

SEN INFORMATION REPORT SUMMER 2025

SENCO: Becky Brewer SEN Governor: Gaynor Simmons

Contact: becky.brewer@taw.org.uk

Dedicated SEN time: 2.5 days per week

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

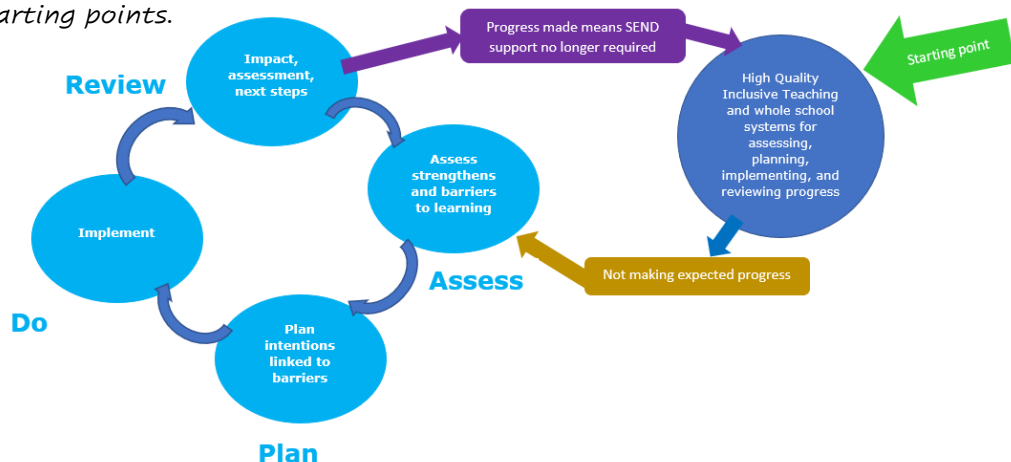
Whole School Approach:

Through our annual dialogue across the school, Priorslee's quality first teaching and additional interventions are continuously monitored. These discussions help us to regularly review and record what we offer EVERY child in our care and what we offer additionally. This dialogue also serves to embed our high expectations amongst staff about quality-first teaching and the application of a differentiated and personalised approach to teaching and learning. We make it point to discuss aspirations with ALL our learners. **All teachers are responsible for every child in their care, including those with special educational needs.** (Reference: SEN Policy January 2024)

Underpinning ALL our provision in school is the **graduated approach** cycle of ASSESS, PLAN, DO, REVIEW:



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. Having consulted with children, young people and their parents, all our additional provision (internal or external) is based on an agreed outcomes approach.

SEN Needs:

Children and young people's SEN are generally thought of in the following four broad areas of need and support:

1. Communication and interaction

e.g. autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties

Provision may include support from the pastoral lead, visual timetables, now and next boards, ELSA (emotional literacy support assistant) resources, Superflex resources, sensory resources, social stories, WellComm programme & Talk Boost programme (speech and language interventions).

2. Cognition and learning

e.g. dyslexia, developmental co-ordination disorder (DCD) & dyscalculia

Provision may include the Nessy Reading & Spelling program, Nessy Fingers program, IDL maths and literacy programs, the Literacy Pathway programme, precision teaching, coloured overlays, talk tins, dyslexia friendly texts, assistive technology such as headsets with dictate and read facilities, reader pens, Numicon, Plus 1, Power of 2, Numberstacks.

3. Social, emotional and mental health

e.g. attention deficit hyperactivity disorder (ADHD)

Provision may include support from the pastoral lead, ELSA support, emotion coaching, , Socially Speaking, Calm Brain, chair resistance bands, wobble cushions, fiddle toys, movement breaks.

4. Sensory and/or physical needs

e.g. hearing impairments & processing difficulties

Provision may include the use of sensory play, sensory toys, sensory stories, ear defenders, writing slopes, footrests, specialist stationery.

