



The Priory Catholic Voluntary Academy

SEND REPORT (LOCAL OFFER) 2020-2021

Mission Statement

The Priory; a place to learn: have fun, grow and develop, in the light and love of Christ.

Jesus said: "I am the vine; you are the branches" (John 15:5)

Guiding Rationale

Our religious beliefs coined within Catholic social teaching are central to the provision throughout the whole school; and the foundation on which the ethos of the school is built. Every person is recognised as a unique creation of God; it is the intention of every member of staff, for each child to be assisted in every way possible, to achieve his or her potential in all the fields which make up the whole human person: the academic, social, moral, physical and spiritual.

As Jesus taught through his actions and words, everyone has the right to be treated equally –with dignity and respect. All who work and learn here do so in the knowledge that God created us as unique individuals where our differences; whether of: disability, gender, gender reassignment, pregnancy, race, religion or belief, sex and sexual orientation and age, are celebrated as part of the wonderfully created world in which we live.

Our attitudes are Gospel led and every opportunity is taken to refer to behaviour norms which are seen as desirable and which epitomize those which are fostered by the Gospel teachings. This is especially the case in the ways in which we respect and relate to others through:

- valuing, respecting and promoting the rights, responsibilities and dignity of individuals within all our professional activities and relationships
- all members of staff feeling valued, well trained and able to perform their professional duties free from undue and damaging stress
- ensuring the equality of educational opportunity based on merit; irrespective of background, beliefs and socio-economic contexts.

As a worshipping community, we appreciate the importance of prayer in our daily lives and try to present as many opportunities as possible to participate in this intrinsic part of our Catholic Faith. It is from this action and acknowledgement of our faith that we are impelled to share our resources –the school and parish community undertake a great deal of charity work; supporting the global family of God on a local, national and world-wide basis.

1. What kinds of special educational needs and disabilities does the school/setting make provision for?

Here at The Priory Catholic Voluntary Academy, we are concerned with the growth of each and every child entrusted to our care. We strive to nurture their spiritual, academic, social and personal development, emphasising the teaching of Gospel values and the mutual respect we should all have for one another.

We have developed a whole-school approach to our Special Educational Needs policy recognising the entitlement of all children to a broad and balanced curriculum. Pupils who have special educational needs and disabilities (who have communication and interaction needs; cognition and learning needs; sensory and physical needs; and, social, emotional and mental health needs) have as full access to the curriculum as possible and appropriate; and are included in all aspects of school life.

2. How does the school/setting know if pupils need extra help and what should I do if I think that my child may have special educational needs?

At The Priory Catholic Academy early identification of pupils with special educational needs is a priority. The school largely uses progress measures as a way of identifying that a child requires extra help. The signs that class teachers look for and discuss with the school's Special Educational Needs and Disabilities Coordinator (SENDCO) are if children under their care:

- make very little or almost no progress over a sustained period
- work at considerably lower than year group and/or age related expectations
- have profound difficulties in developing English or mathematical foundational skills
- show persistent emotional/social difficulties which impedes their learning
- have sensory/physical problems, and make little progress despite the provision of specialist support and/or equipment
- experience communication and/or interaction problems and make little or no progress despite receiving the quality first teaching and differentiated curriculum which the school prides itself on.

We value parents/carers' views and opinions of their children as the first and main educators. If you think your child requires additional support, or may indeed have special educational needs, please make an appointment to discuss these issues, in the first instance, with your child's class teacher. He or she will then arrange a further meeting with you to discuss the future provision for your child. This may entail that the school's SENDCO becomes involved if they feel that your child has special educational needs.

The Priory Catholic Academy values its strong and active partnership with parents and believes this will enable children and young people with special educational needs to achieve their potential.

3. a) How does the school/setting evaluate the effectiveness of its provision for pupils with special educational needs?

Special needs provision is reviewed and evaluated at the school as part of an on-going cycle.

