



SEN Information Report

July 2020

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SEN Governor: Emma Talla

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Dedicated SEN time: 2 days per week

Local Offer Contribution: <https://www.telfordsend.org.uk/site/index.php>

September 2019 to March 2020 refers to pre-lockdown 1

Text in red refers to Lockdown 1 (March – June 2020)

Text in blue refers to reopening of school for early years pupils, Reception, Year 1 and Year 6

What kinds of SEND do we provide for?

September 2019 to March 2020:

Our school provides a provision which is additional to and/or different from others for pupils with a range of needs, including:

- Communication and interaction (CI) e.g. autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning (CL) e.g. dyslexia, dyspraxia & dyscalculia
- Social, emotional and mental health difficulties (SEMH) e.g. attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs (SPD) e.g. hearing impairments & processing difficulties
- Moderate/severe/profound and multiple learning difficulties

During Lockdown 1 (March to June 2020), our staff continued to support children identified with a SEND need by noting down any specific observations and patterns in behaviours (learning or otherwise). We also kept in close contact with parents and our support staff also connected with specific groups of children and their families.

Return to school in June 2020, a full provision for all needs was resumed as much as possible, given the context of re-integration. Our most vulnerable were phased back into the new school routines. Some families opted to keep their children at home. In such instances regular contact with home was maintained.

How do we identify children and young people with SEND and assess their needs?

September 2019 – March 2020

We assessed each pupil's skills and levels of attainment on entry, building on information from previous settings and key stages, where appropriate. Class teachers made regular assessments of progress for all pupils and identified those whose progress:

- *was significantly slower than that of their peers starting from the same baseline*
- *failed to match or better the child's previous rate of progress*
- *failed to close the attainment gap between the child and their peers*
- *widened the attainment gap*

This included progress in areas other than attainment, (for example, social needs.)

N.B. Slow progress and low attainment do not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision was required, we started with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We used this to determine the support that was needed and whether we could provide it by adapting our core offer, or whether something different or additional was needed.

During Lockdown 1, identification of need was not possible in terms of any formal assessments or input from external specialists. However, the staff continued to observe any patterns of need or behaviours, as part of the overall online provision provided. Concerns raised were shared with the SENCO / Department leads for further follow-up later.

Return to school, internal assessments continued as much as possible. Commissioning external advice and input from agencies remained an online process. Records and observations of students were kept as much as possible in the circumstances.

How do we consult with and involve parents and pupils?

September 2019 – March 2020

We had early discussions with pupils and their parents when identifying whether they needed special educational provision. These conversations made sure that:

- *everyone developed a good understanding of the pupil's areas of strength and difficulty*
- *we took into account the parents' concerns*
- *everyone understood the agreed outcomes sought for the child*
- *everyone was clear on what the next steps were*
- *notes of these early discussions were added to the pupil's record and given to their parents*
- *we consulted with parents to decide whether a pupil would then need to receive SEN support*

Once they were on the SEN register, all parents of children with SEN were encouraged to have regular contact with the class teacher and contact the SENCO to form an effective working partnership. We encouraged a partnership with parents of children with SEN in order to create a situation where parents did not feel afraid or apprehensive about contacting us.

The views of parents of children with educational health care plans (EHCPs) formed an integral part of the annual review and they were made to feel welcome. Review meetings were arranged at a time convenient for them to attend and their views of the pupil's provision were paramount to the successful implementation of that provision.

Between March 2020 and June 2020, regular calls were made to parents/ carers regarding the SEN needs of pupils. The conversations focussed on provision delivery and support at home, as well as the overall wellbeing of the child and family. The SENCO encouraged parents of pupils with Education and Health Care Plans to allow their children to attend school if it were possible.

The return to school was discussed with parents, particularly where student were uncomfortable with returning. A discussion was held with parents prior to their return, asking them to describe their experience of lockdown – highs and lows, plus any details of loss they had experienced in their community network that would affect their child.

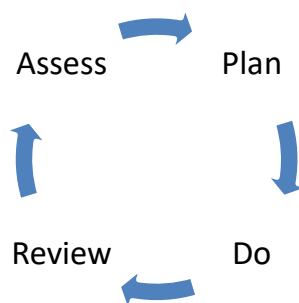
How do we assess and review pupils' progress towards outcomes?

