



The Priory School, Hitchin

Excellence in education, for every young person, every day

Name of policy	School Information Report - SEND
Statutory	Yes
Date policy was updated	September 2026
Date of next review	September 2027
Governors committee	Inclusion, Curriculum and Progress Committee
Member of staff responsible for the policy	Kate Emsley
Approved by Headteacher for operational implementation on 9th September 2026 Pending formal Governing Body ratification on 13th October 2026.	

The Priory School, Hitchin (TPSH)

Special Educational Needs and Disabilities Provision Report

Our SEND Information Report is part of the Local Offer for learners with Special Educational Needs and Disabilities (SEND). All Governing Bodies have a legal responsibility to publish the SEN report on their website and update it when required, at least annually. Hertfordshire LA have also recently published their guide to the 'Ordinarily Available Provision' which describes the provision that the Local Authority expects to be made available for children and young people with SEND in early years settings, mainstream schools, and colleges.

Alongside this our information below is provided to support your understanding of how we meet the needs our students with SEND, both at an 'SEN support' (those without an EHCP but identified additional needs) and for those with an EHCP.

If your child has been allocated a place in our Special Resource Provision (SRP) by the Local Authority (LA), through the EHCP annual review process, then the support may differ and this is set out in additional document on our website.

We have students with additional needs across all four areas of SEND as outlined within our SEND policy.

Within these areas we support a wide range of different needs across all year groups including students with Specific Learning Difficulties such as Dyslexia and Dyspraxia, students with Autism, ADHD, Visual and Hearing impairments, Speech, Language and Communication needs as well as those with a range of medical needs including Epilepsy and Cerebral Palsy.

The information below shows the numbers and percentages of students with Additional Needs across the year groups as

Pupil Cohort Data

Department for Education (DfE) data outlines the different types of SEND need within our pupil cohort:

Number of pupils with SEN who are also FSM6 and/or CLA: 92

SEN primary need	SEN support (221)							Total
	Y7	Y8	Y9	Y10	Y11	Y12	Y13	
Specific Learning Difficulty	15	6	14	11	7	8	4	65
Moderate Learning Difficulty	0	1	4	2	0	0	1	8
Social, Emotional and Mental Health	13	12	10	8	7	1	0	51
Speech, Language and Communication Needs	0	12	1	0	1	1	1	16
Hearing Impairment	1	0	0	0	1	0	0	2
Visual Impairment	0	0	1	0	1	0	0	2
Physical Disability	1	1	0	1	0	2	0	5
Autistic Spectrum Disorder	8	7	9	12	8	2	6	52
School Support NSA	0	2	3	2	6	0	1	14
Other Difficulty/Disability	1	2	2	0	1	0	0	6
Year group totals	39	43	44	36	32	14	13	221

SEN primary need	EHC plan (68)							Total
	Y7	Y8	Y9	Y10	Y11	Y12	Y13	
Specific Learning Difficulty	1	1	1	1	1	0	0	5
Moderate Learning Difficulty	1	0	1	1	1	0	0	4
Social, Emotional and Mental Health	3	3	1	1	2	0	0	10
Speech, Language and Communication Needs	1	1	2	4	3	0	0	11
Visual Impairment	0	0	1	0	0	0	0	1
Physical Disability	0	0	1	0	0	0	0	1
Autistic Spectrum Disorder	10	2	9	8	4	1	0	34
Other Difficulty/Disability	0	1	0	1	0	0	0	2
Year group totals	16	8	16	16	11	1	0	68

School % SEN support	Above average	18.10
Sixth form % SEN support	Above average	10.89
Local area % SEN support	Close to average	13.49
School % EHC plan	Above average	5.57
Sixth form % EHC plan	Close to average	0.40
Local area % EHC plan	Below average	1.62

Identification

At TPSH we are passionate about ensuring all our students can play a full and active role within the school. We do not discriminate against pupils due to their Special Educational Need or Disability. We will endeavour to make appropriate access arrangements or adaptations depending upon the individual need and ensure that all students can partake in the daily life of the school.

We identify the needs of students in a range of ways. We use data sources from primary schools, school assessments and psychometric tests. We also have a range of ability tests which help us identify how best we can support our students. Teacher feedback and information from parents and external professionals is also paramount in understanding the needs of our students.

Tests available to us include;

- SPaRCS,
- Boxall Profile,
- WIATII,
- WRAT4,
- SDMT,
- Access Reading Test,
- Vernon Spelling test,
- DASH,
- CTOPP.

Students are identified through regular monitoring by class teachers, support staff and pastoral teams.

