

Priors Field SEND Governors Information Report



July 2022

Reference SEND Code of Practice as set out in the SEND Regulations 2014/School SEND policy


To comply with section 69 (2) Children and Families Act 2014 and regulation 51 schedule 1 of the Special Educational Needs and Disability Regulations 2014 to produce this report annually. (Also, with ref. to section 29 - to provide cooperation and assistance, section 35 - inclusion of all children equally, section 66 - to do everything possible to meet the needs of all children, section 68 - to inform and work with parents)

Please refer to our Local Offer/SEN Information Report booklet available on our school website for further information. Also, our curriculum plans/information.

<p>Governing Body information</p>	<p>SENDCO Veronica Leary admin2605@welearn365.com</p>
<p>Identifying, Assessing and Supporting SEND children with a need that is 'additional to and different from' the needs of other pupils.</p> <p>4 broad areas of need are:- Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health Difficulties and Sensory and Physical Needs.</p> <p>(including children who are looked after and previously looked after by the local authority)</p>	<p>We are an inclusive school, providing high quality teaching for all by well trained and experienced staff. Our provision includes booster groups, nurture style groups and interventions.</p> <p>Proactive and effective Governing Body</p> <ul style="list-style-type: none"> • Named SEND Governor - Stuart Greenwood • Clear assessment/ action systems • Communication friendly environment • Creative broad and balanced curriculum <p>3 designated Safeguarding Lead personnel:</p> <ul style="list-style-type: none"> • K.Gane, K.Braley, V.Leary <p>Designated teacher: V.Leary</p> <p>Associated Policies:</p> <ul style="list-style-type: none"> • SEND/Inclusion • Toileting policy • Accessibility policy and plan • Medical policy • Pupil Premium policy • CLA CPLA policy <p>We identify children's needs through regular:</p> <ul style="list-style-type: none"> • Monitoring

<p>Arrangements for Admission - in line with Warwickshire County Council Policy</p>	<ul style="list-style-type: none"> • Assessment • Evaluation and action systems <p>We have high expectations, regular pupil tracking and review meetings, formal 'test' assessments, aspirational personal targets, end of Key Stage targets, home/school communication, annual reports and outside agency support.</p> <p>Outside agencies involved:</p> <ul style="list-style-type: none"> • SEND Supported - advice as needed • Snowford Grange Counselling • Connect for Health (previously School Health) • Speech & Language • Educational Psychologist • CAMHS • Occupational therapist • Appropriate volunteer/charity organisations <p>Specified Individual support:</p> <ul style="list-style-type: none"> • Children with severe, complex and lifelong needs may be supported by an EHC plan (Education, Health and Care Plan) which involves specialist support in school from a range of professionals • This is a legal Local Authority referral process
<p>Assessing and reviewing progress towards outcomes (Reviewing effectiveness of provision)</p> <p>Assess, plan, do and review cycle.</p>	<p>Parent meetings:</p> <ul style="list-style-type: none"> • Autumn term/Spring term - with interim report • Termly ANP (Additional Needs Plan) meetings (with families) Child's view included • Personal targets shared through visual strategies and prompts. • Annual reports • Pupil/group/individual tracking systems • Home/school communication books • Pupil progress meetings half termly with individual trackers for provision and progress • Data tracked termly by SENDCo and Assessment lead
<p>Working with parents and Young People</p>	<p>Open door policy for parents - staff available as appropriate, formal parent meetings, phone calls, emails and adult monitors (KS1)/teaching staff in playground (KS2) in the afternoon and informal chats.</p> <p>There is also a line of responsibility from talking to the class teacher, to Deputy and to Headteacher and a complaints procedure.</p> <p>SENDIAS (formerly Parent Partnership) is a SEND information, advice and support service for parents.</p> <p>Opportunities for children:</p> <ul style="list-style-type: none"> • Proactive feedback/marking conversations in place, regularly working with the school vision vocabulary (word of the week) • Personal assessment strategies • PSHE (including updated Protective Behaviours/RSHE) and assembly themes - review and reflection time