September 2019 – March 2020

At Priorslee Academy we were committed to the early identification of and intervention for children who had or may have had special educational needs. Identification came through considering all of the information gathered from within the Academy about the pupil's progress, alongside national data and expectations of progress and included high quality and accurate formative assessment using effective tools and early assessment materials. Progress was monitored using a range of assessments including:

- Observations
- Baseline assessments
- P-scales
- Foundation stage profile
- Level descriptions in the National Curriculum at the end of each key stage
- Standardised tests

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



Assess: When starting a new topic or unit of work, assessments were carried out by class teachers to distinguish children's starting points.

Plan: From the outcomes of assessments, teachers planned the children's work, taking into account the starting points and needs of all children in their class.

Do: Class teachers delivered an appropriately differentiated and challenging curriculum to all pupils in their class.

Review: Teachers reviewed the progress made by their pupils via formative and summative assessment.

Between March 2020 and June 2020, reviewing pupil progress was undertaken through conversations with parents/carers. For children who were in school, (i.e. children of key workers), this was undertaken by staff.

Reviews continued as part of the graduated approach and within the government guidelines. Many of the outcomes were extended over longer periods of time, to ensure students received the support they needed and achieved the outcomes initially agreed. Many of the new outcomes set focussed on reintegration and opportunities for students to process lockdown, in a constructive manner.

How do we support pupils moving between phases and preparing for adulthood?

September 2019 - March 2020

- Reception class teachers visited nursery schools and pre-schools throughout the summer term to obtain relevant information on pupils starting the Academy in September and also to meet with parents of these pupils where necessary
- Parents with children with specific concerns about starting school could have extra visits organised (other than the normal trial day) in an attempt to overcome some of their concerns.
- In Year 5, children with EHCPs had discussions about the most appropriate secondary setting for the child.
- In Year 6, SENCOs from the proposed secondary schools were invited to the Annual Review to discuss the information and files children with EHCPs

Transition was managed differently this year. For SEN pupils arriving at our school in September 2020, an online meeting was held with every child and their parents. This gave parents and prospective pupils/students the opportunity to ask questions.

To support the transition of students out of our school, separate meetings were held with the receiving institutions. Information regarding needs and the provision required to meet those needs were passed onto the respective institutions and organisations. Where possible, meetings were set up online to enable students to meet staff from the institution they were moving onto.

Returning to school in June afforded the staff to build on transition processes started during lockdown. These remained online and socially distanced. Visits were not possible and with classes working in bubbles, students were not able to meet face-to-face their new teachers. However, a range of other activities were undertaken to support the establishment of new relationships.

What is our approach to teaching pupils with SEND?

September 2019 to March 2020

Teachers are responsible and accountable for the progress and development of all the pupils in their class. High quality teaching is always our first step in responding to pupils with additional needs. This is differentiated for individual pupils. When necessary, SEN pupils have access to resources which are over and above, and different to, the rest of their class.

As part of our high-quality teaching, we implemented reasonable adjustments. For some pupils we also delivered short-term interventions (6-12 weeks). These were either in-class or out of class, depending on need and

resource. Some children required long-term support and interventions. Due care was taken in determining the right provision for students, so there was support as well as an increasing focus on developing independence.

During Lockdown 1, teaching approaches for pupils with SEND were adapted to be accessible via a class blog on the website Edublogs. This was undertaken through differentiated materials and for some, there was also a reduced timetable. Working from home, many were able to work at a slower pace and benefitted from having one-to-one support from their parents. Students who were in school were supported in the best manner possible, given social distancing guidelines. This was reviewed regularly. Risk assessments were completed for all pupils with SEND, whilst they were learning at home or in school. For students who were in school due to parents being key workers, due care was taken to ensure they received the support they needed, within the guidelines at the time.

Whilst face-to-face small group interventions were not possible with the return to school, some resources were made available to pupils to support other needs, such as social communication skills, speaking & listening and emotional health.

How have we adapted the curriculum and the learning environment?

September 2019 – March 2020

We made the following adaptations to ensure all pupils' needs were met:

- Differentiating our curriculum to ensure all pupils were able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

During Lockdown 1, the learning environment switched from being face-to-face to online on Edublogs. A range of tools were used. Work was broken down into smaller chunks and due care was given to using a variety of methods for presentation. For families unable to access online materials, work booklets were dropped off at homes, where possible to ensure learning could continue.

Between June and the end of term, the learning environment was determined by government guidelines, applied to our setting. Some devices were made available to some families who did not have access to technology.

What additional support for learning is provided?

September 2019 – March 2020

We have a number of teaching assistants who are trained to deliver interventions. Teaching assistants supported pupils on a 1:1 basis when their needed to be an individual focus e.g. those with an Educational Health and Care plan, or those who need an individual focus for learning. Teaching assistants supported pupils in small groups when several children need access to the same provision or intervention.

