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**We honour God through our actions**

**Reviewed September 2022**

**Next review September 2023**

**Priory Catholic Primary School**

**Local Offer**

**Special Educational Needs and Disability (SEND)**

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| 1. **What special education provision is available at our setting?**     **What do we do here to meet your needs?** |
| Where a class teacher is concerned about a child, they will raise this concern with the SENDCo and the parents. A clear analysis will occur of the pupil’s needs drawing on teacher assessment and experience of the pupil, progress and attainment. Initially these children will be listed as monitoring on the SEND register.  If the pupil is in need of support in addition to, or different to their peers they will then be listed in the ‘School Support’ category of the SEND register. For these children the teacher and/or the SENDCo will agree in consultation with the parent and the pupil the adjustments, interventions and support to be put in place, as well as the expected outcomes along with a clear date for review. Known as an Individual Support Plan this is a planning document of differentiated steps and teaching requirements needed to help the child achieve 3-4 identified key targets within a given timescale. Individual Support Plans are in place for children who have additional needs in each of the SEND categories (Cognition and learning, Physical/Sensory, Communication and Interaction and Social Emotional and Wellbeing).  The type of provision is varied according to individual needs, for example some children may require additional materials and others may require additional adult support. The SENDCO and class teacher decide whether additional remediation should be delivered individually or as part of a group, how much time should be allocated and what form it should take. This is then timetabled. The timetable will be flexible according to the progress of the individual. Varying levels of support are provided, which match as closely and effectively as possible to the identified needs of the children and the development of inclusive practice. The greatest amount of support is provided for those children with the highest level of need. Most provision is class based. Children are sometimes withdrawn for individual tuition consisting of short, focused interventions while being mindful of their full access to the curriculum.  Provision for children with disabilities is constantly under review by both the school and the LA with regard to the DDA. The school staff, Governors and LA produce strategic plans for disabled children to ensure reasonable improvements to both curriculum and physical access.  SEND provision is an integral part of the School Development Plan.  The school is committed to ensuring that all staff have a good understanding of Social, Emotional and Mental Health. Practice reflects a trauma informed approach and all staff, which includes our Meal Time Assistants have had training. Three staff members were trained THRIVE practitioners. A Family Support Worker is employed for one day a week. |
| 1. **What criteria must be satisfied before children and young people can access this provision/service?**     **What sort of needs would you have for us to be able to help you?** |
| Priory Catholic Primary School is a small inclusive school in which we hope to foster a real family atmosphere and a caring Christian Community, hardworking and courteous. Each child is encouraged to feel confident of his or her own worth and ability. We believe that a school is made up of people and not buildings and in the light of this we hope everyone in our school community enjoys being a member of it, and feels a personal commitment to it, because it is 'ours'.  Priory School is a Catholic Primary School and a member of Plymouth CAST, for children aged 4 to 11 and is closely linked with the Parish and Diocese. Whilst the majority of children in our school are Catholic, where space is available we also admit children whose parents wish their children to receive a Catholic education. All children are treated equally within the school.  From time to time some children require additional support for a set period of time to help meet their needs or improve their learning. The decision to do this is made by the school and is based on a variety of factors including academic progress, and/or assessments carried out by teaching staff or other professionals. It may also be based on ensuring children have a smooth transition into school or require support when going through significant change either at home or school. Parents/carers will be informed when this happens.  The school uses the Torbay Graduated Response to support staff and the SENDCO in identifying needs and in determining the most appropriate intervention and provision for children.  <https://www.torbay.gov.uk/media/13358/guidance-descriptors-send-support-graduated-response.pdf>  Some children will require support for a longer period of time to ensure they can access the curriculum effectively and be included fully in classroom learning and school events. Support will be planned by school staff and where appropriate by external professionals. Parents/carers will be kept informed about this support. |
| 1. **How do we identify the particular special educational needs and/or disability of a child or young person?**     **How do we work out what your needs are and how can we help?** |
| Identification of SEND is achieved from the evidence a school acquires through a variety of means. These include:   * Before entry to school the foundation stage teacher carries out home visits or meets with parents to discuss their children and their specific needs. * On entry to the school, at the foundation stage, a child may already have reports, which are passed on from a variety of outside agencies including health visitors or may have already been identified as having SEND. * Identification by the class teacher when a child is failing to make the progress one might expect through either a differentiated curriculum or in respect to the behaviour code. * Continual and formal assessment against National Curriculum level descriptors for core subjects enables the school to consider the individual child’s attainment and progress against expected levels. * PIRA and PUMA tests are administered termly as appropriate * Should it be considered appropriate to look more closely at a child’s specific needs an informal assessment will be carried out by the SENDCo or a formal assessment by the Educational Psychologist. * School records forwarded by other schools when a child transfers. * External agency input and information |
