



The Priory School

Educating Students for Success in Life

Name of policy	SEND
Statutory	Yes
Date policy was updated	Autumn 2018
Date of next review	Autumn 2019
Governors committee	Student Wellbeing
Member of staff responsible for the policy	Lawrence Foster/Kate Emsley

Responsibility **Respect** Resilience

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (2014) 3.65 and has been written with reference to the following guidance and documents:

Equality Act 2010: advice for schools DfE Feb 2013

SEND Code of Practice 0 – 25 (2014)

Schools SEN Information Report Regulations (2014)

Statutory Guidance on supporting pupils at school with medical conditions April 2014

Safeguarding Policy

Accessibility Plan

Teachers Standards 2012 which can be found in the PAR policy

This policy was created by the school's SENDCo in liaison with the SEN Governor, the governing body and SLT. Parents, staff and students were asked to fully engage with the process and the policy was first finalised in November 2014.

SENDCo: Mrs K Emsley (National SENDCo Award completed July 2013)

SLT Link: Assistant Headteacher Lawrence Foster

SEN link governor: Mrs L Cooper

Pupil Premium Coordinator: Assistant Headteacher Katie Southall



The Priory School

1 RATIONALE

- 1.1 The Priory School believes that each student has individual and unique needs. This school aims to provide all students with strategies for dealing with their needs in a supportive environment, and to give them meaningful access to the National Curriculum.
- 1.2 Children have special educational needs where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to students of the same age. (COP September 2014)
- 1.3 Children have a learning difficulty if their progress:
 - a) is significantly slower than that of their peers starting from the same baseline
 - b) fails to match or better the child's previous rate of progress
 - c) fails to close the attainment gap between the child and their peers
 - d) widens the attainment gap despite reasonable adjustments being in place
- 1.4 Slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically be recorded as having SEN.
- 1.5 Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.
- 1.6 Persistent disruption or withdrawn behaviours, concerns with attendance or punctuality do not necessarily mean that a child has SEN
- 1.7 The Equality Act (2010) says that a child has a disability when they have:
'...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'.

2 AIMS

In particular, we aim to:

- 2.1 enable every student to experience success.
- 2.2 ensure every student has access to a broad and balanced curriculum
- 2.3 enable every student is able to access the curriculum by ensuring reasonable adjustments are in place to prevent any disadvantage
- 2.4 promote individual confidence and a positive attitude.
- 2.5 ensure that all students, whatever their special educational needs, receive appropriate educational provision, that is relevant and differentiated, and that demonstrates coherence and progression in learning.

- 2.6 give students with SEND equal opportunities to take part in all aspects of the school's provision, as far as is appropriate.
- 2.7 ensure that children with SEND have opportunities to receive and make known information, to express an opinion, and have that opinion taken into account in any matters affecting them.
- 2.8 identify, assess, record and regularly review students' progress and needs.
- 2.9 involve parents/carers in planning and supporting at all stages of their children's development.
- 2.10 work collaboratively with parents, other professionals and support services.
- 2.11 ensure that the responsibility held by all staff and governors for SEND is implemented and maintained

3 PROCEDURES

3.1 Day-to-day provision of education for students with SEND

The SENDCo is line managed by the Assistant Headteacher with responsibility for Behaviour & Attendance, who reports to the SEND governor. The Learning support manager to the SENDCo works on a full time basis to support the day to day support for students and parents. There are a total of 9 Teaching Assistants in the department, including 2 Lead TAs.

3.2 The role of the special educational needs co-ordinator (SENDCO)

- Monitor the performance of SEND staff
- overseeing the day-to-day operation of this policy
- Track SEND students' progress and through consultation with Heads of Department, identify strategies to raise attainment of SEND students
- ensuring that an agreed, consistent approach is adopted when supporting students
- helping staff to identify students with SEND
- organising detailed assessments and observations of students with specific learning problems