We assess children's performance using a wide range of strategies in order to measure their progress. This initial part of the cycle is about gaining information which begins by placing the child at the centre of discussions and decisions. The school does this by listening to the child and Parents/Carers' points of view. The teacher analyses: standardised screening and specific diagnostic assessments; evidence from teacher observations and other curriculum assessments; children's performance within and across the curriculum; and, information from external services.

Secondly, we plan provision and strategies that are aimed at addressing pupils' individual special needs and which help to overcome barriers to learning; and which aid in making appropriate progress. The planned provision and strategies are recorded on provision maps which also establish educational targets for pupils to achieve.

Next we undertake the planned provision and set out an Individual child's One Page Profile –the aim being to make consistent and appropriate amounts of progress. This is in addition to the delivery of quality first teaching and an appropriately differentiated curriculum.

All parents and carers are invited to a termly review of educational provision and progress. In addition, parents and carers of children with special educational needs are invited to discuss their child's progress and the provision set out on their 1 Page Profile; this allows for at least six consultations and reviews to take place each school year.

Progress is assessed and shared at these meetings; targets and objectives are reviewed and updated, before the next steps of agreed action are put in place.

This is an ongoing cycle to enable provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of the types of intervention that are most effective in supporting a pupil to achieve good progress and outcomes in the time between each review.

In addition to the evaluation processes built into the on-going cycle, pupil progress is also monitored on a termly basis when teachers meet to share information and data with the school's Senior Leadership Team. There is also a termly formal evaluation of the effectiveness of the school special educational needs provision carried out by the Headteacher in his report to The Academy Trust, and a minimum of one audit report is made by the link governor for special educational needs which is overseen by both the Local Governing Body and Academy Trust. Finally, the Academy Trust has employed two directors of Standards to oversee and check the work of the school, which forms part of the Nottinghamshire Local Authority's approach to sharing resources, good practice and expertise.

At the current time, the proportion of pupils with learning difficulties and/or disabilities (SEN) is 18.4% (38 pupils). This is above the national average (15.9%). Of these, the proportion of pupils with an EHCP Plan is 1.9% (4 pupils) against the national average (3.1%). This is in line with the Nottinghamshire approach – which is unique to the rest of the country – to supporting pupils with SEND. The school statistics for pupils in receipt of an EHCP are higher than Nottinghamshire statistics (1.5%) – Nottinghamshire being the lowest in the country; bar the London boroughs of Newham and the City of London.

The proportion of pupils with SEND who do not have an EHCP is 16.6% -against the national average (12.9%).

The overall trend for all pupils with SEND has been steadily increasing year on year (2015: 6%; 2016: 8%; 2017: 9%; 2018: 10%; 2019: 15%; 2020: 18.5%) and this trend may continue as more parents and carers who have children of varying needs seek to send them to the school. The local governing body is aware of this pattern and in response the school has employed a school SENDCO (from September 2019) who is supported by the previous SENDCO (the Headteacher) as well as the school's Family Liaison Leader.

The most common types of special educational need and disabilities that the school accommodates are around Cognition and Learning Needs. However, there are a significant number of pupils who have needs Behaviour, Emotional and Social Development Needs (EBSN). These pupils are mainly in Year groups 2 and 5 – as the proportion of these pupils is steadily increasing over time.

The school is funded through the identification and level of needs of the pupils. It has three pupils at the HLN (Higher Level Needs) stage who are making good progress in line with their academic –as well as their individual holistic –needs, as parents/carers share in the aims and vision of the school for their children.

Presently the school has 15 pupils who receive support at the AFN (Additional Family Need) level; and 17 pupils receive ASN (Additional School Need) support.

The majority of pupils at our school who have special educational needs or disabilities are working below the level of their peers and below the expected levels of the national curriculum. However, individual plans contain targets that are: "SMART" (Specific, Measurable, Achievable, Realistic, Time scaled) which allows progress to be measured in line with children's holistic and academic needs. Termly pupil progress meetings conducted by the school's senior leaders, in conjunction with Classteachers, as well as the annual review of progress carried out by the governor responsible for special educational needs and disabilities; shows that throughout school, pupils make good progress in line with their individual plans.

