

SEN INFORMATION REPORT 2025-26

Written: SUMMER 2026

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 ongoing, whole-school dialogue, Priorslee continuously monitors the effectiveness of quality-first teaching and the impact of additional interventions. These discussions enable us to regularly review and record both the universal provision offered to every pupil and the additional support put in place where needed.

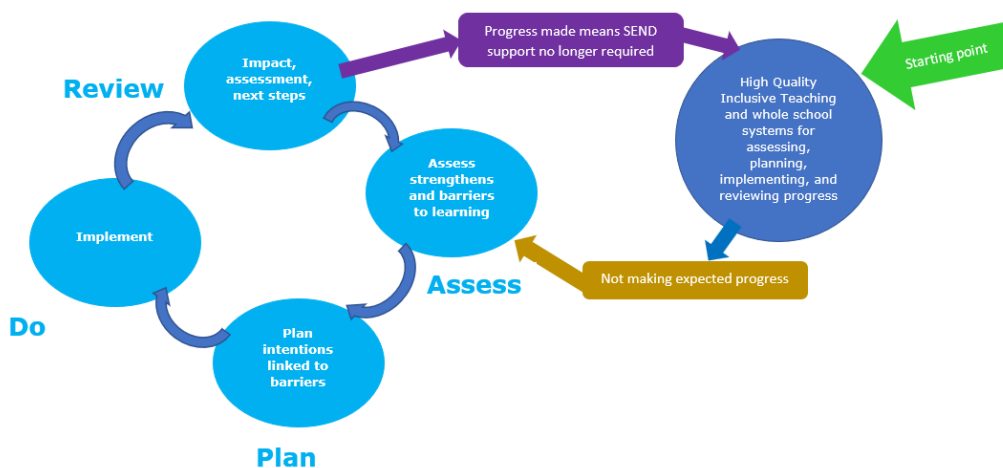
This reflective approach helps to reinforce high expectations among staff, ensuring that teaching is consistently inclusive, differentiated, and tailored to individual needs. We also prioritise conversations about aspirations with all learners.

ALL TEACHERS ARE ACCOUNTABLE FOR EVERY PUPIL IN THEIR CARE, INCLUDING THOSE WITH SPECIAL EDUCATIONAL NEEDS. (SEN Policy Autumn 2025)

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



Assess: At the start of each new topic or unit, class teachers carried out assessments to identify pupils' starting points.



Plan: Using the assessment outcomes, teachers planned learning activities that reflected the starting points and needs of all pupils.

Do: Class teachers delivered a suitably differentiated and appropriately challenging curriculum to all learners.

Review: Teachers evaluated pupil progress through both formative and summative assessments.

Following consultation with pupils and their parents, all additional provision (both internal and external) is planned around agreed outcomes.

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, social scripts, sensory resources, sensory circuits, social stories, contrastive pairs, Blanks reasoning, & 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, 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, social scripts, 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 circuits, 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.

As at the end of summer term 2026, Priorslee has 42 children receiving some form of SEN Support and 8 children with EHCPs.

This year, we strengthened our internal assessment processes to ensure effective monitoring of both pupils' needs and the quality of provision, with a clear focus on individual progress. These improvements include:

- Ensuring all new pupils complete baseline assessments within their first two weeks (e.g. phonics, Salford Reading, Vernon Spelling, PUMA maths)
- Tracking pupil progress termly and using this data to identify gaps in learning and implement targeted interventions
- Evaluating the impact of interventions after each cycle using the Insight assessment tracker and reviewing intervention records to measure progress
- Ongoing monitoring by the SENCO, alongside oversight from the SEND governor
- Conducting annual reviews for pupils with Education, Health and Care Plans (EHCPs)

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 for SEN pupils	Parents, class teachers, children	At least 3 x per academic year
Formal parent consultations / informal book drop-ins / consultations for all pupils	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 open mornings / afternoons	SENCO, parents, external agencies	Twice per year
SEND pupil voice	Pupils	3 x per academic year

Staff development

We are committed to continually developing the expertise of our staff. At present, our school benefits from a broad range of specialist knowledge and skills, including:

AREA OF EXPERTISE	LEVEL (see p68-9 of SEND Code of Practice 2015)
SEND - SENCO	NASENCO
Emotional Health	Senior Mental Health Lead
De-escalation	Crisis Prevention Intervention (CPI) Emotion Coaching Zones of Regulation coaching
Numicon	Numicon Intervention