Additional support during Lockdown 1 was limited. In some instances, support staff led small groups for any keyworker pupils in school. However, the majority of these were on an ad-hoc basis and some in response to how students were coping with lockdown.

Additional support during the return to school phase was ad hoc, due to social distancing and staff absence. The school also faced challenges, when designated bubbles needed to be sent home and staff needed to be re-

assigned to other duties. This was a day-by-day decision-making process. Teaching staff continued to deliver support and interventions, where possible. Students were monitored and observed, as capacity would facilitate.

What is the expertise of staff and how do we train staff?

September 2019 – March 2020

Priorslee's SENCO has worked at Priorslee since 2002 and is on the senior leadership team. She has completed the NASENCO qualification and is in her first year of this role. Currently, she is allocated 2 days a week to manage SEN provision.

Priorslee has a large team of teaching/support assistants, including 3 higher level teaching assistants (HLTAs), some who are trained to deliver SEN provision.

We carried out a support staff audit to ascertain the training support staff need to support our pupils in school and to develop their expertise. This happens annually in order to ensure that the provision matches pupil need.

An audit was taken of the children on the SEN register to consider the needs for the academic year. This year, we focused on training staff in emotional & mental health and in autism awareness.

During Lockdown 1, staff working from home used additional time to upskill themselves in effective learning methods online. In addition, many staff attended online courses on speech language and communication needs, mental health, and emotional literacy. Staff kept a record of what training they undertook, and this was shared with their respective line managers, as part of the appraisal process. In addition, the SENCO hosted surgery sessions for staff online to come and discuss any concerns they had about any pupils.

Return to school, staff meeting continued socially distanced. Additional training was provided for staff in terms of their wellbeing and how to support social emotional needs, during a time of change and uncertainty. Student needs and progress remained the focus of discussions.

How does the school's equipment and facilities support pupils?

September 2019 – March 2020

The governors' Disability Audit considers the children on the SEN register and any additional needs for the academic year. Using advice from the SENCO, changes can be made to the school's Accessibility Plan.

Additional resources are purchased according to the needs of the children in school at that time.

From March to June 2020, the school was mainly hosted via class blogs. Teachers were able to share examples of work, as were pupils. Activities were adapted, where possible to meet different needs.

The school followed government guidelines at the time in terms of school facilities. Social distances were marked, there was a one-way flow of students, lunch and break times were staggered and classes/ year groups remained in bubbles. We have also employed more support assistant hours for Year 3 and for new children arriving in school.

How do we evaluate the effectiveness of our provision for pupils?

September 2019 – March 2020

We evaluated the effectiveness of provision for pupils with SEN by

- reviewing pupils' individual progress towards their goals each term

- reviewing the impact of interventions after each half term
- monitoring by the SENCO
- reviewing provision maps to measure progress
- holding annual reviews for pupils with statements of EHCPs.

Provision for pupils during lockdown was monitored through regular communication with families. Parents / carers were able to give us feedback on the type of work being set, volume and pace. Feedback was used to adapt provision and enhance effectiveness.

Priority on return to school was to consider emotional wellbeing of students and staff, during this time of change. Effectiveness was measured through regular check-ins and touch-base sessions. Initially some students were keen to be back in school, however as the routine set in, it was clear to see how many had been affected by the lockdown process.

What do we do to ensure that pupils with SEND have equal access to all activities available to all pupils in school?

September 2019 – March 2020

Priorslee Academy is a single-storey site with ramps leading to the two demountable classrooms and a disabled toilet. (More information can be found within the Academy's Disability and Equality Scheme policy on the school website.)

All of our extra-curricular activities and school visits were available to all our pupils, including our before-and after-school clubs.

All pupils were encouraged to go on our residential visits and day trips.

All pupils were encouraged to take part in special workshops.

No pupil would ever be excluded from taking part in these activities because of their SEN or disability.

Staff predominantly used Edublogs to ensure all pupils were taking part in home learning. If pupils did not engage, teachers contacted parents on a regular basis. Due to Lockdown 1, all residential visits were cancelled.

The return to school in June 2020 was mixed, with some families opting to keep their children at home. Work continued to be delivered at home via Edublogs and regular contact was maintained. For children returning to school premises, additional support sessions were put in place for them to understand the revised social distance guidelines. Whole school approaches were adopted to support the social emotional wellbeing of students and additional support was provided for those who had experienced loss and /or had a special educational need.

What support is in place for improving emotional and social development of our pupils?