Where pupils who have special educational needs or disabilities are working akin to their peers and within the range of the expected levels of the national curriculum, they make good progress and sometimes leave the school working at greater depth in some areas.

4. b) How will both the school/setting and I know how my child/young person is doing and how will the school/setting help me to support their learning?

As a school we measure children's progress in learning against national and age-related expectations.

Our class teachers continually assess each child, noting areas where they are improving and where further support is needed. As a school, we track children's progress from entry at Foundation Stage through to Year 6, using a variety of methods. It is from our use of this systematic tracking that children who are not making expected progress are identified.

Pupil progress meetings take place termly where teachers meet to share information and data with the school's Senior Leadership Team. Here discussions take place concerning why individual children are experiencing difficulty and what further support can be given to aid their progress.

When a pupil's targets are reviewed, comments are made against each target to show what progress the child has made. If the child has not fully met a target, the reasons for this will be discussed, in conjunction with parents/ carers and the pupil's own voice, then the target may be adapted into smaller steps or a different approach may be tried to help ensure the child does make progress.

Other than the six consultations mentioned earlier, parents and carers are always welcome to make an appointment to meet with the class teacher, Deputy SENDCO or SENDCO to discuss a child's progress. In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs.

If your child has special educational needs or disabilities then the relevant information is recorded on a 1 Page Profile which also has your child's individual targets. This is discussed on a termly basis and parents are given a copy of the Profile covering the provision and targets. The targets set are: "SMART" (Specific, Measurable, Achievable, Realistic, Time scaled) targets with the expectation that a child will achieve each target by the time it is reviewed.

If your child has more complex special educational needs or disabilities, then they may have an Education Health Care Plan (EHCP) which means that a formal annual meeting takes place to discuss your child's progress. A longer, more in-depth report is usually produced detailing progress and future plans of action; this is also overseen by the LA.

3. c) What is the school's approach to teaching pupils with special educational needs?

We believe that all children are unique and special; created by God and made in the image of God. The approach to teaching all pupils in school is set in this context –of a Catholic Christian school living out its mission. We therefore believe that all children are special and that they have the right to feel valued. They should feel able to make mistakes or succeed in a safe, happy and supportive environment so that they can learn to use their experiences as a learning tool to achieve success and build their self-worth. Children with special educational needs and disabilities are taught within this inclusive Christian context. Curriculum activities are adapted appropriately to meet the needs of individual pupils with additional adult support given when required –Teaching Assistants (TAs) support in whole class lessons, small groups or through undertaking 1-1 work.

3. d) How will the curriculum and learning be matched to my child/young person's needs?

The curriculum is reviewed annually by the Governing Body, Headteacher and Senior Leadership Team to ensure that it is fully inclusive of all pupils. Children with special educational needs and disabilities are given access to the curriculum through the specialist special educational needs provision offered by the school. In doing so every effort is made to educate pupils with special educational needs and disabilities alongside their peers in the mainstream classroom setting. Where this is not possible, the SENDCO and Deputy SENDCO consult with the child's parents and carers as well as professionals from external agencies in order to agree alternative arrangements.

Class teachers take steps to provide differentiated learning opportunities that aid pupils' academic progress; this enables teachers to understand more fully the appropriate provision and teaching style required. Individual class teachers remain responsible for planning additional provision and for and the overall delivery of the curriculum for children with special educational needs and disabilities on a day-to-day basis. The evaluation process measures the impact and quality of the various support and interventions planned by the class teachers.

3. e) How are decisions made about the type and amount of support my child/young person will receive?

Support for special educational needs and disabilities is coordinated by the SENDCO and Deputy SENDCO who carefully monitor and review that individual targets are being met and that pupils' needs are catered for within the constraints of the financial resources available. The SENDCO, Deputy SENDCO and Governing Body establish a clear picture of the resources that are available to the school and consider their strategic approach to meeting special educational needs within this context.