- co-ordinating the provision for students with SEND
- report to SLT regularly the progress of SEND students, areas of strength and concern
- supporting class teachers in devising strategies, setting targets appropriate to the needs of the students, and advising on appropriate resources and materials for use with students with SEND and on the effective use of materials and personnel in the classroom
- liaising closely with families of students with SEND, so that they are aware of the strategies that are being used and are involved as partners in the process
- liaising with outside agencies, arranging meetings, and providing a link between these agencies, class teachers and families
- maintaining the school's Special Educational Needs and Disability Register and records
- assisting in the monitoring and evaluation of progress of students with SEND through the use of school assessment information, e.g. class-based assessments/records, half-term assessments, CATs etc.
- contributing to the professional development of staff
- lead managing learning support staff/teaching assistants
- liaising with the SENDCOs in receiving schools/and or other primary schools to help provide a smooth transition from one school to the other
- liaising with SENDCOs and staff at local secondary schools and specialist schools to coordinate appropriate provision for all students
- taking part in Local Authority SEND moderation through cluster meetings and EHC panel meetings
- working with the Headteacher and the school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- advising on the deployment of the school's delegated budget and other resources to meet students' needs effectively

3.3 Roles and Responsibilities

3.3.1 The role of Headteacher, staff and governors

Provision for children with special educational needs is a matter for the school as a whole. It is each teacher's responsibility to provide for students with SEND in his/her class. They must ensure that reasonable adjustments are made for all SEND students, including the provision of auxiliary aids and services to prevent students being at a disadvantage and to be aware that these needs may be present in different learning situations.

All staff are responsible for helping to meet an individual's special educational needs and for following the school's procedures for identifying, assessing and making provision to meet those needs

Schools should regularly review the quality of teaching for all students including those with SEN or at risk of underachievement.

The SENDCo and subject teachers work together to consider what appropriate equipment, strategies and interventions need to be in place to support the student's progress.

3.3.2 The responsibility of the governing board

The governing board, in co-operation with the Headteacher, has a legal responsibility for determining the policy and provision for students with SEND. It maintains a general overview and has appointed a representative governor (the SEND governor), who takes particular interest in this aspect of the school.

3.3.3 The governing board will ensure that:

- SEND provision is an integral part of the school improvement/development plan
- the necessary provision is made for any student with SEND
- all staff are aware of the need to identify and provide for students with SEND
- students with SEND join in school activities alongside other students, as far as is reasonably practical and compatible with their needs and the efficient education of other students
- they report to parents on the implementation of the school's SEND policy
- they have regard to the requirements of the SEND Code of Practice (2014)
- parents are notified if the school decides to make special educational provision for

their child

- they are fully informed about SEND issues, so that they can play a major part in school self-review
- they set up appropriate staffing and funding arrangements, and oversee the school's work for students with SEND
- the quality of SEND provision is regularly monitored
- they and the school as a whole, are involved in the development and monitoring of this policy.
- anyone who wishes to make a complaint, including a complaint in relation to children and young people with SEN, whether they have an EHC plan or not, is treated fairly, given the chance to state their case, provided with a written response and informed of their appeal rights

3.3.4 The responsibility of the Headteacher

- the management of all aspects of the school's work, including provision for students with SEND
- keeping the governing board informed about SEND issues
- working closely with the SEND personnel within the school to ensure SEND students receive high quality teaching targeted at their area of weaknesses
- ensuring that the implementation of this policy and the effects of inclusion policies on the school as a whole are monitored and reported to governors.
- Ensure that the quality of teaching and learning and progress made by students with SEND is a core part of PAR arrangements

3.3.5 The responsibility of class teachers

- must include all students with SEND in the classroom and provide reasonable adjustments and differentiated resources to ensure students can access the curriculum
- They can draw on the SENDCO for advice on assessment and strategies to support

inclusion and must ensure they are aware of the students' needs and suggested strategies to support these within the classroom

- must make regular assessments of progress and should seek to identify students making less than expected progress
- ensure that students with SEND make good or better progress in line with their peers and students at a similar starting point nationally
- where progress continues to be less than expected the class teacher, alongside the SENDCo should gather evidence to aid assessment of the student's needs and should not delay in putting in additional support or intervention to secure progress
- making themselves aware of this policy and procedures for identification, monitoring and supporting students with SEND
- working with parents to support students with SEND and should be alert to emerging difficulties, listening to and acting on concerns raised by both parents and students
- being familiar with typical characteristics of different special educational needs and referring any concerns to the SENDCo for advice or assessment
- report on the progress of students with SEND as part of the HOD/teacher meetings, identifying and evaluating in class interventions required to support progress
- communicate effectively with teaching assistants about student needs, ensure concerns raised through the communication pads are addressed and ensure teaching assistants are effectively deployed in all lesson to match student needs support progress

