



SEND information report

Article 23

A child with a disability has the right to live a full and decent life with dignity and independence, and to play an active part in the community. Governments must do all they can to provide support to disabled children.

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Structure and Leadership

- The SEND team is led by Mrs Suzie Franklin SENDCO supported by two trained THRIVE practitioners and a team of SEN support Assistants.
- The Headteacher, Miss Cathy Lowry is a qualified SENDCO and guides SEND decisions on a regular basis.
- The school opts-in to Torbay's Educational Psychology Service.
- The SENDCO meets termly with Gill Hague (Local Authority Link Professional) and Dr Victoria Walbrugh (Educational Psychology Service) to prioritise need.

The SENDCo works closely with professionals from a range of other agencies including Speech and Language, CAMHS, Occupational Health and Paediatrics

- Teaching Assistants are deployed in each year group, as well as Learning Support Assistants who work more closely with individual pupils as part of the inclusion team.

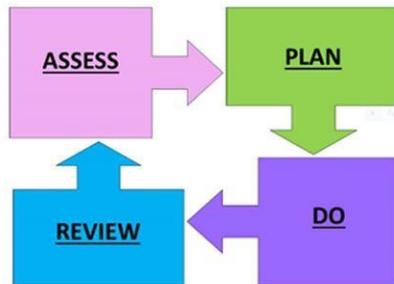


- THRIVE practitioners plan a half termly pastoral timetable. Each afternoon is allocated to small group and individual THRIVE sessions.

A Whole Child, Whole School Approach:

Quality teaching and additional intervention ensures that the needs of pupils with special educational needs are met within the mainstream setting. All teachers are responsible for every child in their care, including those with special educational needs.

Underpinning ALL our provision in school is the **graduated approach** cycle of:



Assess: Teachers and support staff continually assess within lessons and across lessons to inform next steps in teaching and to check pupils’ understanding and progress. This ‘Assessment for Learning’ occurs through observing pupils, asking questions and marking pupils’ work. Teaching staff also assess pupils at the end of blocks of work and at the end of each term in order to track each child’s progress against age-related expectations.

Plan: Class teachers plan according to the new National Curriculum 2014 for all ability groups and individuals within their class. Teachers plan a range of activities so that all pupils have opportunities to work independently, work collaboratively in pairs or small groups or work with an adult. Teachers carefully consider WHAT is taught and also HOW it is taught, based on what pupils already know and their next steps. Teachers plan activities that are interesting, relevant to pupils, multi-sensory, practical, provide challenge and suit pupils’ learning needs.

Do: Class teachers are responsible for all pupils within their class and plan all the activities in each and every lesson, including any additional interventions that supplement whole-class teaching and in-class group work. Class teachers carefully consider which pupils need additional support, how learning is tailored for the different needs within a class and which pupils will require additional support, a more personalised activity, additional intervention or targeted teaching due to their special educational needs.

Review: Teachers and support staff continually review the progress of all pupils and particularly the progress of pupils who have special educational needs on a daily, weekly and termly basis. Teachers review pupils’ progress and the effectiveness of additional support and intervention in order to set next-step targets so that pupils make progress and achieve age-related expectations.

Having consulted with children and their parents, all additional provision for pupils with SEN is recorded on the child’s provision map which is reviewed termly.



Where pupils are not making expected progress, despite additional support and evidence-based interventions, the school, in discussion with parents, may consider the use of additional diagnostic assessments or referral for advice from outside agencies.