From this point decisions about the type and amount of support that children receive is informed by consultations between: the pupils; parents/carers; Class teachers; SENDCO and Deputy SENDCO; outside agencies; Senior Leadership Team; and, Governors. By working closely with parents and external professionals we seek to cater for the needs of every child who has special educational needs, so they can achieve their potential. To achieve this goal, the type and level of support remains fluid depending on the specific needs of a child at any particular time.

If the needs and required provision for a child who has special educational needs meet the criteria for additional funding from an outside source, then a bid for that funding is written by the SENDCO to further aid the support for that child.

3. f) How will my child/young person be included in activities outside the classroom, including school trips?

As a school we highly value the benefit of education outside of the classroom and believe that all children have the right to participate in these experiences. Prior to trips being made, pre-visits are usually made by members of staff and a risk assessment is carried out. All risk assessments consider the needs of children with special educational needs and disabilities. Where necessary, members of staff meet with parents to discuss any additional support that may be required.

We also aim to ensure all children have the chance to be part of clubs and activities that take place at lunchtimes and as part of the school's wrap around care provision.

3. g) What support will there be for my child/young person's overall well-being?

Our mission statement reads: 'The Priory; a place to learn: have fun, grow and develop, in the light and love of Christ' –we aim:

- to create a Christian environment reflecting the life of Christ whilst striving to foster links with the home, the parish and the wider community
- to ensure that within an atmosphere of mutual respect and shared learning, each individual is given the opportunity to promote self-esteem and to develop and share their qualities, abilities and ambitions; thus fulfilling individual potential and satisfying personal, spiritual, emotional, physical, intellectual and social needs
- to ensure that a broad and balanced curriculum is taught in a way that is appropriate to the needs of each child and is based on attitudes and values within the Gospels
- to provide high quality education in a stimulating environment, where each individual child is celebrated and their uniqueness in God is valued.

The school community adhere to and share these values. In our last Ofsted inspection, it was reported: "The exceptionally high standard of care, guidance and support is greatly supporting the good personal development of the students." And in our most recent Canonical Inspection, it was noted that: "The children benefit from very high quality care whatever their individual needs may be. Each child is known personally in school."

4. Who is the school/setting's special educational needs and disabilities coordinator (SENDCO) and what are their contact details.

The person coordinating the day to day provision for children with special educational needs is the Year One Classteacher (who is also the SENDCO) Mrs Jemma Symonds. She can be contacted via telephone: 01773 713731; by fax: 01773 535154; by email: office@priory-pri.notts.sch.uk or SENDCO1@priory-pri.notts.sch.uk The school also employs a Family Liaison Leader. She can be contacted in the same way.

The school is also part of The Eastwood Primary Family of schools –working in partnership with: Brookhill Leys Primary School, Chewton Street, Eastwood, NG16 3HB; Greasley Beauvale Primary School, Main Street, Newthorpe, Nottingham, NG16 2FJ; Springbank Primary School, Peacock Drive, Eastwood, Nottingham, NG16 3HW; and, Lawrence View Primary and Nursery School, Walker Street, Eastwood, NG16 3FP. Together, our family of school’s employ a Family SENDCO: Mrs Helen Snelling who supports the family of schools through organising and delivering CPD in conjunction with Nottinghamshire Local Authority –as well as overseeing the family of schools’ moderation processes and access to funding for pupils who qualify for additional support in line with their diagnosed Special Educational Needs. She can be contacted by email: eastwoodfamilysenco@greasley.notts.sch.uk

5 a) What specialist services and expertise are available or accessed by the setting/school?

The school also recognises the important contribution that external support services make in assisting to identify, assess, and provide for, special educational needs pupils. External support services may be asked to provide further assessments and advice, and possibly work directly with a pupil. Parental consent is sought for any such additional information.

Where appropriate, the school also requests direct intervention/support from a specialist provider. These include from time to time: Schools & Families Specialist Services (SFSS); Speech and Language Therapy (SALT); Behaviour Intervention Specialists; Health Professionals, including –GPs, the school nurse, the clinical and educational psychologist, community paediatricians, occupational and physiotherapists, Physical Disabilities Service; social services; CAMHS/EHWP (Child and Adolescent Mental Health Service/Emotional Health and Well Being); Special Educational Needs ICT (Information and Communication Technology) service; and, outreach services including voluntary organisations.

