

School website - www.priorsfieldprimary.com

Warwickshire Local Offer link -

<http://www.warwickshire.gov.uk/directly-record/846/local-offer-warwickshire>

SENDIAS (Special Educational Needs Information, Advice and Support Service) Kids

<https://www.kids.org.uk/warwickshire-sendias-front-page>

FIS (Family Information Service) for signposting, information and 1:1 support for families

www.warwickshire.gov.uk/fis (01926 742274)

Growing Together



Ready For Life



Priors Field
Primary School

Tel: 01926 853015

Email: admin2605@we-learn.com

www.priorsfieldprimary.com

Our Local Offer

How we will support your child at Priors Field.

A co production by children, staff, parents and governors.



Headteacher: Katie Gane

SEND Coordinator: Veronica Leary

- * Priors Field is an inclusive school. We have high expectations for all children in all areas of the curriculum, regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational needs.
- * This booklet is intended to give you information regarding the ways in which we ensure we support all our pupils, including those with SEND.
- * Ofsted October 2019—'The school values of 'equality, respect and kindness' are at the heart of the school.'

What does Priors Field offer EVERY child?

- * **High quality teaching:** highly focused lessons designed with clear objectives; high demands of pupil involvement and engagement with their learning; high levels of interaction for all pupils; appropriate use of teacher questioning, modelling and explaining; an emphasis on learning through dialogue, with regular opportunities for pupils to talk both individually and in groups; an expectation that pupils will accept responsibility for their own learning and work independently; regular use of encouragement and authentic praise to engage and motivate pupils.
- * **Experienced, well trained teachers and teaching staff with cpd reactive to children's needs i.e sensory, attachment and PDA needs last year.**
- * **Three Designated Safeguarding Lead personnel and one Safeguarding Governor.**
- * **Close relationships with parents**
- * **A proactive and effective Governing Body** who hold the school to account and monitor progress of all groups of learners.
- * **'A colourful, bright, welcoming learning environment'** (a direct quote from one of our teaching staff!)
- * **Visual aids** e.g. visual timetable
- * **Resources** e.g. word mats, number squares etc.
- * **Supportive Literacy Environment** e.g. displays of phonemes and tricky words, writing frames, grammar, maths and English interactive displays etc.
- * **Extensive grounds for both sporting activities and environmental study—Forest School approach to outdoor learning.**
- * **A creative focus on our curriculum,** for example our regular 'Art Days', DT days, our annual Art Exhibition and regular opportunities for children to perform.
- * **A large, well stocked and inviting library** which is used regularly.
- * **A high standard of computing provision** with a specialist manager, dedicated Computing Suite, interactive whiteboards in each classroom and a bank of tablets
- * **Online digital content** for home and school.
- * **A well resourced cookery and art area**
- * **Extra Curricular opportunities** during and outside the school day.
- * **Regular Home Learning** to practice skills with increasing independence

How are the staff in school helped to work with children with SEND?

- * SENDCO available in school—in school support.(Both informally and through staff meetings/training days)
- * Whole staff expertise—teachers and teaching assistants.
- * Specialist school liaison, visits, reports and advice and training for all staff .
- * Close links with parents/home school liaison.

How do you measure the progress of my child?

- * Daily lesson evaluations.
- * Regular tracking/Pupil Progress meetings half termly.
- * Formal assessment tests
- * Baseline in Early Years by half term.
- * End of Key Stage targets to measure individual progress termly.
- * Home/school communication.
- * Annual reports information.
- * Outside agency assessment results.
- * Setting individual targets shared with parents.

How do you support my child through transition?

- * Parent transition meeting and booklets.
- * Pupil transition days.
- * **If appropriate,** extra visits set up to new school/class.
- * Transition 'passports'
- * Parent/school staff/new school SENDCO meeting—open communication.

How can I let the school know that I am concerned about my child's progress in school?

- * Arrange meeting with class teacher/SENDCO/Head Teacher.
- * Email admin.
- * Reply to Annual report.
- * Parent/teacher termly meetings.

How will the school let me know if they have any concerns about my child's learning in school?

- * Informal meetings with class teacher on progress.
- * Formally arranged meetings with class teacher.
- * Annual report.
- * Home/School communication books.

Who are the other people who are involved in providing services to children with SEND in the school?

- * SENDCO—Veronica Leary
- * Teaching Assistant—Sally Smith
- * Educational Psychologists
- * Speech and Language department
- * CAMHS
- * Occupational therapy/Physiotherapy—local authority service.
- * Access to charity groups i.e bereavement counselling.
- * Send Supported- specialist advice for Autism, language, learning, Dyslexia and Social, Emotional and Mental Health individual needs.



Parents say

"Priors Field has a thorough, proactive and positive approach to SEND provision."

"This is a special place where all children are valued and can flourish."

Children say (in answer to the question 'How does coming to Priors Field help us make progress?')

"We work as a team."

"School trips let us learn in a practical way."

"We get feedback from the teachers to help us make progress."

"We manage our distractions to learn more."

"Priors Field has taught me the do's and don'ts of life."

"We are helped to do the best we can."

Ofsted say (October 2019)

'Teachers know and understand each pupil. They make sure that all pupils, including those with SEND do well.'

Who are the best people to talk to at Priors Field about my child's difficulties with learning/Special Educational Needs or Disability (SEND)?

- * Class Teacher
- * Special Educational Needs Coordinator (SENDCO): Veronica Leary
- * Headteacher: Katie Gane
- * SEND Governor: Stuart Greenwood

What does the school offer to pupils with additional needs?