| 1. **How do we consult with parents and/or children and young people about their needs?**     **How do we find out about what you and your parents think you need help with?** |
| The school recognises that parents have a critical role to play in their children’s education and value the contribution they make. Parents are always consulted if their child is identified as having special educational needs or disability and their views are sought. Parents are encouraged to discuss their child’s progress with the child’s teacher throughout the year and there are formal consultations during the spring term and summer terms when the child’s progress can be reviewed.  The school has some information and support materials, which are available to parents and will inform them of the LA Services where they can obtain information and advice they need.  The children concerned play an active part in the review and development of Individual Support Plans. |
| 1. **What is our approach to teaching children and young people with special educational needs and/or a disability?**     **How will we teach you?** |
| All children and young people with special educational needs or disabilities (SEND) should be able to reach their full potential in school. They should also be supported to make a successful transition into adulthood. We are committed to narrowing the attainment gap between SEND and non-SEND students. The aim is to ensure all children receive high quality first teaching. However, sometimes children may need short-term intervention learning programmes, or other learning interventions developed on an individual needs basis. |
| 1. **How can we adapt our curriculum for children and young people with special educational needs and or a disability?**     **What sort of things will you learn here?** |
| The school will ensure that appropriate material resources are provided to allow all children access to the National Curriculum. Additional resources are purchased or upgraded as necessary.  **Provision to facilitate/support access to the curriculum/independent learning:**   * Small group support in class from teacher or TA * Facilitating access to learning through the appropriate differentiation of tasks and activities * Curriculum delivery is adapted, for example it may be delivered kinesthetically, in smaller chunks, at different times of the day etc * Extensive use of visual support * Provision of individual/visual timetables and checklists * Provision of sand timers where appropriate * Individual targets * Scaffolding e.g. writing frames, story maps   Additional resources if appropriate |
| 1. **How will we ensure we get the services, provision and equipment that children and young people need?**     **How will we make sure that you get all of the help that you need from different people?** |
| An action plan and audit is carried out by the SENDCo at least once a year. However these are considered to be learning documents and under constant review.  The SENDCo works closely with the Local Authority, Health Authority and Parents to ensure that children have access to appropriate provision and resources. Examples of what this might look like include attending alternative provision some of the time, forest school , access to play therapy, resources to support mobility etc  All services, provision and equipment are monitored for impact to ensure they are benefiting the child and are cost effective. |
| 1. **How is this provision funded?**     **Who pays for this?** |
| The school budget includes money for supporting children with SEND.  The Head Teacher decides on the budget for Special Educational Needs and Disabilities in consultation with the school governors, on the basis of needs in the school. Consideration is given to:   * + the children getting extra support already   + the children needing extra support   + the children who have been identified as not making as much progress as would be expected   The Headteacher will then decide what resources/training and support is needed.  All resources/training and support are reviewed regularly and changes made as needed. |
| 1. **What additional learning support is available for children and young people with special educational needs and/or a disability and how do they access it?**     **What else will we do to help you learn and how will this happen?** |
| All classes receive additional support from Teaching Assistants. The time allocated to each class reflects the level of support children with SEND require. The TAs are deployed flexibly so that they do not always work with children with SEND. They may work with a more able group to enable the class teacher to work with a group with greater need.  **Strategies to support/develop Numeracy:**   * Targeted small group support in class * Withdrawal of small groups or individual pupils for additional Numeracy support * Use of support resources such as Numicon * Provision of table top resources/Maths tool boxes to ensure that learning is multi-sensory and practical   **Strategies to support/develop literacy including reading:**   * Small group reading support in class through guided reading and individual reading * Reading support outside of class from volunteers * Additional small group literacy support from Teaching assistant * Differentiated and multi-sensory activities * Handwriting development programme implemented through KS1 * Provision of table top packs, containing high frequency word mats and phonics sound mats. * Read,Write Inc and Accelerated Reader * NELI programme |
| 1. **How do we support and improve the emotional and social development of children and young people with special educational needs and/or a disability?**     **How can we help you learn about your feelings and relationships?** |