September 2019 – March 2020

We provide support for pupils to improve their emotional and social development in the following ways:

- all pupils, regardless of their needs, are encouraged to join pupil groups e.g. the school council
- all pupils are also encouraged to be part of Fun Fab Friends club to promote teamwork/building friendships etc.
- all pupils can visit the learning hub with a friend during breaktimes so that they have a 'safe place' to go to if they need to.

Priorslee has a zero tolerance approach to bullying.

At the start of Lockdown 1, our SLT and teachers identified which children were vulnerable and at risk. Throughout lockdown, regular communication with homes was undertaken to support academic engagement and check in on wellbeing. For some children, having one-to one telephone conversations with staff was a welcomed break from being at home.

This was a significant whole school focus during the return to school. However, some students who had experienced personal loss or trauma during lockdown were provided with additional, socially distanced support.

How do we involve other agencies in meeting pupils needs and how do we support families?

September 2019 – March 2020

In cases when SEN pupils do not make adequate progress after a substantial period of intervention and review, the class teacher, in consultation with the SENCO and parents/carers, may seek help and support from agencies outside of the Academy. If a child continues to make less progress than his/her peers, it may be necessary to seek support from an external agency. We work with the following agencies to provide support for pupils with SEN:

- Learning support advisory service
- Speech and language therapy
- Sensory inclusion service
- BeeU f
- Occupational therapy
- Behaviour support
- Educational psychology

Parents are involved and kept informed of progress, assessments and review dates. If an SEN pupil fails to make progress after a number of reviews, even with the help and support of those outside agencies, the Academy seek LA guidance (in consultation with parent/carers) as to whether a statutory assessment may be appropriate.

During lockdown, some access was possible online. However, this was limited and was restricted to agencies meeting practitioners, rather than parents. EHCP annual reviews were held online with parents but most external agencies did engage.

During the return to school, agency support and input remained online.

What arrangements are in place for handling complaints regarding SEND provision?

September 2019 – March 2020

Complaints about SEN provision in our school should be made, in the first instance, to the class teacher. If the teacher, with the support of the SENCO and/or Head of School, cannot resolve the issue, the parent will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

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

Who can you speak to with regards to SEND at Priorslee Academy?

September 2019 – March 2020

All parents with children on the SEND register are made aware that the class teacher and the SENCO are always available in school to answer any queries they may have. Parents of children of SEN may wish to make appointments with the class teacher to discuss their child's progress. The SENCO is also available for meetings about pupils with SEN; parents can book any appointments through the office.

Any parent dissatisfied with any aspect of SEND provision should, in the first instance, discuss any concerns with the class teacher. The SENCO may then be contacted if there are further concerns. In the event of a parent/carer not being satisfied with provision after contacting the class teacher and SENCO, they should make an appointment with the Head of School to discuss their concerns. If these concerns remain, the governor with SEND responsibility will bring the matter to the attention of the governing body. The appeal procedure is detailed in the Academy's prospectus.

The SENCO was the main point of contact for families during Lockdown. However, parents were advised to first speak to the teachers. The SENCO held regular surgery sessions on Tuesdays, to gather information about students from staff and offer further support and guidance.

June onwards, parents continued to contact staff and the SENCO using online methods. In July 2020, the school SENCO was recognised for their efforts via the national SEND Leaders Appreciation Day 2020 nominations.

Contact details of support services for parents of pupils with SEND:

September 2019 – March 2020

Priorslee Academy School Office: 01952 387927 (please use this number to contact the child's class teacher and/or the SEN governor)

Joanne Hart (Business Manager) joanne.hart@taw.org.uk

Mrs. R. Brewer (SENCo) rebecca.brewer@taw.org.uk

Mrs. J. Cooper (Head of School) jodie.cooper@taw.org.uk

Mr. S. Tilley (Executive Principal) steven.tilley@taw.org.uk

Parents may also look for advice from outside agencies. Here is a list of useful numbers:

- Kerry Ruston (LA SEND officer) kerry.ruston@telford.gov.uk
- Strengthening Families reece.Dyer@telford.gov.uk
- Telford IASS (formerly Parent Partnership) <http://www.telfordsendiass.org.uk/>

- Parents Opening Doors (PODs) <https://www.podstelford.org/>

During Lockdown 1, a list of useful services and contacts were provided to our most vulnerable families. Many families requested information on supporting mental health.

The questionnaire sent out prior to returning provided us with information about which families had experienced direct loss of someone in their network. Contact details for bereavement and counselling services were provided for those families.

The Local Authority Offer: <https://www.telfordsend.org.uk/site/index.php>