

SEN information report

Introduction

The aim of this information report is to explain how we implement our SEN policy. You can find our SEN policy [here](#). At Priory Rise we aim to help all children 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. There are two SENCOs (Special Educational Needs Co-ordinators) at Priory Rise. SENCOs work 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 specific learning difficulties such as 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

Which staff will support children, and what training have they had?

SENCOs

Our SENCOs are Mrs. Vickie Snell and Mrs. Claire Kalek. Vickie Snell works full time as a SENCO at Priory Rise and Claire Kalek works from Wednesday lunchtime to Friday as SENCO, and as a class teacher for the rest of the week. Vickie Snell has gained the NASENCO qualification and has worked in this role for 4 years. Claire Kalek has worked as SENCO for 1 year and is currently undertaking the NPQSENCO qualification.

Class Teachers

All of our teachers receive in-house training, and are supported by our SENCOs to meet the needs of our children who have SEN. This support might be given in training sessions, the half termly meetings that each year group have with a SENCO, or it might be as and when needed.

Teaching Assistants

We have a team of teaching assistants who work with Year Groups or individuals and groups to deliver interventions such as precision teaching or lego group, or to provide in-class support.

In the last academic year, teaching assistants have been trained in:

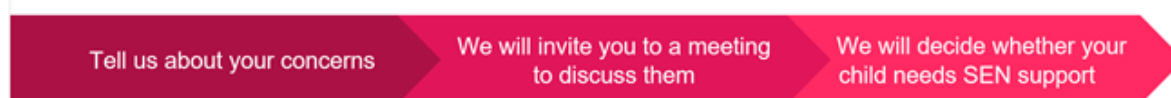
- Lego group
- Communication skills (for those working with children with high needs)
- Precision teaching
- Teaching of reading interventions – Little Wandle

External agencies and experts

Sometimes we need extra help to offer our children the support they need. Whenever necessary we will work with external support services to meet the needs of our children with SEN and to support their families. These include:

- 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

What should I do if I think my child has SEN?



<p>If you think your child might have SEN, the first person you should tell is your child's teacher. You can contact them on the Year Group email, which can be found in the 'contact us' section of the school website.</p> <p>They will then set up a meeting to discuss your concerns.</p> <p>You can also contact the SENCO directly using the following email address: vsnell@priorityrise.milton-keynes.sch.uk</p>	<p>We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are.</p> <p>Together we will decide what outcomes to seek for your child and agree on next steps.</p> <p>We will make a note of what has been discussed and add this to your child's record. You will also be given a copy.</p>	<p>If we decide that your child needs SEN support, we will formally notify you in writing and your child will be added to the school's SEND register.</p>
--	---	---

How will the school know if my child needs SEN Support?

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 or SENCO in the first instance.

Slow progress and low attainment will not automatically mean a pupil is recorded as having Special Educational Needs. It might be that a child will make quick progress once any gaps in their learning have been filled. Your child will be monitored for half a term to see whether this happens. We call this having a child on a watch-list.

If the child is still struggling to make progress, the teacher will talk to the SENCO, and will contact you to meet with them and / or the SENCO to discuss the possibility that your child has SEN.

Based on information from the teacher, parents, and observations of the child, the SENCO will decide whether your child needs SEN support. You will be notified in writing if your child is placed on the SEN register.

How will the school measure my child's progress?

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 outcomes is likely to be the outcome tracking sheets. 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).



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.

How will I be involved in decisions made about my child's education?

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. We know that parents are the experts when it comes to their child's needs and aspirations. We want to make sure you have a full understanding of how we're trying to meet your child's needs, so you can provide insight into what you think would work best for your child. Once outcomes and support have been agreed, a record will be given to all relevant staff, and parents will also be given a copy.

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. The SENCOs can also be contacted via SENCO@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.

How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age, and level of competence. We recognise that no two children are the same, so we will decide on a case by case basis, with your input. We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Discuss their views with a member of staff
- Complete a questionnaire.

How will the school adapt its teaching for my child?

Our accessibility plan can be found [here](#) and it covers increasing the extent to which disabled children can participate in the curriculum.

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. We will make sure that your child has access to a broad and balanced curriculum. We will differentiate (or adapt) how we teach to suit the way that your child works best. There is no 'one size fits all' approach to adapting the curriculum. We work on a case-by-case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- Adapting our curriculum to make sure all children are able to access it, for example, by providing grouped or 1:1 support in class, adapting the teaching style or content of the lesson.
- Adapting our curriculum, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, ipads, coloured overlays, visual timetables etc
- For a small number of children, teaching in dedicated provision, Butterworth or Murphy.

We may also provide the following interventions:

- Pre-teaching
- Little Wandle Interventions (for phonics)
- Lego group (social intervention / fine motor skills / speech and language intervention)

- BRP (1:1 reading comprehension)
- Use of ACE dictionary
- Precision Teaching
- Zones of Emotional Regulation

AREA OF NEED	CONDITION	HOW WE SUPPORT THESE PUPILS
Communication and interaction	Autism spectrum disorder	Visual timetables Social Stories
	Speech and language difficulties	Speech and language therapy
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Writing slopes, precision teaching, pre-teaching
Social, emotional and mental health	ADHD, ADD	Task management boards, brain breaks
	Adverse childhood experiences and/or mental health issues	Support from learning mentors
Sensory and/or physical	Hearing impairment	Use of specific equipment, care taken regarding seating / background noise
	Visual impairment	Use of equipment as advised, care taken regarding seating.
	Multi-sensory impairment	As advised by external professionals
	Physical impairment	As advised by external professionals

These interventions are part of our contribution to the Milton Keynes' Local Offer.

