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PRIORY PRIMARY SCHOOL

SEN Annual Report September 2022

How does the school identify children with special educational needs?

When a child first joins the school, school staff will talk to parents about their child's needs. Reception staff will liaise with a child's previous setting to discuss needs already identified. If a child joins Priory at any other time than in Reception, the child's records will be studied by the class teacher and the SENCo alerted if there seem to be Special Educational Needs already identified. The SENCo will then liaise with the previous school.

Special Educational Needs are identified through assessments and observations made by class teachers and learning support assistants.

How many children in the school have special educational needs?

As at 8th September 2022 there were 30 children identified as needing extra support to catch up or to close the gap.

Education and Health Care Plan	5 children
Specialist Teacher Advice sought/One Planning commenced	5 children
Medical Needs	3 children
Support Plans	17 children

How are school resources deployed?

Currently the school employs 9 Learning Support Assistants. Some work with individual children but the vast majority work in class supporting groups of children under the direction of the class teacher.

SENCo Role

The previous SENCo left at the end of 2020/2021 and the head teacher who was a SENCo many years ago, became Acting SENCo. IN April 2022 the Deputy Head took assumed the role of SENCo. The Deputy Head will be undertaking the formal SENCo qualification in 2022/2023 and will be supported in the meantime through attendance at the local SENCo cluster meetings and liaising with Specialist Teachers and Educational Psychologists. Support is also available through the cluster and the Super SENCo programme.