Educational Psychologists
- Speech and Language Therapy
- ASD Team
- National Autism Society
- IPaSS – Integrated Physical and Sensory Service (Visual/Hearing/Physical)
- Children's Centres
- CAHMS for Mental Health Needs
- Rowan Centre – Home Education Support
- Echoes
- Kids – Parent Partnership
- School Nursing Team
- Steps to Success (Whitehouse Unit)
- Cruze / Dove House Bereavement Support Team
- Sibling Support Services – Barnardo's
- Northcott Outreach Service
- Ganton outreach
- Sensory Hub

Links to all of these can be found in the Hull Authority Local offer.

Advice may be sought from one or several service providers, when considering the initiation of a statutory assessment. Details of this may be found in the DFE SEN Code of Practice. A Statutory Assessment is only usually required or conducted for children with complex or severe learning needs. This may include needs in:

- Cognition and Learning
- Communication and Interaction
- Sensory and/or Physical.

Throughout this process the local authority has a duty to request the opinions of parents, the school and other involved professionals. Following a Statutory Assessment, the local authority will make a decision whether an Education Health and Care Plan is considered appropriate for the child.

11. The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with clause 32.

All contact details are detailed in the links provided in the Hull Authority Local Offer.

www.connecttosupport.org/hull

12. Arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparing for adulthood and independent living.

All children with special educational needs will require support and planning when they transfer between Key stages..

For example:

Preschool -> Nursery -> Foundation -> KS1 -> KS2 -> KS3 -> KS4 -> KS5 ->

Higher Education/College -> Independent Living.

Where a child has a Statement of Special Educational Need or an Education Health Care Plan, a preference for educational setting should be made during the Annual Review process

the year prior to the transition. This enables the local authority to consult and request placements at the preferred school. A request for a special school placement should be made early in Year 5 or Year 9 to determine that suitable provision can be considered. It is useful at this stage for the parent to visit some appropriate schools or colleges at the next key stage to help an informed choice to be made. The SEN Team will administer the process following any request by the parent.

Transition packages need to be planned carefully for children with special educational needs and many education providers now offer additional visit time, weekend schools and / or transition meetings to support all new pupils. Other consideration could also be given to the use of social stories, transition activities/ programmes and /or communication passports. All of these can help to support children and prevent vulnerability during their transition. Early admittance policies are also being used by some secondary providers to help children to settle earlier into new routines.

All children with a Statement of Special Educational Need / Education Health Care Plan, must have their secondary transfer placement confirmed by 15th February in Year 6. Dependent upon the school's setting, they may wish to elaborate on the specific arrangements that they have in place to support pupils with SEN through the transitions they are involved with.

13. Information on where the local authority's offer is published.

Please visit the local offer website

<https://hull.mylocaloffer.org/s4s/WhereILive/Council?pageId=3018&lockLA=True>

Glossary

ADD- Attention Deficit Disorder

ADHD- Attention Deficit Hyperactivity Disorder

ASD- Autism Spectrum Disorder

CPD- Continued Professional Development

EHP- Educational Health Plans

EYFS- Early Years Foundation Stage

HI- Hearing Impairment

IPASS- Integrated Physical and Sensory Service

MSI- Multi-Sensory Impairment

PD- Physical Difficulties

PMLD- profound and multiple learning difficulties

SEN- Special Educational Needs

SENCo- Special Educational Needs Coordinator

SENS- Special Educational Needs Support Service

SLD- Severe Learning Difficulties

SLCN- Communication and Interaction, including speech, language and communication needs

SpLD- Specific Learning difficulties

VI- Visual Impairment