How will the school evaluate whether the support in place is helping my child?

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, reviews of intervention sheets and pupil voice, 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.

How will the school resources be secured for my child?

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 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.

It may be that you child's needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist advice

If that is the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

The school will cover £6000 of any necessary costs. If funding is needed beyond this, we will seek it from our local authority.

How will the school make sure my child is included in activities alongside children who don't 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 can be read [here](#) and 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.

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.

How does the school make sure the admissions policy is fair to children with SEN or disability?

The admissions policy for children with SEN who do not have EHCPs (Education and Health Care Plan) is the same as for any other child. Parents who feel their child has an additional need are welcome to meet with the SENCO beforehand, and the SENCO will also talk to any previous school's SENCO where possible to ensure that any adaptations are put into place as quickly as possible.

Children who have an Education and Health Care Plan which names Priory Rise School will be admitted before other places are allocated.

General information about admissions can be found [here](#).

How does the school support children with disabilities?

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, which can be found [here](#), outlines the steps we are taking to increase the extent to which disabled pupils can participate in the curriculum. We also provide the following facilities to help diasabled children access our school:

- Using recommended aids, such as laptops, coloured overlays, visual timetables and cues, larger font, fiddle toys etc

- 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.
- 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.
- Access to learning mentors to support with social, emotional and mental health needs
- As and when necessary, for a small number of children, teaching them within our dedicated provision, Butterworth, or Murphy for Year 1.

The following represent some of the steps we have taken to ensure to prevent disabled children being treated less favourably than other children:

- Access arrangements (such as brain breaks, overlays or extra time) are used where applicable in assessments
- Assistive technology is used where applicable to overcome specific barriers to learning (for example, laptops or other means of recording where writing is a barrier to learning).
- Reasonable adjustments such as allowing uniform variations where children have sensory sensitivities
- Allowing children to enter school through reception and have a 'soft landing' to alleviate anxiety.

How will the school support my child's mental health and emotional and social development?

At Priory Rise we know how critical support for emotional and social development is, and as such we have two Learning Mentors whose work is pivotal in the support of children's emotional wellbeing. They work closely with parents as well as children, helping to 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:

Miss Victoria Stanton – 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 how they are feeling. Extra interventions are given to those children who could benefit from extra help with regulating their emotions – in groups or individually as appropriate.

In addition, we use Jigsaw as a basis for teaching and learning which will equip children with essential life skills. This starts in nursery and continues throughout the school. More information about this can be found on our section about [PSHE](#). Our Behaviour policy, which contains our anti-bullying policy, can be found [here](#).

What support will be available for my child as they transition between classes or settings, or in preparation for adulthood?

Between Years

To help pupils with SEND be prepared for a new school year we:

- Have dedicated time for new teachers to meet old teachers so that information about SEN is discussed and passed on.
- We give dedicated time for new teaching assistants to meet old teaching assistants so that information about SEN is discussed and passed on.
- Use one page profiles, which are written at the end of the academic year as a transition document, and contain pupil's voice.
- Schedule a morning of transition activities for children in their new classes at the end of the academic year.
- Where a child is going to have a new teaching assistant working directly with them (if they have an EHCP, for example), the adult and child will spend time together to start building a relationship before the start of the new academic year, wherever this is possible.
- 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 involve spending relaxed time with them at break time, or visiting their new classrooms separately.
- The SENCO meets with all Year groups in one of their team meetings in the first half term of the new year. Here, provision for children with SEN is checked and their transition discussed, to inform future practice and ensure consistency.

Between Schools

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.

For all children on the SEN register moving to secondary school, the SENCO will ensure that information is passed on to their new schools, with parental permission. 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. 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.

What support is in place for looked-after and previously looked-after children with SEN?

Vickie Snell is the designated teacher for looked-after and previously looked-after children. She will work to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans, individual education plans or EHC plans are consistent and complement each other.

What should I do if I have a complaint about my child's SEN support?

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 or Claire Kalek)
- The Headteacher (Ms. Ruth Seagar)

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

Our complaints procedure can be found [here](#).

Complaints about SEN provision in our school should be made to the class teacher / Year Leader in the first instance. They will then be referred to the school's complaints policy.

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit <https://www.gov.uk/complain-about-school/disability-discrimination>

You can also make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services.

Before going to a SEND tribunal, you can go through the processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at the Milton Keynes Council Local Offer, which can be accessed using the following link:

<https://www.mksendlocaloffer.co.uk/>

A link to the disagreement resolution and mediation services used by Milton Keynes Local Authority can be found [here](#).

You can also contact SENDIAS, which is an organisation providing information, advice and support to children, young people and their carers. A link can be found [here](#).

National charities that offer information and support to families of children with SEN are:

[IPSEA](#)

[SEND family support](#)

[NSPCC](#)

[Family Action](#)

[Special Needs Jungle](#)