



The Priory School

Educating Students for Success in Life

Name of policy	School Information Report - SEND
Statutory	Yes
Date policy was updated	Autumn 2024
Date of next review	Autumn 2025
Governors committee	Wellbeing and Inclusion
Member of staff responsible for the policy	Kate Emsley

Responsibility **Respect** Resilience

The Priory School - Special Educational Needs Information Support

- **How does the school know if children/young people need extra help and what should I do if I think my child may have special educational needs?**

- During the Year 6 transition process either the Head of Year 7 or a member of the Learning Support Department meet with the Year 6 teachers and corresponding SENDCo to ensure all information is successfully shared in preparation for your child joining us in Year 7.
- All students complete a series of assessments when they join us and these look at different elements of their learning profile including spelling, reading, memory and reasoning. The test scores allow us to highlight any areas that are challenging to students and may prompt a need of additional support or further investigation.
- At each assessment point throughout the academic year student progress is monitored.
- Parents' Consultation Evenings offer a chance for parents / carers to meet with teachers to discuss any concerns, it may be that it is a subject specific need or it allows an opportunity to discuss a cross curricular issue and highlight this to the teaching staff, Form Tutor, Head of Year or a member of the Learning Support Department.
- If you have a concern that you would like to raise before Parents' Evening then you can contact your child's Form Tutor in the first instance or the Head of Year.
- If your child joins The Priory School part way through an academic year or after Year 7 it is vital that any information from their previous school is shared with us.

- **How will school staff support my child?**

- The support our students receive depends very much on the individual's needs and challenges.
- Our Pastoral staff including Form Tutors and Heads of Year look after all aspects of our students' day to day needs.
- Support and success for all of our students is at the heart of our philosophy and all of our staff endeavor to cater for a wide range of needs in the classroom.
- All teaching staff are made aware of our students' needs and take account of these in their planning and differentiation. All teachers are responsible for the progress and development of all the students in their classes.
- Where appropriate our Learning Mentors are in classrooms to support learning.
- Where necessary students with specific learning barriers have access to assistive technology to use in class and assessments.
- We run afterschool and lunchtime homework clubs to ensure our students are supported with all aspects of their work.

- Students are tested for additional exam access provision where deemed appropriate in accordance with Joint Council for Qualifications (JCQ) guidelines. This takes place either towards the end of year 9 or during year 10 and 11. We share a time line and outline of our exams access process with all parents of KS4 students during the Autumn term and where appropriate, parents of students identified during KS3.
- The governing board oversees all aspects of the school including SEND and there is a link governor assigned to the Learning Support Department.
- All year groups take part in Wellbeing Surveys which then allows the Pastoral Team to provide appropriate interventions as required. These interventions take the form of parental meetings, mentoring and counselling by both in-house staff and external agencies, students being referred to the school nurse, self-esteem groups, CAMHS or an appropriate external provider as required.
- The Head of Year set up PSP's (Pastoral Support Plans) for students who require some extra support concerning their behaviour or attendance.
- The Pastoral Team monitor all behaviour and attendance, incorporating a report system which will closely monitor a student's behaviour whilst in lessons and around school.
- Through our Pastoral and Wellbeing teams we provide mentoring to those students requiring some extra pastoral support with their mental health needs due to a variety of reasons.

• **How will I know how my child is doing?**

- The school reports home several times a year through a progress check. This informs you how your child is getting on in each subject with aspects such as effort and homework as well as providing information about their learning journey progress.
- All class teachers, Heads of Department, Head of Year and key members of the Learning Support Department monitor the students' progress and will intervene where necessary.
- In addition to this there are opportunities to meet with or contact subject teachers and Form Tutors either through Parents' Consultation Evenings, email and telephone calls.
- Those with an Education, Health and Care Plan will have an annual review each year; for students in Year 11 these will be completed during the autumn term.
- If your child is on the Learning Support register there are opportunities to attend coffee mornings throughout the year.
- The school also provides information through a newsletter, InTouch, information evenings and on the school website.
- For more information please see the SEND Policy- <http://www.priory.herts.sch.uk/about/policies/>

