



The Priory School, Hitchin

Excellence in education, for every young person, every day

Name of policy	Special Educational Needs & Disability (SEND) Policy
Statutory	Yes
Date policy was updated	September 2026
Date of next review	September 2027
Governors committee	Standards of Education, Wellbeing, and Inclusion
Member of staff responsible for the policy	Kate Emsley and Emily Ashton
Approved by Headteacher for operational implementation on 9th September 2026 Pending formal Governing Body ratification on 13th October 2026.	

Responsibility Respect Resilience

Principles and ethos

At The Priory School, Hitchin (TPSH), we passionately believe that all students have the right to a broad and balanced curriculum and a positive experience of school life, including social events and extra-curricular activities. We strive to ensure that all students are able to engage in all aspects of school life.

We provide a range of support in order to facilitate this and regularly review what we do.

This ensures that we provide the most accurate support in line with the needs of the young person and paying careful consideration to the young person's opinion. Assisting students to become independent and courageous learners is a key aim. Ensuring that they leave school with the necessary skills to be independent is key to the success of our students. We value academic, social and emotional progress in equal measure and work tirelessly to support our students achieve their personal best.

SEND Code of Practice

The SEND Code of Practice (COP) (DfE, January 2015) describes SEN as:

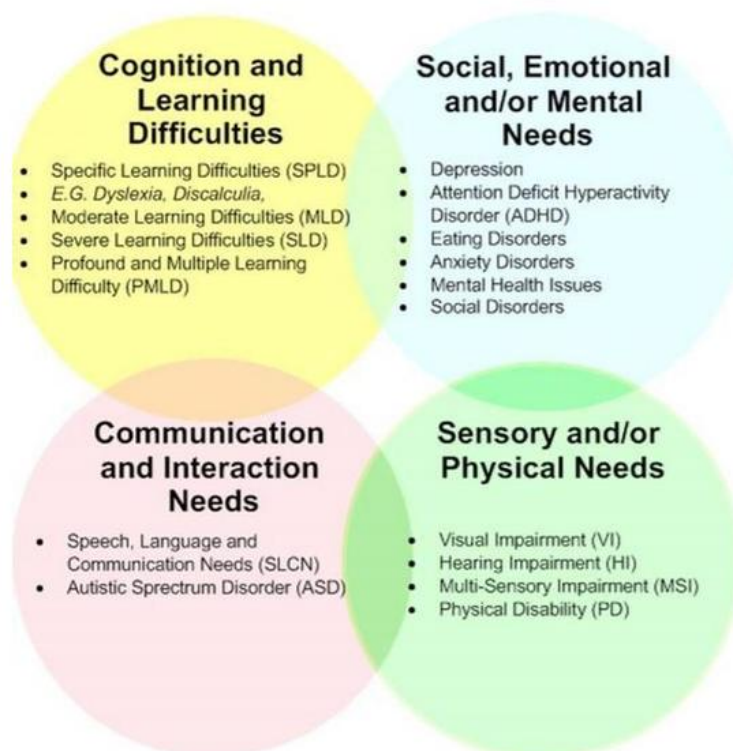
“xiii. A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

xiv. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- *has a significantly greater difficulty in learning than the majority of others of the same age, or*
- *has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions”* (SEND CoP 2015, p15 and p16).

There are four main areas of need as outlined by the CoP 2015;

- Cognition and Learning
- Communication and Interaction
- Social, Emotional and Mental Health
- Sensory and Physical



The Learning Support Team at TPSH

It is the responsibility of the SENCOs to have day to day management of the SEND department and the implementation of the SEND Policy. Our Learning Support Team is led by;

Mrs Kate Emsley: Director of Inclusion/Head of Special Resource Provision (SRP)/ SENCO

Mrs Emily Ashton: SENCO

The key responsibilities of the SENCO include:

- Overseeing the day-to-day operation of the school's Learning Support department.
- Co-ordinating provision for children with SEND.
- Advising on the graduated approach to providing SEND support.
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Liaising with parents of students with SEND.
- Liaising with other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.
- Being a key point of contact with external agencies, especially the local authority and its support services.
- Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned.
- Working with the Headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.
- Ensuring that the school keeps the records of all pupils with SEN up to date.
- Leading staff training and professional development in relation to SEND.

At TPSH we believe that quality-first teaching is one of the critical elements in supporting all students to make the best possible progress, particularly those with SEND, a social worker, who are looked after, or DfE Disadvantaged (DA). As such, teachers in the classroom undertake the following:

- Ensure that all students with SEND are supported.
- Intervene to support students with SEND to make the best possible progress.
- Make their best endeavours to ensure that reasonable adjustments are made.
- 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
- Work closely with Teaching Assistants where present to support named students.

Teaching Assistants at TPSH work with students who hold EHCPs. Teaching Assistants will:

- 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.

Graduated Approach

When addressing the difficulties that SEN students have, TPSH will follow the graduated approach detailed in the SEN CoP (January 2015) to support children and young people with special educational needs and disabilities.



This cycle will form the basis of all of our support and help to inform future interventions as well as map success and areas for development. There are two categories of identified SEN in school.

The first is **EHCP** and applies to students who have an **Education, Health and Care Plan (EHCP)**. EHCPs will detail the support for those pupils with significant SEND after a detailed statutory assessment.

The second category of SEN is **School Support**. This identifies students who have a variety of learning needs, but which should be met using the resources available to the school.

Working alongside other agencies

At TPSH we believe that students get the best possible support when agencies and organisations work together. Below are some examples of the agencies that we work alongside.

Educational Psychologist Service/ ISL Specialist Advisory Service	Education Hub/Woolgrove Outreach
Occupational therapists (as planned for individual students)	Local support groups including Angels
Intensive families Support Team/ Family Support	CAMHs / PALMs / STEP2/MHS Mental Health Support Team/Nessie
Speech and Language Service (as planned for individual students)	Workers/Families First coordinators
Child Development Centre/ADHD clinics and nurse/Occupational Therapy team	Social Workers
SASH/ Herts Young Homeless/ARC/CGL	Specialist provision as appropriate
Step Two/Safer Spaces/Stand by Me	Specialist Assessors and teachers
Local Authority SEND team	Attendance Information Officers (AIO)
Services for Young People	North Herts Education Support Centres
School Nurse	Virtual School
ESMA (Education Support for Medical Absence)	Children's, School and Families

The support we offer at TPSH

At TPSH we are very fortunate to have a purpose-built Learning Support Hub as well as a Special Resource Provision (SRP). We offer a range of support to meet the needs of our learners. The list below is not exhaustive as we are constantly adapting to meet the needs of our learners.

- Study Support in our Learning Support Hub
- Additional English
- Additional Maths
- 1:1 Tutoring
- Small group Teaching
- Academic Tutoring
- Homework Club After School
- Supervised Breaks in our Learning Support Hub
- Supervised Lunchtimes in our Learning Support Hub
- Wellbeing Support from our Wellbeing Team
- Mindfulness
- Counselling
- Additional Year 6 Transition Days and support

- English as an Additional Language (EAL) support
- Social Skills sessions
- Speech and Language Therapy (SALT)
- Riding for the Disabled Association (RDA)

TPSH SEND Report

Our SEND report is a live document which is updated regularly. This outlines the Local Offer and offers specific details regarding the SEND department, the support we offer and who we work with. It also outlines our admissions and complaints procedures. You can find this in the Policies section on our website.