Your child's needs may fall into one or more of the following categories:

- * **Communication and Interaction** —Autistic Spectrum Condition and speech, language and communication needs
- * **Cognition and Learning** -moderate learning needs and severe difficulties
- * **Social, Emotional and Mental Health Difficulties** —social needs, emotional health, well being difficulties
- * **Sensory and/or Physical Needs** - Hearing Impairment, visual impairment, sensory impairment and physical disability

We also support children who have a need that is '**additional to and different from**' the needs of other pupils e.g. pupils with an additional language (EAL); children in care (CLA and previously CPLA) children adopted from care; traveller pupils; refugee and asylum seekers; minority ethnic and faith groups; young carers; pupils at risk of exclusion; children from Service families.

Needs additional to and different from other children

Priors Field provides:

- * A SENDCO
- * A whole school SEND Policy
- * Staff First Aiders/Paediatric First Aider.
- * Child friendly and additional needs based plans with SMART targets/visual child targets using tree vision
- * Differentiated lesson planning to address identified needs
- * Small group support/One to one support if appropriate
- * Visual timetables
- * Liaison with outside agencies i.e School Health/Compass
- * 'Me' Club/Forest school approach
- * Social Story Groups
- * Appropriate computing programs and resources
- * A named SEND Governor - Stuart Greenwood
- * Regular Pupil Progress Meetings to review progress and plan next steps for all our vulnerable learners.
- * Outdoor provision areas.
- * Sharing of language/environment.
- * Specialist resources.
- * Ethnic minority and Traveller Achievement Service (EMTAS) Involvement. (Nelly Cain)
- * Early Help run by school representative as lead. (SENDA Leader)
- * Referrals for EHC plan (SEND Leader)
- * We have arrangements to apply for top up funding for high needs as appropriate. (SEND Leader)
- * Transitional resources/arrangements—between key stages/schools

Sensory and Physical

Priors Field provides:

- * A SENDCO
- * A whole school SEND Policy
- * Staff First Aiders/Paediatric First Aider.
- * Child friendly and needs based plans with SMART targets/Care plans.
- * The school works hard to ensure parent/carers are able to work in partnership with them to support their children.
- * Differentiated lesson planning to address identified needs
- * Small group support/One to one support if appropriate to increase pupil success and independence.
- * Visual timetables
- * Liaison with outside agencies- advice and guidance sought and implemented to respond to pupils with significant needs—i.e. understand significant medical needs/medicine administration. CAMHS.
- * Sensory resources/sensory diet/training.
- * 'Me' Club trained staff
- * Social Story Groups
- * Appropriate computing programs and resources
- * A named SEND Governor - Stuart Greenwood
- * Regular Pupil Progress Meetings to review progress and plan next steps for all our vulnerable learners.
- * Accessibility plan and policy.
- * Disabled access/facilities.
- * OT support/COMP

Communication and Interaction

Priors Field provides:

- * A SENDCO
- * A whole school SEND Policy—updated July 2020
- * Child friendly and needs based plans with SMART targets/transition passports/ visual tree targets
- * Differentiated lesson planning to address identified needs
- * Small group support
- * One to one support if appropriate
- * Visual timetables
- * Liaison with outside agencies—including SEND Supported
- * Sensory resources
- * 'Me' Club trained staff
- * Social Story Groups
- * Appropriate computing programs and resources
- * A named SEND Governor - Stuart Greenwood
- * Regular Pupil Progress Meetings to review progress and plan next steps for all our vulnerable learners.
- * Forest School approach
- * Individual trackers for progress/attainment and evaluating provision termly
- * Lunchtime provision—supported play and activities groups
- * COGs group

Cognition and Learning

Priors Field provides:

- * A SENDCO
- * A whole school SEND Policy
- * Child friendly and needs based plans with SMART targets shared with families
- * Differentiated lesson planning to address identified needs
- * Small group support
- * One to one support if appropriate
- * Regular intervention with appropriate support packages such as Rapid Phonics
- * Specialist support resources such as Numicon, Dandelion Readers
- * Visual timetables
- * Liaison with outside agencies
- * Appropriate computing programs and resources
- * A named SEND Governor - Stuart Greenwood
- * Regular Pupil Progress Meetings to review progress and plan next steps for all our vulnerable learners.
- * Forest school approach to outdoor learning

Social, Emotional and Mental Health Difficulties

Priors Field provides:

- * A whole school Inclusion and SEND Policy/Behaviour Policy.
- * A school ethos that values all pupils and their diverse abilities are equally celebrated.
- * Social, Moral, Spiritual and Cultural (SMSC) development is central to teaching and learning.
- * Child friendly and needs based plans with SMART targets
- * Differentiated lesson planning to address identified needs
- * Small group support/One to one support if appropriate
- * Visual timetables /feelings boards
- * Liaison with outside agencies including Snowford Grange counsellors and Send Supported.
- * 'Me' Club/to understand and improve social skills and emotional resilience.
- * Social Story Groups
- * Appropriate computing programs and resources
- * A named SEND Governor - Stuart Greenwood
- * Half termly Pupil Progress Meetings to review progress and plan next steps for all our vulnerable learners.
- * A clear system based on a 'restorative justice' approach/pastoral care plans.
- * A buddy bench/system for all playtimes/no child to feel isolated/support by children for other children leading play activities with adult support.
- * Risk assessments effectively ensure that action is taken to increase the safety and inclusion of all pupils in all activities.
- * Lunchtime provision—supported play and activities groups.
- * Forest school approach/nurture
- * Lego therapy.