Literacy 1:1 support	Precision Teaching Literacy Pathway
Speech and Language	Talk Boost Early Years, KS1 & KS2 Contrastive pairs Blanks reasoning
Autism	Good Autism Practice Good Autism Practice (EYFS) Emotion Coaching TEACCH approach Intensive Interaction
SEMH	Zones of Regulation coaching
Sign language	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 have commissioned external agencies to provide additional training in:

- ❖ Early Years Talk Boost
- ❖ sensory circuits
- ❖ sensory and communication audits
- ❖ relational and restorative practice

The SENCO has provided continuing professional development (CPD) for both teachers and support staff, covering areas such as:

- types of adaptive teaching
- reviewing targets and provisions in Insight
- quick wins for supporting SEND pupils in the classroom
- ongoing assessment in lessons

Staff deployment

Significant thought, planning and preparation go into the deployment of our support staff to ensure pupils achieve the best possible outcomes, develop independence, and are well prepared for the next stage of their education.

We have a team of support assistants trained to deliver targeted interventions and provide support in small groups, where several pupils require the same provision, as well as on a one-to-one basis when needed. Staff are assigned to pupils according to their experience and expertise, and to year groups where they can have the greatest impact. Our aim is for every pupil to become as independent as possible in readiness for their move to secondary school.

Other agencies involved in meeting pupils' needs

- Behaviour support advisory service

- CAMHS – Child and Adolescent Mental Health Services
- Educational psychology service
- Neurodiversity practitioners
- Family hubs
- Learning support advisory service
- Occupational therapy service
- School nursing service
- Sensory inclusion service
- Speech and language therapy service
- Strengthening Families
- Telford & Wrekin SEND team

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:

- Guiding pupils and parents towards appropriate support services
- Offering guidance and advice to both school staff and parents
- Setting targeted goals to aid pupil development
- Promoting rapid progress and achievement in learning
- Encouraging and developing effective parenting strategies
- Identifying and assessing pupils' individual needs
- Supporting pupils through key transitions

School Partnerships and Transitions

Our academic assessments for pupils with special educational needs are moderated collaboratively within our cluster of schools.

We have worked closely with our feeder settings to support new pupils joining the school, and have successfully assisted seven pupils with special educational needs and/or disabilities in transitioning to the next stage of their education.

This process included early communication and meetings with feeder schools, the use of pupil passports, sharing photographs of staff and school environments with pupils, and arranging supported visits alongside staff and/or parents to help ease transition.

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

- New pupils joining either at the beginning of, or during, the academic year with complex needs
- Children with additional needs struggling to recognise and regulate emotions
- Children with speech, language and communication needs.

School has sought external agency training and advice to support and upskill existing staff. These agencies include CAMHs, the school nurse service, the NDP service, the behaviour support advisory service, The Bridge 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

- Continuing to improve the early identification of SEND
- Developing adaptive teaching expertise in all classrooms through further CPD e.g. <https://diagnosticquestions.com/> <https://researchschool.org.uk/greenshaw/news/adaptive-expertise-more-a-mindset-than-a-set-of-strategies> and through the school monitoring process
- Supporting the teaching of writing across the school through assistive technology e.g. through the use of the Clicker program
- Speech and language support for staff and pupils from a speech and language therapist.
- Effective assessment system for working-below pupils

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

Relevant school policies underpinning this SEN Information Report include:

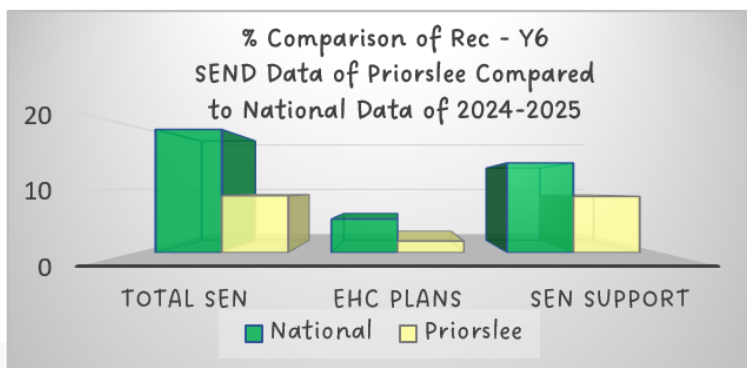
SEND Policy

Assessment Policy

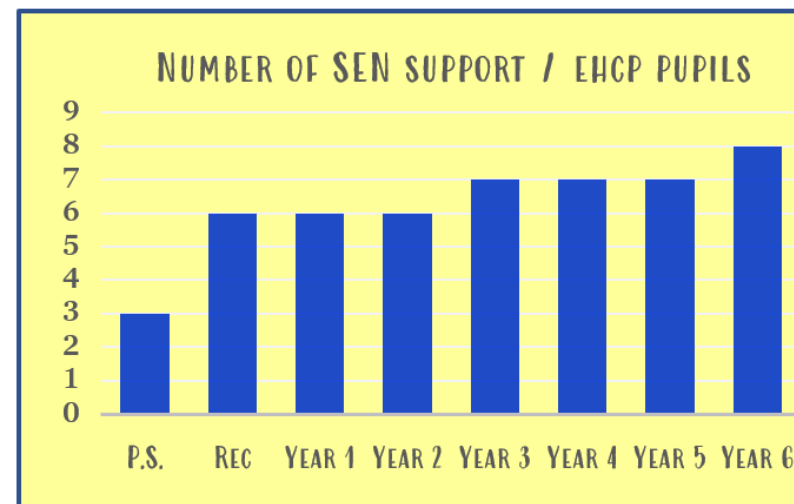
Legislative Acts taken into account when compiling this report include:

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

Date presented to/approved by Governing Body: 15th July 2026



Summer 2026



Strengths

- Transition
- Outside agency involvement
- Universal offer to support all pupils
- Communication with parents

Priorities for improvement

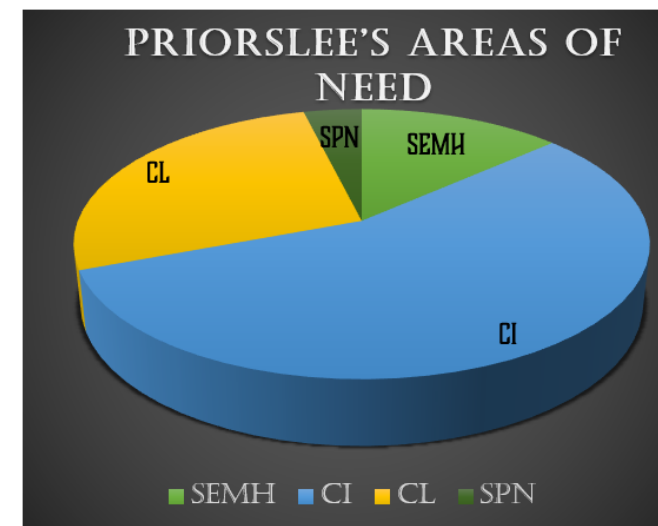
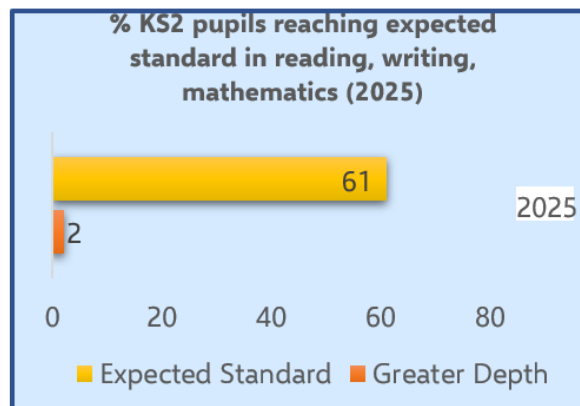
- Further work on early identification of SEND
- Adaptive expertise of staff
- Speech and language support/training from SALT
- Effective assessment system for w.b. pupils

ATTENDANCE

**WHOLE SCHOOL – 95.7%
SEN – 91.7%**

SEND RESOURCES & TRAINING

SOCIAL, EMOTIONAL & MENTAL HEALTH	COMMUNICATION & INTERACTION	COGNITION & LEARNING	SENSORY & PHYSICAL NEED
☐ ZONES OF REGULATION ☐ REGULATION SCRIPTS	☐ TALK BOOST ☐ NEURODIVERGENCE PRACTITIONER ☐ EARLY YEARS ADVISORY TEAM	☐ CLICKER (ASSISTIVE TECHNOLOGY) ☐ QUALITY FIRST TEACHING	☐ SENSORY CIRCUITS ☐ OCCUPATIONAL THERAPY



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