| Children’s social and emotional well-being is addressed through the use of additional individual and small group work using strategies identified through our assessment tool Motional. Children have access to an emotionally available adult that they trust and can connect with for support whenever they need to. Many of the staff are Thrive trained and this is an integral part of our school organisation. Some children will have specific one to one sessions, or small group activities to further enhance emotional development. After an initial assessment carried out at school and through parental contribution, specific targets are set and shared with adults working with the young person. We have an open door policy for parents and employ a family support worker for one day a week to offer guidance as requested. |
| 1. **How do we support children and young people with special educational needs and/or a disability moving between phases of education and preparing for adulthood?**     **How can we help you to get ready to change to a different place or to leave here?** |
| Children that are identified as having difficulties with transition will receive support from the most suited adult. Face to face meetings are always held with the SENDCo of local secondary school in order to discuss any children that may need support. Year 5 and 6 annual reviews always seek to involve the SENDCo of the selected secondary school. Additional transition days are arranged for those children who might need it. |
| 1. **What other support is available for children and young people with special educational needs and/or a disability and how can they access it?**     **What other help can we give you or help you to get** |
| **Strategies to support Social Emotional and Mental Health (SEMH):**  At Priory Catholic Primary School we believe that all behviour is communication. Some children have powerful feelings and emotions that they struggle to explain or talk about. Often, they will act out their feelings until they are supported to talk about or share them in other ways. The school has used the most recent evidence-based research to develop its approach to managing behaviour and supporting children who struggle to behave in ways that are consistent with the expectations of the school. There is a relationship policy for all staff that supports the behaviour policy.   * Consistent school wide implementation of the school’s behaviour and realtionships policy * SEND registration of those pupils whose SEMH needs and presenting behaviour difficulties are persistent and constitute a barrier to learning. Provision will include close collaboration with parents/carers. * Use of sensory breaks, mindfulness and reflective, restorative conversations * Children will have access to a trusted, emotionally available adult. * Wide range of pastoral support in and beyond the classroom including Family Support Worker, Thrive, Play Therapy, time in the sensory room or a referral for additional professional support. * Where a pupil’s Social, Emotional or Mental Health continues to deteriorate because of inadequate response to the above provision a referral will be made to one or more of the following agencies: Chestnut, or Mayfield Outreach support, the EP, or CAMHS,   **Strategies/programmes to support Physical needs:**   * Assessment by and intervention from an occupational therapist on referral. * Implementation of recommendations by occupational therapist or physiotherapist by an allocated member of staff. * Provision of support resources such as writing wedges and pencil grips. * Activities and breaks to support the vestibular system and proprioception   **Strategies/programmes to support speech and language:**   * Assessment by and intervention from a speech and language therapist on referral. * Additional support and interventions within class * Implementation of Speech and Language programmes by TAs * Specific staff have had S&L training to support: An overview of communication difficulties and initial management, developing listening and attention skills, expressive language skills and early literacy skills and Developing and Using Resources to Support Expressive and Receptive Language Skills in Mainstream Settings   .**Access to medical interventions:**   * Regular meetings between SENDCo and school nurse * Wide range of support staff and midday meals supervisors trained in First Aid * Staff training in the administration of support and/ or medication for Anaphylaxis and Epipen use * Liaison with medical professionals for children with ongoing treatment. * Individual protocols for children with significant medical needs including photographs of child and detailing the child’s condition and required medication displayed in the staffroom.   **Support/supervision at unstructured times of the day including personal care:**   * Trained midday meals supervisor in the lunch hall and playgrounds * Midday meals supervisors initiating and supporting activities during lunchtime * Responsible People (Peer Mediators, Play Leaders, Buddies) helping in playground. |
| 1. **What extra-curricular activities are available for children and young people with special educational needs and/or a disability?**     **What other activities can you do here?** |
| Any extra-curricular activities that are provided by Priory Catholic Primary School are always fully inclusive to ensure that any child, no matter what their needs, can attend. All children are encouraged to take part in all activities being planned and adaptations are made to ensure that this happens. |
| 1. **How do we assess and review progress towards agreed outcomes, and how are parents, children and young people involved in this process?**     **How do we know that the help we are giving you is working?**    **How can you and your family tell us what you think?** |