	<ul style="list-style-type: none"> • Trusted adults to talk with/hand of friends strategy • Restorative approach to discuss behaviour choices/impact, consequences and feelings
Support for transition times	<ul style="list-style-type: none"> • Moving between phases/schools • Induction programme for Reception children - before (stay and play/treasure trail etc) and as start school. (part time timetable initially - 2 weeks approx) • Transitional meetings/shared information with next school Y6/7 transition by staff and parents as appropriate • Extra induction visits to new settings/books/Tapestry created to familiarise with the change as it approaches • 'Moving on' books created by children with adult support if required for internal school changes or moving classes annually • 'Meet the new teacher' half day for children • If your child moves to another school - we will contact the new school SENDCo and communicate specific arrangements/support already in place
Adaptative curriculum, teaching and learning environment (Facilities) See Accessibility Plan/Policy	<p>Approach to teaching/adaptative and inclusive</p> <ul style="list-style-type: none"> • Broad and balanced curriculum • Personalised learning plans/ANPs • Differentiated planning/ high quality teaching • Communication friendly environment • Specialist resources available • Interventions - sharply focused to need of individual/group/timed based on information from pupil progress meetings/tracking - Provision map reviewed half termly and RAG rated according to impact of intervention. • Booster groups - i.e phonics, early maths skills • 1:1 teaching as required by need • Differentiated recording methods
Securing expertise among teachers and others	<ul style="list-style-type: none"> • CPD adapted to needs- audit of staff skills and matched CPD i.e. Act for Autism, Sp and Lang, Attachment and sensory needs, emotion coaching, Circle of adults - (2022/23) we are working with Evergreen specialist staff for 3 twilights focusing on ASD, behaviour and communication and a de-escalation course recommended by OT. • All staff training - inclusive for teachers/TAs • SENDCo attends local authority training • Kenilworth consortium meetings networking meetings/school to school support • Health and social care/LA services available to be bought in - Educational Psychologist, Speech & Language, CAMHS, Occupational therapist and appropriate volunteer/charity organisations • (2022-23) Addition staff member - SENDCO qualification
Evaluating the effectiveness of SEND provision (Equality of opportunity)	<ul style="list-style-type: none"> • Regular Pupil Progress meetings • Tracking data analysis/reports/recommendations • Provision map • School Action Plan targets/RAG rated • Gov/SENDCo meetings • Impact/action reports • Personal targets/progress analysis • External quality review days/triangulation days

<p>Ensuring access to educational facilities/extracurricular activities</p>	<p>i.e. (Ofsted Good October 2019) monitoring SEND provision.</p> <ul style="list-style-type: none"> • Please refer to Priors Field Accessibility Policy/Plan 2022-23 • TAs run clubs - social, sport, creative and nurture needs for specific children addressed • Inclusive trips/residential always available to all needs if risk assessed as safe - educational/emotional/medical provision made in past. • School clubs are monitored to ensure all inclusive (Rainbow Club Policy)
<p>Support/improving emotional and social development</p> 	<ul style="list-style-type: none"> • Priors Field Anti Bullying/Behaviour Management Policies • Protective Behaviours scheme followed by all children. • Additional pastoral support arrangements • can be made - individual pastoral plans/passports • Feedback includes showing emotional well being • Time out strategies/space • Stress relief resources and strategies shared - for example, yoga, Forest school. • Buddy bench • Nurture type groups run/blending Forest school approach and Me Club • If appropriate, may suggest an Early Help Assessment (formerly a CAF) as a way forward. (Supports timely and integrated responses to the needs of Children and Young People - YP-who may not meet traditional thresholds for statutory or specialist services but who, without help, are at risk of not achieving a positive outcome.) or apply for a SAP - Significant adult to liaise between home/school and support families. We have also worked with a county Inclusion Mentor. • More information <p>https://www.warwickshire.gov.uk/children-families/early-help-warwickshire/1</p>
<p>Measures to prevent bullying</p>	<ul style="list-style-type: none"> • Priors Field Anti Bullying Policy Behaviour management policy • School vision (wordle) displayed and discussed regularly - word of the week /assemblies • 'Worry' boxes in KS2/worry monster eaters KS1/EYFS • Circle time/PSHE in all classes • Buddy system • Restorative conversations - recorded and tracked/analysed regularly through CPOMS system. • Anti-bullying week and Diversity week. • Ofsted Oct 2019 - reports that pupils say that there is no bullying but 'if anyone is a bit mean, teachers act quickly to help sort things out.'