- **How will the learning and development provision be matched to my child's needs?**

- The provision offered is closely matched to the needs of the individual student whilst also ensuring an efficient use of school resources to support all students.
- All teachers have access to information about each child they teach that has additional needs and some suggested strategies to support differentiation in lessons. This information is formed using information provided to us during the transition process and direct observation as well as listening to the parent and young person's thoughts and ideas
- We have a large range of in-school interventions including Learning Mentor class support in lessons, exam support and provision as well as intensive Literacy or Maths, social skills workshops and the use of assistive technology where appropriate.
- We also have a range of interventions that rely on parental involvement, commitment and completion at home or during before school opportunities to ensure learning is not impacted and these can include handwriting support and reading development programmes.
- If your child has an Education, Health and Care plan we will review the support they receive annually.
- All students are tracked and reviewed regularly throughout the academic year and support is put in place where appropriate.
- At Key Stage 4, if appropriate, some students may be able to access other learning opportunities such as college or skills development award schemes
- We complete AQA and entry level certificates for a small number of students to ensure the curriculum is ambitious and appropriate.
- A few of our students may complete work experience as part of their KS4 curriculum and this runs alongside their courses in school

- **What support will there be for my child's overall wellbeing?**

We have a large range of support mechanisms in place including:

- Social, emotional and mental health difficulties – specialist counselling
- Sixth Form mentors
- Mentoring
- In school counselling
- Outreach support
- Peer mentors
- Anti-bullying policy
- External Mentoring
- Self-esteem workshops
- Social skill and effective communication workshops
- Emotional regulation workshops
- Protective behaviours sessions
- Drawing and Talking Therapy
- Young Carers support
- Breakfast clubs

- **What specialist services and expertise are available at or accessed by the school?**

The school works alongside and with a number of professional agencies based on the students' needs and challenges, these include:

- Speech and Language therapists
- Services for Young People
- Specialist advisory Service – VI/HI/ Communication and ASD/~~SPLD~~
- The HCC Educational Psychologist service
- CAMHS
- Step Two
- Safer Spaces
- PALMS
- NHS Mental Health Support Team
- NHS Child development Centre
- The ADHD nurses
- The School Nurse
- Woolgrove Outreach
- External SPLD teachers
- The NHS Occupational Therapy team
- The Behaviour Outreach Team
- Social Services
- Intensive Families
- Families First Coordinators
- Family Support workers
- Herts Young Homeless
- Nessie
- CGL
- ARC
- Stand by Me
- Education Hub
- Virtual School
- External Mentors
- SASH
- ESMA
- Outreach
- NHESC
- Attendance Team

- **What training have the staff, supporting children and young people with SEND, had or are having?**

- Staff have received training on a range of different needs and we aim to continuously and regularly review this
- Many teachers and all Learning Mentors have been trained on the use of assistive technology to support learning.
- Most of the Learning Support department have been trained on supporting Speech and Language needs in the classroom.
- Staff within the learning support department have completed a range of training in line with their responsibilities including SPLD, Downs Syndrome, Autism, Speech, Language and Communication Needs and Visual Impairments
- Six members of staff in the Learning Support Department have had ELKLAN speech, language and communication therapy training.
- In the past 2 years staff have had training focused on supporting students with speech and language needs, Dyslexia and Literacy barriers, Vocabulary development, Zones of Regulation, Supporting working memory, teaching reading skills, trauma informed approach in the classroom and Autism
- There has also been recent training for staff and work completed with all students looking at specific needs and understanding the students' needs, the impact this has in the classroom and how to help others in all aspects of school life. So far this has covered Autism, ADHD and Dyslexia and has involved students sharing their experiences to aid others understanding and form time activities.
- Learning Support staff have had specific training on working with students with Downs Syndrome, Zones of Regulation, Executive functioning, Autism in Girls, Sensory Processing and Attachment Disorder
- All staff training is ongoing and will continue based on the students we support and, over the next 18 months there will be further training time dedicated to supporting reading and oracy in the classroom, updated assistive technology, supporting sensory challenges, vocabulary and emotional regulation.