3.3.6 The role of Learning Support staff/teaching assistants

- be fully aware of this policy and the procedures for identifying, assessing and making provision for students with SEND
- use the school's procedures for giving feedback to teachers about students' responses to tasks, strategies and any concerns with progress in the lessons

- where directed by the teacher, lead guided work or one to one work to support student progress and learning
- support the teachers to create a conducive environment for effective behaviour for learning
- where directed by the SENDCo, lead one to one or small group interventions, planning appropriately with support and reporting on student progress

3.3.7 Professional Development for staff in relation to SEND

- SENDCo will provide Professional Development as required by SLT, including training on assistive technology and SEND software where necessary.
- time will be arranged for Beginning Teachers and new staff to visit the SEND department and receive advice whenever needed in addition to their induction programme
- SENDCo will attend all cluster meetings organised by County
- SENDCo will bring latest research and legislation, where appropriate, to the attention of SLT and other staff

3.3.8 The use made of external services and facilities

The school seeks advice where required and currently has access to the following external agencies:

- Educational Psychologist
- Speech and Language Service
- Occupational therapists (as planned for individual students)
- ADHD clinics and nurses
- Local support groups
- Family Support Workers
- CAMHs
- Social Workers
- Specialist Assessors
- Cluster Meetings (SENDCo meetings every term)
- Art Therapists (as specified in statements)
- Learning Disability Connexions

- Woolgrove outreach

3.4 **Admission arrangements for students with SEND who do not have a EHCP in so far as they differ from the arrangements for other students**

- Additional visits/contact may be arranged throughout the summer term in Yr 6 or, in exceptional circumstances, to support transition for both students and parents
- SENDCo will coordinate the passing of prior attainment, support strategies and specialist reports to all staff

3.5 **The kinds of provision for SEND which the school provides**

1. Communication and interaction:

This may include students with speech, language and communication needs (SLCN) who may have difficulty communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them, or they do not understand or use the social rules of communication. The profile of these students is very individual and may change over time. Students with ASD, including Asperger's Syndrome and Autism potentially have difficulty in this area.

2. Cognition and Learning:

Support for learning difficulties may be required when students learn at a slower pace than their peers, even with appropriate differentiation. Difficulties may cover a wide range of needs including moderate learning difficulties, severe learning difficulties or profound and multiple learning difficulties. Students with Specific Learning Difficulties (SpLD) may have difficulties which affect one or more areas of learning. This area would include dyslexia, dyscalculia and dyspraxia.

3. Social, emotional and mental health difficulties:

Students may experience a wide range of social and emotional difficulties which will manifest in many different ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These symptoms may reflect underlying mental health issues such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms which are medically unexplained. Other students may have disorders such as

attention deficit disorder (ADD) attention deficit hyperactivity disorder (ADHD or attachment disorder.

4. Sensory and physical needs:

Some students may require special provision or consideration because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. Some students with visual impairment (VI), hearing impairment (HI) or multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning or inclusion support.

3.6 Facilities and support for students with medical needs and/or SEND at the school including facilities which increase or assist access to the school by students who are disabled

- The school recognises that students at school with medical conditions and disabilities should be properly supported so that they have full access to education, including school trips and physical education. Some young people with medical conditions may be disabled and, where this is the case, the school will comply with its duties under the Equality Act 2010.
- Some students may also have special educational needs (SEN) and may have a statement or Education, Health and Care Plan (EHCP) which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.
- Students with medical needs will have their needs assessed on an individual basis and if need be, a risk assessment or medical care plan may be completed Reasonable adjustments will be made to daily arrangements
- Wheelchair access is facilitated throughout the school site, including lift access where appropriate. Separate toileting facilities exist in several places.
- Adjustable height benches, walking frames, non-slip surfaces etc. are available to students with individual physical needs and these are assessed on an individual basis
- SEND students are encouraged to use the Learning Support area at lunch, breaks and any time when respite is required.