5. b) What training have staff supporting special educational needs had and what is planned?

The SENDCO and Deputy SENDCO attend relevant special educational needs courses, including local school’s special educational needs meetings. In addition, since joining the larger Saint Ralph Sherwin Multi-Academy Trust, the school now receives additional support through attending cluster meetings with other Catholic primary schools where we are able to share resources and good practice. From these meetings, we are able to facilitate/signpost relevant special educational needs training opportunities for all staff. In so doing, teachers access out of house training where necessary; there are regular INSET days and staff meetings which have a focus on special educational needs and disabilities. There is also training from the school nursing team and other outside agencies as and when needed.

Finally, we plan our staff training around the needs of the children we currently have in school. This is reviewed on an ongoing basis as the needs and circumstances of the children change. During the last two academic years, members of staff have received the following training as part of their continued professional development and as part of whole school development:

- Autism
- Manual Handling
- Intimate Care
- Bereavement
- Counselling
- Safeguarding
- Health and Safety
- Code of Practice
- Assessment
- Lego therapy
- ELSA
- Positive Play
- Art therapy
- Funfit
- Phonics for all (including children with cleft palates)
- Rochford Pre Key Stage Standards
- B-Squared assessment
- Working with children with Downs
- Dyslexia (whole school)
- Intervention Strategies
- Switch On Writing
- Diabetes and medical needs
- SENDCO (Annual Conference)
- Learning Characteristics

6. How will equipment and facilities to support pupils with special educational needs be secured? How accessible is the school/setting?

Accessibility Plan

The school was built into the hillside known locally to the people of Eastwood as Hilltop. It was built by the parishioners of the local Catholic Church in 1963 and is built on three levels with flights of steps joining different sections of the building. Although we now have changing and toilet facilities available for those with disabilities, we are not able to offer wheelchair accessibility (accept into the school hall), the school does not have parking bays for the disabled in the small, confined car park. In the event of a wheelchair bound pupil joining the school, funds have been set aside in the school budget so that a classroom can be adapted accordingly. A plan for wheelchair access and chairlift on one adjoining set of steps is also in place in the event of it being required by a pupil in the future.

Parents and carers who have mobility difficulties are catered for as arrangements are made for them to access the school hall for curriculum and community events. The allocation of funding (including the allocation of equipment and facilities) is reviewed termly by the governing body to ensure special educational needs and disabilities provision is effective and best value for money. Every effort is made to cater for the unique needs of each individual pupil with specialist equipment being obtained in order to ensure full access to the school setting and to the curriculum.

This accessibility plan in line with the school's special educational needs and disabilities policy has the aim of ensuring that our school is socially and academically inclusive and that all pupils have access to a full curriculum, and that all pupils are appropriately challenged.

Our special educational needs policy outlines the school's provision for supporting pupils with special educational needs and disabilities (SEND), and the school's publication of equality information and objectives explains how we ensure equal opportunities for all our students, increased access to the curriculum, physical access to the school and access to information particular to students with SEND. This accessibility plan provides an outline of how the school will manage this part of the SEND provision. Please refer to our special educational needs policy for an outline of our full provision to support pupils with SEND.

7. What are the arrangements for consulting parents of pupils with special educational needs? How will be I involved in the education of my child/young person?

Pupils who have been identified with having special educational needs are tracked and their needs catered for through a One Page Profile (1PP) where achievements, attainment and progress are reviewed formally, with regular parent and carer consultations; these take place at least termly (which is six times a year). In addition, parents and carers are kept up to date with their child's progress through any additional necessary formal, or incidental informal, meetings which take place over an academic year. All meetings and progress made within each academic year is reviewed and summarised in a final end of year report.