- **How will you help me to support my child's learning?**

- Year 7 Meet the Tutor evening.
- Coffee mornings/meetings throughout the year.
- Year 6 transition coffee morning in summer term at specific primary schools.
- Parents' Consultation Evenings.
- Progress checks.
- Phone calls/emails home from subjects teachers where concerns highlighted.
- Key stage 4 and 5 welcome evenings
- All staff contact details are on the website.
- Links with external agencies and support systems including parent partnerships.
- Where appropriate a range of personalised interventions can be put in place by the Pastoral Team and contact will be made with parents and carers to encourage engagement for everyone involved with the wellbeing and success of the students.
- Annual reviews meeting for students with an Education, Health and Care plan.

- **How will I be involved in discussions about and planning for my child's education?**

- Parents' Consultation Evenings give all parents the opportunity to discuss their child's education with their subject teachers, Head of Year and Form Tutor.
- You will be notified if your child is identified to be part of a specific intervention and contact can be made with the staff organising this.

- **How will my child be included in activities outside the classroom including school trips?**

- Students are able to attend school activities and trips and the Learning Support department works with the staff organising the trip to make reasonable adjustments are in place.
- Support for medical needs will be in place where appropriate and possible.
- Appropriate adult support will be available where possible.
- Risk assessments will be completed where appropriate.

- **How accessible is the school environment?**

- All ground floor classrooms are wheelchair accessible and there are disabled toilets available.
- We have ramps where possible which allow access to the front of the school, Café, Science and Humanities block.
- We have visual aids on the doors and highlighted where there are change of levels to support those with visual impairments

- **Who can I contact for further information?**

See contact page on the school website for all contact details:

<http://www.priory.herts.sch.uk/contact/>

- **How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education and life?**

- Our commitment to supporting your child begins before they join The Priory School in Year 7.
- As well as their new Head of Year, we aim to visit as many students as possible throughout the summer term.
- We offer extra visits for any student that needs a little extra support.
- For students with significant needs we try to give parents an opportunity to meet with a member of the Learning Support team in either the summer term or early in the Autumn term and hold coffee mornings/meetings to enhance communication where possible.
- Strong links with Services for Young People which advises students on the range of possibilities for their next steps and the options available to them.
- We have strong links to both North Herts College, Shuttleworth and Oaklands and work closely with them to ensure students are aware and encouraged to look at their next steps post 16
- Where possible we take the year 10 and 11 students to visit the colleges to help inform their decisions and encourage discovery of what is possible
- We support and help with college applications for our students including preparation for interviews where appropriate
- If your child has an EHCP we can invite the colleges to the review in year 11 to support transition and ensure it is appropriate post 16.

- **How are the school's resources allocated and matched to children's special educational needs?**

- The SEN budget is allocated in the following areas: Special Educational Needs and Disabilities Coordinator, Deputy SENDCo, Learning Support manager, 3 full time and 2 part time Learning Support teachers and 10 Learning Mentors;
- The department has a number of resources including iPads, chrome books, laptops, specialist visual impairment equipment, Literacy and Maths resources and a range of assistive software eg LEXIA, Literacy Gold, and Read and Write Gold.
- We are involved with the reading intervention LEXONIK and LEXONIK leap which aim to boost the comprehension, automaticity and speed of all students.
- The needs of each child are assessed individually and resources are allocated based on need and availability.
- Where appropriate additional funding is matched with additional with this often used for specialist equipment or support.

- **How can I find information about the local authority's local offer of services and provision for children and young people with special educational needs and disability?**

www.hertsdirect.org/localoffer