

# Priors Field SEND Governors Information Report



July 2021

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.

<b>Governing Body information</b>	SENDCO Veronica Leary admin2605@welearn365.com
<b>Identifying, Assessing and Supporting SEND children with a need that is 'additional to and different from' the needs of other pupils.</b>	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.  Proactive and effective Governing Body (Named SEND Governor - Stuart Greenwood)  Clear assessment/ action systems Communication friendly environment Creative broad and balanced curriculum
<b>4 broad areas of need are:-</b>	
<b>Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health Difficulties and</b>	3 designated Safeguarding Lead personnel K.Gane, K.Braleay, V.Leary.  Designated teacher V.Leary  Associated Policies - SEND/Inclusion, Toileting policy, Accessibility policy and plan, Medical policy, Pupil Premium policy and CLA CPLA policy.

**Sensory and Physical Needs.**

**(including children who are looked after and previously looked after by the local authority)**

**Arrangements for Admission - in line with Warwickshire County Council Policy**

**Assessing and reviewing progress towards outcomes (Reviewing effectiveness of provision)**

**Assess, plan, do and review cycle.**

**Working with parents and Young People**

We identify children's needs through regular monitoring/ assessment/ evaluation and action systems. 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.

Outside agencies involved -SEND Supported - advice as needed, Snowford Grange Counselling, Compass (previously School Health), Speech & Language, Educational Psychologist, CAMHS, Occupational therapist and appropriate volunteer/charity organisations.

Specified Individual support - when children have severe, complex and lifelong needs they 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.

Parent meetings - Autumn term/Spring term  
Termly ANP (Additional Needs Plan) meetings (with families) Child's view included.  
Personal targets shared through visual strategies and prompts.

Reports annually

Pupil/group/individual tracking systems

Home/school communication books

Pupil progress meetings half termly/individual trackers for provision and progress/ data tracked termly by SENDCo and Assessment leader.

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 morning and informal chats.

There is also a line of responsibility from talking to the class teacher, to Deputy and to Headteacher and a complaints procedure. (Covid-19 adaptations - direct email access/phone - 'keeping in touch') as required.

**Support for transition times**

SENDIAS (formerly Parent Partnership) is a SEND information, advice and support service for parents.

Opportunities for children -

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/RSE) and assembly themes - review and reflection time.

Trusted adults to talk with/hand of friends strategy.

Restorative justice approach to discuss behaviour choices/impact, consequences and feelings.

Moving between phases/schools

Induction programme for Reception children - before (stay and play/treasure trail and picnic etc) and as start school. (part time timetable initially - 2 weeks approx) - with Covid-19 adaptations 2021.

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' day for children and a parent booklet. (Covid-19 adapted timetable for transition plans)

**Adaptations to curriculum, teaching and learning environment (Facilities)**

If your child moves to another school - we will contact the new school SENDCo and communicate specific arrangements/support already in place.

Approach to teaching/adaptations

all Inclusive

Broad and balanced curriculum

Personalised learning plans/ANPs

Differentiated planning/ high quality teaching

Communication friendly environment

Specialist resources available

**See Accessibility Plan/Policy**

Interventions - sharply focused to need of individual/group/timed based on information from pupil progress meetings/tracking - Provision map reviewed

	<p>half termly and RAG rated according to impact of intervention.</p> <p>Booster groups - i.e phonics, early maths skills</p> <p>1:1 teaching as required by need</p> <p>Differentiated recording methods</p>
<b>Securing expertise among teachers and others</b>	<p>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 recently.</p> <p>All staff training - inclusive for teachers/TAs</p> <p>SENDCo attends local authority training</p> <p>Kenilworth consortium meetings and intervention writing project May 2021- networking meetings/school to school support</p> <p>Health and social care/LA services available to be bought in - Educational Psychologist, Speech &amp; Language, CAMHS, Occupational therapist and appropriate volunteer/charity organisations.</p>
<b>Evaluating the effectiveness of SEND provision (Equality of opportunity)</b>	<p>Regular Pupil Progress meetings</p> <p>Tracking data analysis/reports/recommendations</p> <p>Provision map</p> <p>School Action Plan targets/RAG rated</p> <p>Gov/SENDCo meetings</p> <p>Impact/action reports</p> <p>Personal targets/progress analysis</p> <p>External quality review days/triangulation days i.e. (Ofsted Good October 2019) monitoring SEND provision.</p>
<b>Ensuring access to educational facilities/extra curricular activities</b>	<p>Please refer to Priors Field Accessibility Policy/Plan 2021-22</p> <p>TAs run lunchtime clubs (Covid regulations permitting)</p> <p>- social, creative and nurture needs for specific children addressed</p> <p>Inclusive trips/residential always available to all needs</p> <p>- educational/emotional/medical provision made in past.</p> <p>School clubs are monitored to ensure all inclusive</p>
<b>Support/improving emotional and social development</b>	<p>Priors Field Anti Bullying/Behaviour Management Policies</p> <p>*Covid-19 additional behaviour principles - rules for responsible, safe and positive return to school after each lockdown.</p>