Other strategies and events in which the academy involves and welcomes pupils and parents include:

New to school parents/ pupil transition programme; new to Foundation Stage 2 welcome evening; Tuesday Toddler group –funded by the academy; church and parish links –joint events; end of day open door policy handover; Parent/Carer Consultations – at least six; informal –extra parent/carers meetings; assemblies (a wide range of events which parents are invited to attend); feedback from 1PP reviews and assessments; open school days; an effective and supportive PTA and parent volunteers; SENDCO and Deputy SENDCO system adopted by the academy –approachable and almost always contactable; SENDCO and Deputy SENDCO form half of the Senior Leadership Team; Family Liaison Lead –along with the academy's Senior Leadership Team ensure pupils are greeted to school each morning –working together to ensure vulnerable children find it easier to come into school at the beginning of each day.

The SENDCO or Deputy SENDCO will attend meetings for children with more complex needs or whenever the class teacher or parent requests attendance. Parents can make an appointment to see the SENDCO or Deputy SENDCO via email.

8. What are the arrangements for consulting young people with SEN and involving them in their education?

We value and celebrate each child being able to express their views on all aspects of school life. This is usually carried out when observing lessons or by the children themselves through their class and whole school liturgy groups. There are also annual pupil questionnaires where we actively seek the viewpoints of the pupils. In addition children who have Provision Maps discuss and set their targets with their class teacher and parents. Furthermore, if your child has an Education Health Care Plan (EHCP) their views are always sought before any review meetings.

On the whole we recognise pupil participation is a fundamental right of the child. This is reflected in their involvement in collaborative decision-making throughout all year groups and within the day to day delivery of the curriculum.

9. What do I do if I have a concern or complaint about the SEN provision made by the school/setting?

If a parent or carer has any concerns or complaints regarding the care or welfare of their child the school complaints procedure is published on the school website. This can be found at: www.priorycatholicschool.co.uk

A parent may also wish to seek external advice from the Parent Partnership Service on 0115 948 2888.

10. How does the governing body involve other organisations and services (e.g. health, social care, local authority support services and voluntary organisations) in meeting the needs of pupils with special educational needs and supporting the families of such pupils?

The Headteacher reports to the Governing Body and Academy Trust every term to inform them about the progress of children with special educational needs; this report does not refer to individual children and confidentiality is maintained at all times. In turn the Governing Body ensures that appropriate provision is made for all pupils with special educational needs and also monitors special educational needs support via a report provided by the SENDCO and Deputy SENDCO in conjunction with the link governor for special educational needs. They agree priorities for spending within the special educational needs budget with the overall aim that all children receive the support they need in order to make progress.

The Governing Body recognise the importance of continuing professional development for all staff and support access to special educational needs training. They also recognise the important contribution that external support services make in assisting to identify, assess, and provide for, special educational needs pupils.

11. How does the school/setting seek to signpost organisations, services etc. who can provide additional support to parents/carers/young people?

As a school we have a bank of agencies and charitable organisations that we are regularly involved with. We advertise leaflets, website addresses and contact details in order to introduce families to these services. If more urgent/specific help is required, we then complete an Early Help Assessment Form (EHAF) to access a wider range of agencies.

The school also seeks advice, as appropriate, around individual pupils, from external support services through the termly 'Springboard meetings', Early Help Unit and the Multi-Agency Safeguarding Hub. Parental consent is always sought before a child is discussed and any advice given is shared with the parent/carer. The Priory Catholic Voluntary Academy also signposts any parent seeking further support to the special educational needs Local Offer. This is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Nottinghamshire that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need.

The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors. You can find Nottinghamshire's special educational needs Local Offer at: www.nottinghamshire.sendlocaloffer.org.uk

12. How will the school/setting prepare my child/young person to:

i) Join the school/setting?

We encourage all new children to visit the school prior to starting; this provides an opportunity for them to be shown around the school. For children with special educational needs or disabilities, we encourage additional visits in order to assist with the acclimatisation of the new surroundings. We also visit new starters or children with special educational needs in their current school/nursery. All parents with new children have the opportunity to discuss the academic or social and emotional welfare of their child with their class teacher or Family Liaison lead. At this point we sometimes find it useful to write social stories if transition is potentially going to be difficult.

ii) Transfer between phases of education (e.g. early years to primary, primary to secondary)?