Every class access to an SEN resource cupboard containing a range of these resources. These are added to as, and when, needed. (Reference: SEN Policy January 2024)

As at the end of summer term 2025, Priorslee has **27** children receiving some form of **SEN Support**.

This year, we further improved internal assessment processes to ensure that we effectively monitor the assessment of need and the quality of provision, focusing on individual pupil progress. These include

- reviewing all pupils' individual progress towards their goals each term through PUMA and PIRA assessments and assessments such as Salford Reading & Vernon Spelling
- pupil progress meetings. Using this information to support children with gaps in learning through appropriate intervention
- reviewing the impact of interventions after each cycle & reviewing intervention records to measure progress
- monitoring by the SENCO monitoring by the SEND governor
- holding annual reviews for pupils with Educational Health & Care Plans.

Consulting with children, young people and their parents

Involving parents and learners in the dialogue is central to our approach and we do this through:

Action/Event	Who's involved	Frequency
Creation and review of intervention targets	Parents, class teachers, children	At least 3 x per academic year
Formal parent consultations / informal book drop-ins / consultations	Parents, class teachers, children	Once per half term
SENCO emails/phone calls/meetings	SENCO, parents, pupils	Every day
SEND parent questionnaire	Parents	Once per academic year
SEND pupil questionnaire	Pupils	Once per academic year

Staff development

We are committed to developing the on-going expertise of our staff. Currently, we have a range of expertise in our school:

AREA OF EXPERTISE	LEVEL (see p68-9 of SEND Code of Practice 2015)
SEND – SENCO	NASENCO
Emotional Health	Senior Mental Health Lead ELSA Emotional Literacy Support Assistant
De-escalation	Crisis Prevention Intervention (CPI) Emotion Coaching
Numicon	Numicon Intervention
Literacy 1:1 support	Alphabet Arc Precision Teaching Literacy Pathway
Speech and Language	Elklan Communication Friendly School CFSe - Early Years Level 3 ICAN Talk Boost KS1 & KS2
Autism	<ul style="list-style-type: none">• Good Autism Practice• Good Autism Practice (EYFS)• Emotion Coaching• TEACCH approach• Attention Autism
Sign language	<ul style="list-style-type: none">• Level 2 Makaton• Level 1 Makaton
ADHD	Supporting Behaviour and Learning – Children with ADHD / Oppositional Defiance Disorder & Conduct Disorder
Intimate care	Safeguarding: privacy, dignity and personal care

This year, we used external agencies to deliver additional training in

- ❖ Zones of Regulation
- ❖ emotional literacy
- ❖ extending the use of visuals (Widgit software) to improve communication
- ❖ speech and language online training
- ❖ using assistive technology
- ❖ using the literacy pathway to support reading and spelling
- ❖ Future in Mind (mental health training)

The SENCO has delivered CPD for both teachers and support assistants including topics such as:

- school's universal offer and Insight learning plans
- sensory auditing
- trauma-informed practice
- adaptive teaching
- resources to support teaching and learning.

Staff deployment

Considerable thought, planning and preparation goes into utilising our support staff to ensure children achieve the best outcomes, gain independence and are prepared for transition to secondary school.

We have a number of support assistants who are trained to deliver interventions and to support children in small groups (when several children need access to the same provision) and sometimes, to individuals. Staff are placed with pupils based on their experience and expertise, and in year groups where we feel there will be most impact. We want our pupils to become as independent as possible, in readiness for transition to KS3.

Other agencies involved in meeting pupils' needs

- BeeU – mental health
- Behaviour support advisory service & the Linden Centre Short Stay Centre
- Educational psychology service
- Learning support advisory service
- Occupational therapy service
- Sensory inclusion service
- SPECTRA inclusion support team
- Speech and language therapy service
- Strengthening Families

- School nursing service

A full list of our external partners who we work with can be found in our contribution to the Local Offer. Extending our school approach, we commission using an outcomes-based approach. This enables us to hold our partners and ourselves to account.