3.7 **The identification and review of the needs of students with SEND**

Provision for students with special educational needs is a matter for the school as a whole. In addition to the governing board, the school's head teacher, SENDCO and learning support team, all other members of staff have important responsibilities.

All teachers are teachers of students with special educational needs.

3.7.1 Teaching such students is a whole-school responsibility, requiring a whole-school response. Central to the work of every class and every subject is a continuous cycle of planning, teaching, assessment and evaluation that takes account of the wide range of abilities, aptitudes and interests of the students. The majority of students will learn and progress within these arrangements. However, for students with special educational needs, there may be a need to provide an enhanced level of provision that supports and enhances their learning abilities.

3.7.2 **Graduated response**

The Priory School adopts a graduated response to meeting special educational needs that requires the initial use of high quality teaching incorporating differentiation and reasonable adjustments within classroom. Where necessary additional school resources are used to assess and support need if a student is not making expected progress. When a young person is identified as having special educational needs, the school will intervene as appropriate to support students' needs and these are assessed on an individual basis. The school will record the steps taken to meet the needs of individual children.

If a student is known to have special educational needs when they arrive at the school, the head teacher, SENDCO, departmental and pastoral colleagues will:

- use information from the primary/previous school to provide an appropriate curriculum

- for the student and focus attention on action to support the student within the classroom
- ensure that ongoing observation and assessment provides feedback about student's achievements to inform future planning of the student's learning
 - ensure opportunities for the student to show what they know, understand and can do through the pastoral and extracurricular programme.
 - involve the student in planning and agreeing their support needs if appropriate
 - involve parents in developing a joint learning approach at home and in school when appropriate

3.7.3 Early Identification

Assessment is a continuing process that can identify students who may have special educational needs. The school will measure and monitor students' progress by referring to:

- evidence from teacher observation and assessment
- their performance in standardised screening tests
- their progress against that expected of students at a similar starting point

3.7.4 SEN Support

When a student is identified as having special educational needs, school will provide interventions that could be additional to or different from those provided as part of the school's usual differentiated curriculum. This intervention will be described as **SEN Support**. The triggers for intervention could be concern, underpinned by evidence, about a student who, despite receiving differentiated learning opportunities:

- makes little or no progress even when teaching approaches are targeted particularly in a student's identified area of weakness
- shows signs of difficulty in developing literacy or mathematics skills that result in poor attainment in some curriculum areas
- presents persistent emotional, mental health and/or behavioural difficulties, which are not ameliorated by the behaviour management techniques usually employed in the school and are not assessed as being influenced by other external factors
- has sensory or physical problems, and continues to make little or no progress

despite the provision of specialist equipment

- has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.

3.7.5 **Assessment and Support**

If school concludes, after consulting parents, that a student may need further support to help them progress, they will consider their reasons for concern alongside any information about the student already available to the school. The school SENDCO will support the assessment of the student, assisting in planning future support for the student and in discussion with colleagues and monitoring the action taken. The student's subject and pastoral teachers will remain responsible for working with the student, the progress they make and for planning and delivering an individualised programme through Quality First teaching.

In some cases outside professionals from health or social services may already be involved with the child. In such instances it is good practice for these professionals to liaise with the school and keep them informed of their input. If these professionals have not been working with the school, the SENDCO, with the parent's permission, will contact them.

3.7.6 **Nature of intervention at SEN Support (K)**

The SENDCO and the student's subject teachers should decide on the action needed to help the student to progress in the light of their earlier assessment. This might be:-

- to provide different learning materials or special equipment,
- to introduce some group or individual support,
- to devote extra adult time to devising the nature of the planned intervention and to monitoring its effectiveness
- to undertake staff development and training aimed at introducing more effective strategies.
- access to Local Authority support services for occasional advice on strategies or equipment or for staff training may make it possible to provide effective intervention without the need for regular or ongoing input from external agencies.

As appropriate support from external services may be necessary and is likely to follow a decision taken by the SENDCO and colleagues, in consultation with parents if current

provision is not securing expected progress. These services will be made available as quickly as possible and in line with the Local Offer.

