

Special Educational Needs Information – Our ‘Local Offer’

At Priorslee Primary Academy we strive to support all children to enable them to achieve potential. In order to do this many steps are taken to guide them through their learning journey. Quality teaching is vital; however for some children there are occasions when further additional support may be needed to help them achieve their targets.

- *Who are the best people to talk to about my child’s difficulties with Learning/ Special Educational Needs or Disability (SEND)?*

The Special Educational Needs Coordinator (SENCO) – Mr Tom Plim
Responsible for:

- Coordinating all the support for children with special educational needs or disabilities (SEND) and developing the SEN Policy to make sure all children get a consistent, high quality response to meeting their needs.
- Ensuring that you are:
 - involved in supporting your child’s learning
 - kept informed about the support your child is getting
 - involved in reviewing how they are doing
- Liaising with all the other specialists who may advise on your child’s learning e.g. Speech and Language Therapy, Educational Psychology etc.
- Updating the SEN register (a system for ensuring all the SEND needs of pupils in the Academy are known) and making sure that there are records of your child’s progress and needs.
- Providing specialist support for teachers and support staff so they can help children with SEND to achieve the best progress possible.

Class teacher/Group teacher
Responsible for:

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support) and informing the SENCO as necessary.
- Making sure provision is in place for children in their class, including any Individual Provision Maps (IPMs), and sharing and reviewing these with parents at least once each term and planning for the next term.
- Ensuring that all staff working with your child are helped to deliver the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Ensuring that the SEN Policy is followed in their classroom and for all the pupils they teach with any SEN.

SEN Governor – Mrs Samantha Lane
Responsible for:

- Making sure that the necessary support is made for any child who attends the Academy who has SEN.

There are many SEN terms that are abbreviated which can lead to confusion. Below is a glossary of the most used SEN terms.

ADD	Attention Deficit Disorder
ADHD	Attention Deficit & Hyperactivity Disorder
ASD	Autistic Spectrum Disorder
BESD	Behavioural Emotional & Social Difficulties
CAF	Common Assessment Framework
CAMHS	Child & Adolescent Mental Health Service
COP	Code of Practice
CP	Child Protection
DCD	Developmental Co-ordination Disorder
EAL	English as an Additional Language
EP	Educational Psychologist
FSM	Free School Meals
HI	Hearing Impairment
IEP	Individual Education Plan
IPM	Individual Provision Map
KS	Key Stage
LAC	Looked After Child
LEA	Local Education Authority
MLD	Moderate Learning Difficulty
NC	National Curriculum
OT	Occupational Therapist
PSP	Pastoral Support Programme
SALT	Speech & Language Therapist
SEN	Special Educational Needs
SEND	Special Educational Needs & Disability
SENCO	Special Educational Needs Co-ordinator
SpLD	Specific Learning Difficulty
VI	Visual Impairment

- *My child has Special Educational Needs. What can you offer at Priorslee?*

In terms of what we offer children with Special Educational Needs and/or Disabilities, this is different for every child and it is important to emphasise that, as much as possible, this provision is designed by the relevant Priorslee staff members working alongside the child, the child's family and, where necessary, outside agencies (e.g. a Speech and Language Therapist).

Typically, a child with Special Educational Needs and/or a Disability will have a Provision Map which sets out the interventions that are currently being worked on and what additional provision is put in place for that child. The content of the provision map is negotiated, as appropriate, with the child and the child's family. This is why it is so important that parents/carers attend our Parental Consultation Evenings.

For many children, the interventions will be connected to learning and will often be specifically to do with literacy and numeracy, such as 'Early Literacy Support' (ELS) and 'Wave 3 Maths'. For other children, they may be to do with social interaction, communicating with children and adults, emotional difficulties, or overcoming physical issues (for example problems to do with fine motor

control). For example, at Priorslee Primary Academy, we regularly run a 'Cool Kids' movement group and also use 'Socially Speaking' to build on children's social skills. The most important point is this: interventions depend on the needs of the child. If a child's needs are more specific, then they will have individual targets connected to their areas of need. At this point, children will have an Individual Provision Map (IPM). If a child has care plan from outside agencies, such as Occupational Therapy (OT) or Speech and Language Therapy (SALT), then their IPM will have specific activities linked to this care plan.

Many of our Learning Support Assistants are specially trained to work with pupils with SEN and deliver interventions. Hence, the Academy offers many different forms of additional provision. This can include: additional in-class support; additional out-of-class support; one-to-one support; flexible groupings (including small group work); access to specific resources; and access to a wide range of outside agencies. As with interventions and individual targets, the most important point is this: additional provision depends on the needs of the child.

In addition, all Priorslee pupils benefit from a range of teaching and learning styles; a differentiated curriculum; a range of differentiated learning materials (both for reinforcement and extension); assessment procedures that emphasise pupils' strengths and achievements; access to ICT; ability groupings in Key Stage 2; and a broad range of extra-curricular activities (including a residential in Year 6).

We do not offer targeted extra-curricular activities for children with Special Education Needs, but instead actively try to ensure that all our extra-curricular activities, including residential, are adapted for children's specific needs. Pupils with Special Educational Needs participate fully in arranged trips, optional extra-curricular clubs, arts activities, sports teams and school committees (e.g. our School Council and House Prefects).

For more information about our 'Local Offer' for children with Special Educational Needs and/or Disabilities, and/or if you have any questions or queries about SEN, please speak to Mr Plim.

- *The 'Local Offer' within Telford and Wrekin Local Authority*

Local Authorities are required to set out and publish a 'local offer' too. This will explain how they will work with parents, children, young people, local schools and colleges, as well as other agencies such as Health Services. The hope is that this will encourage a joined-up process when delivering services for mainstream and disabled children and young people.

Telford and Wrekin are carrying out a consultation to give parents and carers the opportunity to influence the development of the Local Offer. Additionally, a working party, consisting of practising SENCOs and Senior managers from schools and LA, have listed Special Educational Needs systems, interventions, strategies, and professional support that they consider good practice to access within a school.

- *The National Picture*

The 'SEND Pathfinder' website can be accessed by clicking [here](#).

On this website you can read about pathfinder progress in a number of key test areas, keep up to date with the development of legislation and guidance and find materials to support implementation.

- *Outside Agencies*

Below we have listed some of the outside agencies that may be involved in supporting pupils with SEND at Priorslee Primary Academy:

Education services

Learning Support Advisory Service, Educational Psychology, Outreach (Haughton Special School), Behaviour Support Team (BST), Sensory Inclusion (for visually impaired children and children with hearing impairment), Information Advice Support Service (IASS) – formerly 'Parent Partnership', The Bridge School (Hadley Learning Community)

Health/social services

Speech and Language Therapy (SALT), Occupational Therapy (OT), Paediatrics, General Practitioners (GPs), Specialist Consultants, Health Visitor, School Nurse, Child and Adolescent Mental Health Service (CAMHS), Social services, and Physiotherapy.