We acknowledge that transition can be a difficult time for some children and their parents/carers. The Priory Catholic Academy aims to support families through this time of change to ensure the transition is as smooth as possible.

This will involve the sharing of information and careful planning to provide any additional requirement such as an extra visit to the new environment so the child and family can become familiar with the new setting. We also have a dedicated Teaching Assistant who is responsible for supporting transition to Secondary Education with the support of the Year 6 class teacher.

In addition our partner secondary school; Saint John Houghton Catholic Voluntary Academy, run a programme specifically tailored to aid transition for the more vulnerable pupils.

iii) Prepare for adulthood and independent living?

Through living out our mission statement: 'The Priory; a place to learn: have fun, grow and develop, in the light and love of Christ' and making it a reality in your daily life.

13. Where can I access further information?

You can access further information from our school website. This can be found at:

www.priorycatholicschool.co.uk

Here you can read the Special Educational Needs Policy and any other policy which may be of interest. If you do not have access to the internet please contact the school office via telephone: 01773 713731; by fax: 01773 535154; by email:

office@priory-pri.notts.sch.uk

14. What are the outcomes for pupils with Special Educational Needs at the school?

(Note that caution should be taken when comparing small cohort sizes as this limits the statistical relevance of the data; also, progress scores show how much progress pupils have made in these subjects between Key Stage 1 and the end of Year 6; compared to all pupils across England who obtained similar results at the end of Key Stage 1. A score above zero means pupils made more progress, on average, than all pupils across England; and a score below zero means they made less progress than all pupils across England. Note: Most schools have progress scores between -5 and +5).

2015-2016

12.9% (4) of the pupils (all boys) in the cohort had a Special Educational Need (SEN). Despite only 25% (1 pupil) achieving the required standard in Reading, Writing and Maths combined; compared to 85.2% of pupils with no SEN (and the SEN gap for The Priory Catholic Academy being 60.2% against Nottinghamshire's SEN gap of 48%) the 4 SEND pupils had very pleasing combined progress scores of: Reading: +0.25; Writing: +7.87; and, Maths: +1.73).

This indicates that progress was made akin to their individual needs and targets as set out on their 1 Page Profiles. This resulted in:

- 2 pupils (50%) being at the expected standard –and additionally, at the higher standard in Grammar, Punctuation and Spelling
- 1 pupil (25%) being at the expected level in Reading
- 2 pupils (50%) being at the expected standard in Writing
- 2 pupils (50%) being at the expected standard –and additionally, at the higher standard in mathematics.

2016-2017

11.8% (4) of the pupils (all boys) in the cohort had a Special Educational Need (SEN). Despite only 50% (2 pupils) achieving the required standard in Reading, Writing and Maths combined; compared to 70% of pupils with no SEN (and the SEN gap for The Priory Catholic Academy being 20% against Nottinghamshire's SEN gap of 50.5%) the gap (in comparison to local data) was closed substantially more for this group of pupils. The closing of the gap to this extent can be further seen from the extremely pleasing combined progress measures that the 4 SEND pupils obtained: Reading: +2.7; Writing: -0.5; and, Maths: +4.0).

These progress gains additionally resulted in:

- 2 pupils (50%) being at the expected standard in Grammar, Punctuation and Spelling
- 3 pupils (75%) being at the expected level in Reading
- 2 pupils (50%) being at the expected standard in Writing
- 3 pupils (75%) being at the expected standard –and additionally, one pupil (25%) at the higher standard in mathematics.

2017-2018

16.1% (5) of the pupils (3 boys and 2 girls) in the cohort had a Special Educational Need (SEN). 40% (2 pupils) achieved the required standard in Reading, Writing and Maths combined, compared to 73.1% of pupils with no SEN. The SEN gap for Priory Catholic Voluntary Academy is 33.1% whereas Nottinghamshire's SEN gap is 51.2%.