3.7.7 Education, Health and Care plans (EHC)

For a few students the help given by schools through *SEN Support* may not be sufficient to enable the student to make adequate progress. It will then be necessary for the school, in consultation with the parents and any external agencies already involved, to consider whether to ask the Local Authority to initiate a request for an EHC plan assessment.

3.7.8 Exam Access Provision

In addition to this some students may be tested in school to ascertain if they are entitled to Access Arrangements for public examinations. This does not directly lead to a student being allocated as having SEN.

3.7.9 SEND Register

Information on all students is held on the SEND Register on SIMs and additional documents. All staff have access to this information and are expected to use it to inform themselves about the particular needs of individual students. The register contains details of need and strategies to enhance learning. All related documents (progress data, report summaries etc.) are placed on the Linked Documents area of each student's individual SIMs entry. This will be reviewed and updated a minimum of three times a year by the SENDCo or SEND Manager.

The SEND register is reviewed twice a year each after 2 assessment points in the school calendar. A student will be removed from the SEND register only when they have made sustained expected or better progress and their needs can be met by teachers in a classroom setting with support mechanisms, differentiation and reasonable adjustments available to other students. Parents and students will always form a key part of this process and students' progress remains closely monitored by the SENDCo, Head of Year, Heads of Departments and classroom teachers.

3.8 Arrangements for providing access to students with SEND to a balanced and broadly based curriculum (including the National Curriculum)]

The National Curriculum will be made available for all students. Where students have special educational needs a Graduated Response will be adopted. The school will, in other than exceptional cases, make full use of classroom and school resources before drawing on external support.

- The school will make provision for students with special educational needs to match the nature of their individual needs and the class teacher and SENDCo will keep regular records of the students' special educational needs, the action taken and the outcomes.
- There will be flexible grouping of students so that learning needs may be met in individual, small group or whole class contexts.
- The curriculum will be differentiated to meet the needs of individual students. Teaching styles and flexible groups will reflect this approach.
- Schemes of work for students, within classes and year groups, will reflect whole school approaches to teaching and learning and will take account of special educational needs.
- We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom situation. There are times though when, to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom.

4 MONITORING

4.1 The success of the school's SEND policy and provision is evaluated through school self-evaluation and reporting activities such as:

- monitoring of classroom practice by the SENDCO and subject co-ordinators
- analysis of student tracking data and test results for individual students and for cohorts

- value-added data for students on the SEND register
- monitoring of procedures and practice by the SEND governor
- the school profile, website and the prospectus, which contains the required information about the implementation and success of the SEND policy and SEN Information Report
- the school improvement plan, which is used for planning and monitoring provision in the school
- visits from LOCAL AUTHORITY personnel and Ofsted inspection arrangements
- feedback from parents and staff, both formal and informal, following meetings to produce targets, revise provision and celebrate success.

4.2 **Arrangements for complaints**

Should students or parents/carers be unhappy with any aspect of provision they should discuss the problem with a subject/form teacher in the first instance. Anyone who feels unable to talk to the teacher, or is not satisfied with the teacher's comments, should ask to speak to the Head of Department, Head of Year or SENDCo. As a problem might need time to be explored fully, parents/carers should make an appointment as appropriate.

In the event of a formal complaint parents should follow the procedure in the School's Complaints Policy

4.3 **Communication with parents/carers**

This school places great emphasis on having positive attitudes towards parents, respecting the validity of differing perspectives and therefore

- provides user-friendly information and procedures, and is aware of the needs parents might have in respect of a disability or communication and linguistic barriers
- recognises the pressures a parent may be under because of the child's needs
- acknowledges the importance of parental knowledge and expertise in relation to their own child
- gains parental permission before referring students to others for support.

Parents are told about the Parent Partnership Service and about support groups in the voluntary sector when SEND are identified.

Parents have a responsibility to communicate effectively with professionals and so they should

- communicate regularly with their child's school, alerting them to any concerns;
- 4.4 • fulfil any obligations under home-school agreements.

Bullying procedures

The school prides itself on our approach to bullying and this can be accessed in the school's Anti-bullying Policy.

4.5

SEND Policy Review

The SEND Policy will be reviewed annually by the SENDCo in liaison with the SEND governor and SLT.