We believe this has benefitted our children and their families in the following ways:

- Signposting support for pupils and parents
- Providing advice for school and parents
- Providing targets to support pupils
- Supporting accelerated pupil progress
- Supporting parenting skills
- Diagnosing pupil need
- Supporting transition

School Partnerships and Transitions

Our academic assessment for children with special educational needs is moderated through our cluster of schools.

We have worked with our feeder partners to welcome new children to school and we have supported eight children with special educational needs/disabilities to transition to the next phase in education. Our approach involved early communication and meetings with feeder schools, one-page-profiles, sharing photos of schools and staff with children, and organising supported visits to schools with staff and/or parents.

Complaints

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 formally 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

This year we have had no formal complaints.

Challenges this year

Challenges for our school have included

- The SENCO has also had to take on the role of acting SENCO at Buildwas Academy after the long term sickness and subsequent resignation of the previous SENCO in January 2025
- Movement of experienced and suitably skilled learning support assistants
- Children with additional needs struggling to recognise and regulate emotions

School has sought external agency training and advice to support and upskill existing staff. These agencies include BeeU, the school nurse service, SPECTRA, the behaviour support advisory service, Haughton Outreach, the LSAT team and the educational psychology team; this has meant that all staff are now more confident in supporting pupils with a range of different needs.

Further development

Our strategic plans for developing and enhancing SEN provision in our school next year include

- The use of zones of regulation across the school to support social, emotional and mental health of all pupils and to recognise/manage their emotions
- Supporting attendance and pupil/staff wellbeing by using Adelaide, our school therapy dog
- Encouraging parental engagement with events

In preparing this report we have included staff, parents and children through questionnaires, online meetings and face-to-face meetings.

Relevant school policies underpinning this SEN Information Report include:

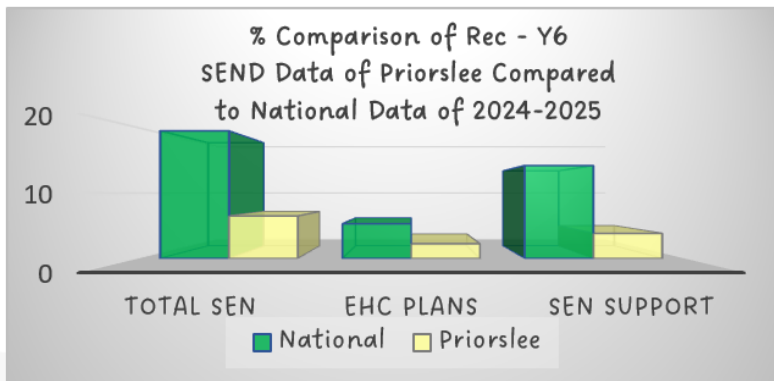
SEND Policy

Assessment Policy

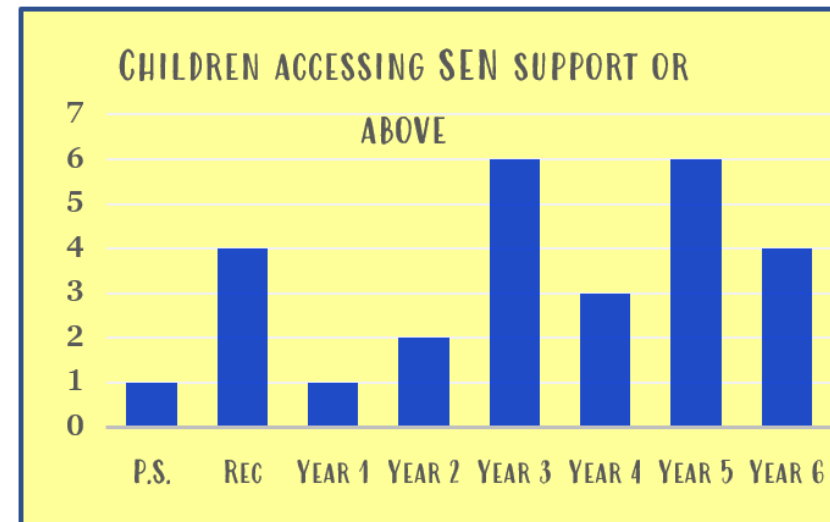
Legislative Acts taken into account when compiling this report include:

- Children & Families Act 2014
- Equality Act 2010
- Mental Capacity Act 2005

Date presented to/approved by Governing Body: 16th July 2025



2024-2025



Strengths

- Transition processes
- Support from outside agencies to ensure successful provision
- Resourcing areas of need

Priorities for improvement

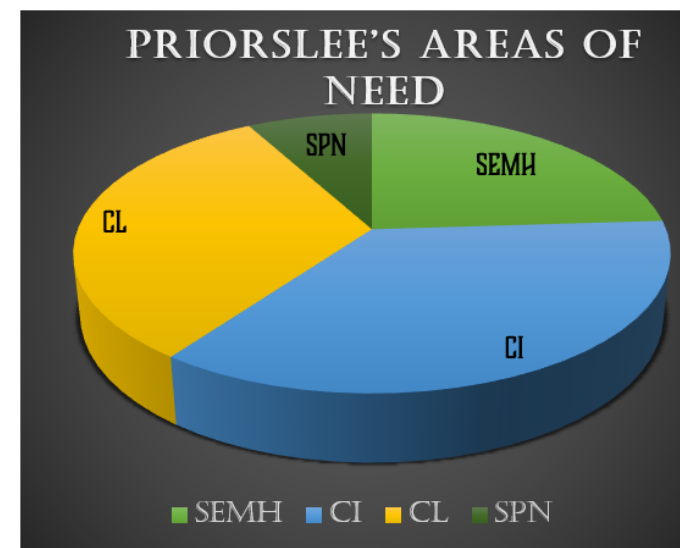
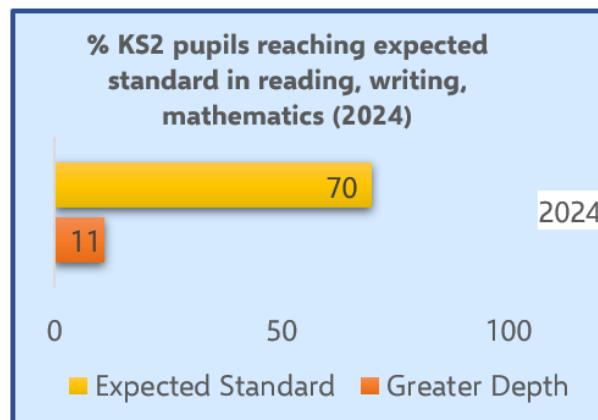
- Launching whole school zones of regulation approach
- SENCO support for ECTs
- Neurodivergent practitioner involvement

ATTENDANCE

WHOLE SCHOOL – 95.8%
SEN – 93.6%

RECENT SEND RESOURCES & TRAINING

SOCIAL, EMOTIONAL & MENTAL HEALTH	COMMUNICATION & INTERACTION	COGNITION & LEARNING	SENSORY & PHYSICAL NEED
<input type="checkbox"/> SMASH LIFE <input type="checkbox"/> BEHAVIOUR SUPPORT TEAM <input type="checkbox"/> ZONES OF REGULATION	<input type="checkbox"/> GOOD AUTISM PRACTICE (EYES) <input type="checkbox"/> THE BRIDGE OUTREACH <input type="checkbox"/> EARLY YEARS ADVISORY TEAM	<input type="checkbox"/> DEVELOPMENTS IN ASSISTIVE TECHNOLOGY <input type="checkbox"/> LITERACY PATHWAY (SPELLING)	<input type="checkbox"/> SENSORY CIRCUITS <input type="checkbox"/> EARLY YEARS ADVISORY TEAM



SEMH Social, Emotional & Mental Health
CI Communication & Interaction
CL Cognition & Learning
SPN Sensory & Physical Need