SEN Needs and Provision:

Children's special educational needs are generally thought of in the following four broad areas, in line with the SEND Code of Practice (2014), which may include support and intervention such as:

1. Communication and interaction

- Speech and language therapy
- Social communication group
- Use of Picture Exchange Communication System (PECS) or picture cues
- Makaton sign language to support speech
- Specialist software and hardware such as Proloquo2go
- Talkboost groups

2. Cognition and learning

- Reading intervention, e.g. Read Write Inc. , Accelerated Reader
- Working Memory intervention
- Maths intervention, e.g. 1stClass@Number, Success@Arithmetic
- Writing interventions, e.g. Write Away, Read Write Inc, 1:1 tailored tutoring
- Interventions targeted at specific learning difficulties, e.g. Toe by Toe, memory games
- SEND outreach support (Mayfield School)

3. Social, emotional and mental health

- Social and Emotional Aspects of Learning (SEAL) small group work
- Thrive
- Emotional Literacy group
- 1:1 or small group pastoral support
- Rainbows for bereavement and/or loss
- Counselling
- Behavioural outreach support (Chestnut Centre)
- Support from Primary Mental Health Worker (CAMHS)

4. Sensory and/or physical needs

- Gym Trail
- Physiotherapy, supported by advice from Torbay Occupational Therapy Service



SEND statistics at Priory as of July 2018:

Of the children on roll, 29.2% of the school are on the SEND register and 6.8% have an EHCP. Nationally 2.8% of the school population had an EHCP and 14.4% were recorded as SEND (July 2017 published data). By comparison therefore Priory has higher than average numbers of children with SEND and with EHCPs.

Monitoring

We have internal processes for monitoring quality of provision and assessment/identification of additional needs. These include:

- Monitoring of pupil progress and attainment through termly teacher assessment
- Monitoring of pupil books through weekly book scrutinies by Senior Leaders
- Pupil progress discussions with class teachers, Headteacher and Assistant Head
- Annual cycle of formal observations of teaching and informal drop-ins
- Termly review of the impact of provision maps with pupils, parents and SENDCO
- Use of diagnostic assessments, e.g. Dyslexia Portfolio, British Picture Vocabulary Scale (BPVS), Sandwell Early Numeracy Test, Single Word Spelling Test and PM Benchmark for Reading.
- Annual year group meetings with class teachers and the SENDCO
- Monthly meetings with all Learning Support Assistants and Teaching Assistants

Personalised support, provision and advice utilised during the academic year 2017-2018

- 9 pupils benefited from Educational Psychology Service involvement
- 6 pupils have benefited from outreach services from Mayfield, Preston Autism Outreach, Chestnut Outreach.
- Speech and Language Therapist (SaLT) supported approximately 1 pupils.
- Approximately 30 pupils across the school currently receive weekly Thrive sessions, either 1:1 or in small groups
- 4 pupils per week have 1:1 sessions with a counsellor – approximately 5 pupils from Year 2 to Year 6 have benefited from this support during the academic year.
- Priory submitted 2 Requests for Statutory Assessment during 2017-18 which resulted in Education, Health and Care Plans
- By the end of July 2018, 4 pupils with EHCPs transferred to a new setting, one to Chestnut Alternative Provision and three to Combe Pafford School.



Consulting with pupils and their parents

Involving parents and learners in the dialogue is central to our approach and we do this through:

Action/Event	Who's involved	Frequency
SEN Review meeting – review of provision map and targets	All parents/carers and teachers of pupils with SEND	Termly
Parents Evening	All parents and teachers of pupils with SEND	Termly
Annual Review	Parents and professionals supporting pupils with Statements of SEN or an EHC plan	Annually
Questionnaires	Sample of parents of pupils with SEND	Annually
Pupil Conferencing	Sample of pupils with SEND	Annually

Staff development

We are committed to developing the ongoing expertise of our staff. Broadly, all staff have an awareness of special educational needs and teaching staff have an enhanced or specialist knowledge. The SENDCO advises and supports school staff in meeting the needs of pupils with SEND, through CPD, training and accessing additional advice and support from outside agencies.

Staff	Area of expertise	Level (CoP 2014, p.58)
All school staff	SEN	Awareness
All teaching staff	SEN	Enhanced
All SEND team including the Headteacher and 1:1 support staff	SEN	Specialist

In 2017-18, we provided and accessed additional training

- Thrive training for stress and anxiety (1 teacher and pastoral leader)
- 2 day visits by Thrive outreach worker to offer guidance and support
- SENDCO forum each term
- Team Teach positive handling (All support staff)
- In-school coaching and observation opportunities
- Training for all staff in developing and implementing Individual Support Plans
- THRIVE training
- Autism Outreach Training
- Quality use of Individual Support Plans and how to monitor their implementation.