| The school uses the Torbay Graduated response to support the assessment and planning of children’s needs. A cycle of assess, plan , do , review is in place to ensure that children are making good progress and that provision adequately reflects needs.  Reading, Writing, and Maths targets are set at the beginning of the year and broken down into small measurable targets for those who need it. Some children may have other small step targets related to SEMH, Physical/ Sensory or communication and interaction needs. For SEND children these are readily accessible to the children and referred to on a daily basis. Interventions are organized to support the children in achieving these. They are incorporated into Individual Support Plans and termly meetings are held with the family and child. The SENDCo closely monitors this, ensuring Support Plans are regularly reviewed and consulting with children to ensure they are aware of their targets and how they will achieve them.  Where children have been assessed by other professionals for example the Educational Psychologist, recommendations and suggested strategies are incorporated into an implementation plan and this is monitored regularly.  In addition to this the school opens online reports in the Spring term so that targets, progress and current attainment can be seen.  Provision is closely monitored and reviewed at least termly to ensure each and every child is making at least expected progress. If not, an action plan is agreed with the class teacher to target this.  Parents are warmly invited to make appointments with the class teacher and/or the SENDCo to discuss provision and progress for their child at a mutually convenient time, in addition to Support Plan meetings and parent consultation evenings. |
| 1. **How do we assess the effectiveness of our special needs provision and how are parents, children and young people involved in this assessment?**     **How do we make sure that we are being the best that we can be?**    **How can you and your family tell us what you think?** |
| The SENDCo monitors the impact of interventions and how effective they are each term. Consulting with parents and children is integral to how Priory conducts itself. Both parents and children are asked to reflect on targets during Support Plan meetings and at Parent Evenings.The SENDCo talks to children as part of the on going monitoring of provision to find out about what is working well and what needs to be changed or improved.  **What our parents say:**  “I am really pleased that \*\*\*\* gets the adult attention he needs”.  “We feel the school is doing everything they can to help our son”.  “\*\*\*’s class teacher is always makes herself available if we need to talk.”  “I have really noticed a big difference in \*\*\*\*s learning. He talks lots about what he does in Paradise and seems to really enjoy it”.  “I feel the school do everything they can”.  “I just want what is best for my daughter and feel that you do too”.  “I appreciate all that you do”.  Pupil’s views are very important and feed directly into all policies, procedures and daily teaching of children with SEND. Pupil’s are given regular opportunities to:   * Self assess * Take part in Child Conferences * Attend review meetings (where appropriate) * Suggest possible targets to achieve * Suggest how school an better provide for their needs * Be part of the School Council, Learning Champions or other pupil led groups   **What our children say:**  “Having a mentor has really helped me.”  “There isn’t anything I can say that Priory does that is unhelpful.”  “It is good when our teaching assistant checks how I am doing with my targets”.  “I think all the support I get is really good. The adult that watches out for me is always really helpful”.  “I think the support I get is okay. Some children still annoy me.”  “I like all the support I get. I like to do the small groups with the same adult, they get to know you”.  “I know what I need to do by looking at my targets and thinking about them.”  “I don’t want anything to change at Priory”. |
| 1. **How do we ensure that teaching staff and other staff have the expertise needed to support children and young people with special educational needs and/or a disability?**     **How do we make sure that everyone that works with you has the right skills and can do the right things to help you?** |
| Regular training of both teachers and TAs is considered to be an important part of school policy.  The SENDC0 attends courses for her own development and according to the changing needs of the school. The SENDCo at Priory is an active member of the Torbay SEND Network.  The SENDCO, teachers or members of outside agencies may deliver SEND INSET according to the subject.  The SENDCo ensures the sharing of good, inclusive practice during staff meetings. She also provides related professional guidance to colleagues with the aim of securing high quality teaching for children with SEND.  Teachers and TAs attend outside courses according to identified training needs and/or new government or county training initiatives.  The SENDCo meets with the TAs on a regular basis for both training and discussion. New members of staff are introduced to SEND policies and practices by the SENDCo as they enter the school. The governor with special interest in SEND is encouraged to attend relevant training.  Staff are offered regular supervision to help them to manage their work load effectively. |
| 1. **How do we keep parents informed where children and young people have special educational provision but do not have an Education Health and Care Plan?**     **How do we make sure that your parents know how we can help them?** |
| Priory school maintains a school SEND register and termly Individual Support Plan meetings with teacher and parents for those identified with special educational needs and/or a disability.  Parents are warmly invited to make appointments with the class teacher and/or the SENDCo to discuss provision and progress for their child, at a mutually convenient time, in addition to Individual Support Plan meetings and parent consultation evenings. |
| 1. **How can parents, children and young people make a complaint about our provision?**     **What can you do if you are not happy about something that has happened here?** |
| If any parent has a concern or complaint they should meet with the class teacher or head teacher to solve difficulties and address any complaints. In the event of a dispute the school Governors, LA and head teacher will work closely with parents to resolve the matter.  You are able to download our full complaints procedure from the school website, or this can be requested from our school office. |
| 1. **How can parents, children and young people get more information about the setting?**     **How can you find out more about us?** |
| If your child has a disability and you would like more information about what we offer at Priory, please do not hesitate to contact us on 01803 328480 to arrange a visit, or visit the school website www.priory-primary.torbay.sch.uk, or email us at [admin@priory-primary.torbay.sch.uk](mailto:admin@priory-primary.torbay.sch.uk)  Hannah Maskell, Executive Head Teacher  Lorraine Dudman , SENDCo & Executive Deputy Headteacher |