The School's gap was closed substantially more than the Nottinghamshire and National picture, due to significant and accelerated progress in Reading: +7.1; Writing: +5.2; and, Maths: +4.4. Equally, such significant amounts of progress resulted in:

- 2 pupils (40%) being at the expected standard in Grammar, Punctuation and Spelling
- 4 pupils (80%) being at the expected level in Reading
- 3 pupils (60%) being at the expected standard in Writing
- 3 pupils (60%) being at the expected standard in mathematics.

Although no pupils with SEN reached the higher standard in Reading, Writing or Mathematics; progress scores were significantly high in reading and writing; and yet substantially high in mathematics to be well above local and national progress scores. A similar trend can be seen in attainment, where the school was above the local authority in all areas for SEN pupils meeting expectations:

- Grammar, Punctuation and Spelling –School: 40%; Notts LA: 33%
- Reading –School: 80%; Notts LA: 34%
- Writing –School: 60%; Notts LA: 30%
- Mathematics –School: 60%; Notts LA: 34%
- Reading, Writing and Mathematics Combined –School: 40%; Notts LA: 20%.

2018-2019

15% (5) of the pupils (2 boys and 3 girls) in the cohort had a Special Educational Need (SEN). Progress was good for this group which resulted in the following attainment:

Reading: 1 pupil (20%) achieved the expected standard.

Writing: 1 pupil (20%) achieved the expected standard.

Maths: 2 pupils (40%) achieved the expected standard.

EGPS: 2 pupils (40%) achieved the expected standard.

Although attainment is lower and that no pupils achieved the required standard in Reading, Writing and Maths combined (compared to 72% of pupils with no SEN) progress measures were higher than Nottinghamshire and National statistics. As parents know at our school from our regular presentations and meetings –progress is the most important measure of a child’s achievement and indicates that they feel safe and secure in their learning.

Good progress was made by the group in Reading: +1.5; Writing: +1.5; and, Maths: +1.3 when compared to Nottinghamshire: Reading (-1.9); Writing (-2.0); and, Maths (-1.3) and to National Statistics which were: Reading (-1.4); Writing (-1.9); and, Maths (-1.1).

The 5 pupils as a group who had a Special Educational Need made better progress than Nottinghamshire and National statistics in Reading, Writing and Mathematics (being broadly in line).

Data for all four years indicates that the school continues to make good use of funding to accelerate the progress of SEND Pupils in Reading, Writing and Maths by the end of KS2 –with progress measures being largely in line or above, local, Nottinghamshire and National scores. This end of Key Stage 2 data shows that the school continues to make good use of SEND funding throughout –as each pupil’s progress is tracked throughout their time in school. Internal moderation also takes place through lesson observations, work scrutiny and reports to the link governor in this area.

2019-2020

This year has seen such disruption, that the conventional SEND action plans have been put on-hold. Official testing, and the data this produces which the school uses as part of its measures and review, did not take place due to Covid19. This year’s plan has also been superseded by Return to School Action Plans and Catch Up Plans – in response to the turbulence caused by the pandemic. These are posted on the website as part of The School Improvement Plan, and follow government (DfE and Ofsted) guidance as well as the results and evidence from research (EEF).

In previous years, the school has had a strong focus on supporting the pastoral care for SEND pupils with the aim of improving the social, emotional and mental health of pupils eligible for both Pupil Premium and SEND funding. We have also focused on providing targeted interventions for disadvantaged children who are falling behind in their reading, writing and mathematics. In addition, the school has provided opportunities for disadvantaged pupils through wider curriculum offer.

In this academic year, a full review undertaken by the link governor for SEND, will not take place as in previous years. Instead, the Local Governing Body will check to see if the school's catch up plans are fully in place (and aligned – as government guidance and evidence suggests; with SEND Plans) in order to begin the process of overcoming barriers to learning caused by the effects of lockdowns. (See Catch Up Plan – agreed by the local governing body in Advent Term 2020 – as part of The School Improvement Plan section of the website).