- Supporting the needs of individual children with SEMH (2 LSAs and Class Teacher), by Chestnut Outreach.

Staff deployment

Considerable thought, planning and preparation goes into utilising our support staff to ensure children achieve the best outcomes, gain independence and are prepared for secondary school and adulthood. Support staff are deployed to year groups across the school depending on pupil need and staff skills. This is reviewed weekly to ensure the right coverage is had.

Finance

Our SEND Budget supports pupils with SEND through:

- Deployment of support staff in each year group, with an emphasis on early identification and early support
- Additional support staff deployed across the school to support identified pupils with complex needs
- Pastoral assistants to meet pupils' emotional and social needs
- Alternative provision at lunchtimes
- Purchasing of additional SEN resources
- Buy-in to the Torbay Educational Psychology Service
- School Counsellor
- Additional training
- Additional teacher for two days to carry out phonic intervention and reading recovery intervention

School Partnerships and Transitions

The school works closely with partner secondary schools, special schools and feeder Early Years settings to ensure effective transition for pupils with special educational needs.

Complaints

Priory welcomes feedback from parents, pupils and other agencies and most concerns can be dealt with effectively by the class teacher and SENDCO.

Details of the school's complaint procedures can be found on the school website.



Developments 2017-18

Changes and challenges for Priory during 2017-18 included:

Development point	Action and impact
<p>Pupils on the SEND register are progressing at least as expected, receiving regular interventions that are meaningful and having impact.</p> <p>Pupils on the SEND register that are also Pupil Premium receive specific targeted support to ensure progress and there is no gap.</p>	<p>New SENDCO appointed and is transforming the tracking and recording of SEND progress. A clear picture of progress is in place and this has led to tighter reviews of interventions by class teachers. Regular monitoring of weekly planning, assessment and book scrutiny ensures that provision is targeted and having a positive impact on pupils.</p>
Development point	Action and impact
<p>Lessons are differentiated appropriately to ensure SEND children receive high quality teaching. All children receive a well-planned curriculum that is tailored to their needs.</p>	<p>The use of individual support plans and Educational Psychology implementation plans were implemented for children on school support or with an EHCP/statement children and this ensured that the small step targets and the needs in each of the four areas (Physical and sensory, Cognition and learning, Communication and interaction and Social and Emotional development) were being addressed alongside the curriculum.</p>
Development	Action and impact
<p>Pupils on the SEN register particularly in KS2 feel that they are consulted with regard to their targets and that their individual needs are being met. This includes preparing for life in modern Britain, for example shopping, cooking and gardening.</p>	<p>Pupil conferencing takes place regularly Support staff know how to support children effectively using the individual support plans</p>



Further developments for 2018-19

Our strategic plans for developing and enhancing SEN provision in school next year include:

- Track and monitor progress of pupils with SEN more effectively
- Use provision maps for all SEND Support and EHCP/Statemented children
- Deliver whole-school staff training regarding SEND, inc. autism and neurodiversity
- Continue to monitor SEND pupils in class and ensure this impacts directly on planning in a timely fashion
- Further involve pupils and parents in the target setting and review process
- Ensure that provision is always differentiated appropriately

Relevant school policies underpinning this SEND Information Report include:

- SEND Policy
- Equal Opportunities Policy
- Positive Handling Policy
- Health and Safety (Manual Handling pg24)
- Accessibility Plan 2016-19
- Priory SEND Local Offer
- Anti-Bullying Policy
- Administering Medicines policy

Legislative Acts taken into account when compiling this report include:

- Children & Families Act 2014
- Equality Act 2010
- Mental Capacity Act 2005
- Statutory Guidance on Supporting Pupils at School with Medical Conditions (April 2014)
- The Special Educational Needs and Disability Regulations 2014
- The Special Educational Needs (Personal Budgets) Regulations 2014