They will report any concerns to the SENCO, or relevant TAs. Further assessment or investigation, if required, can be carried out by staff or relevant outside agencies. Staff can raise concerns directly with the SENCOs at any time. Parents can also raise any concerns they have with the school at any time through the pastoral systems, teaching staff or directly with the SENCOs.

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 one of our Learning Support team meet with the Year 6 teachers and Primary School SENDCOs 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 by Heads of Departments, Heads of Year and the Learning Support team.
- 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 or Head of

Year.

- If you have a concern that you would like to raise before Parents' Evening then you can contact your child's Form Tutor or the Learning Support department.
- If your child joins TPSH part way through an academic year or after Year 7 it is vital that any information from their previous school is shared with us so we are best able to support your child.

Admission

There is no difference in the admission arrangements for pupils with Special Educational Needs who do not have an EHCP to the arrangements from other pupils. All students on admission are assessed individually to identify specific needs, talents, abilities and challenges.

The Learning Support Department

At TPSH we have a highly experienced Learning Support Department led by two SENCOs. We also employ Teaching Assistants to support children on a one-to-one or small group basis.

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 are given time to plan and differentiate for these needs. All teachers are responsible for the progress and development of all the students in their classes.
- Where appropriate our Teaching Assistants 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.

Who we work with

As outlined in our SEND policy, we work with a range of external agencies and organisations which include the following:

- Speech and Language therapists
- Services for Young People

- Specialist advisory Service – VI/HI/ Communication and ASD/~~SPLD~~
- The HCC Educational Psychologist service
- CAMHS
- Phase
- GRIT
- Step Two
- Safer Spaces
- PALMS
- NHS Mental Health Support Team
- NHS Child development Centre
- Woolgrove Outreach
- External SPLD teachers
- The NHS Occupational Therapy team
- The Behaviour Outreach Team
- Social Services
- Intensive Families
- Families First Coordinators
- Herts Young Homeless
- Nessie
- CGL
- ARC
- Stand by Me
- Education Hub
- Virtual School
- External Mentors
- SASH
- ESMA
- Outreach
- NHESC and Stevenage ESC
- Attendance Team
- Raising Aspirations
- Life Course
- Schools & Gangs
- Art Therapy
- Dan Gaze Support Services

Training

Staff have received training on a range of different needs and we aim to continuously and regularly review this.

Many teachers and all Teaching Assistants have been trained on the use of assistive technology to support learning and this forms part of new staff induction.

Key staff in 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 and Autism in girls, Speech, Language and Communication Needs and Visual Impairments

Five members of staff in the Learning Support Department have had ELKLAN speech, language and communication therapy training.

In the past two 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.

Over recent years there has also been 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 and is set to be expanded further during 2025 and 2026.

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 received Trauma Perceptive Practice (TPP) training in September 2026.

Reviewing

All students with an Education, Health and Care Plan, have a Pupil Passport. This highlights the outcomes on the EHCP, and support highlighted in the plan. Where necessary, students identified as school support can also have a Pupil Passport to highlight specific support.

Students with an EHCP also have an Annual Review which is monitored by the Local Authority. These students may receive support in class as well as from external agencies and/or school-based specialists, depending upon their needs and wishes, as identified in the EHCP.

This may involve outside agencies such as Speech and Language Therapy (SALT), Advisory Teachers for Specific Learning Difficulties, and the Educational Psychology Service.

The thoughts and wishes of the child are at the centre of everything we do to support them, and they are involved at every step to guarantee that the support offered is best for the individual and meets their needs. Care is taken to support and guide students where their personal wishes may not be in their best interests and may hinder their progress in meeting their best possible outcomes.

All students including those identified as School Support (K) are discussed at regular pastoral meetings and wellbeing meetings to ensure the support they receive is sufficient and continuing to have impact.

Support

At TPSH we are inclusive and believe all children have the right to a balanced and broad curriculum. Quality-first teaching is key in this success. This approach is supported by research conducted by the Education Endowment Foundation (EEF) and the Department for Education (DfE).

Staff training and regular communication is at the heart of identifying and supporting our learners. We are able to be flexible to the individual needs of students and can provide opportunities for support in many differing ways, including one-to-one sessions, small groups, therapy and counselling, in-class support, and the use of external agency support.

We offer training to all of our staff through INSET and formal qualifications to ensure that all staff have the knowledge and skills to work with our SEND pupils. This enables us to offer an adaptive curriculum to meet the needs of all of our learners.

We offer, where appropriate, a variety of alternative curriculum courses. We also have GCSE alternatives such as Entry Level Qualifications.

We have designated support for mental health and wellbeing, please see Wellbeing section of the school website. Mrs Omar oversees the provision for LAC children and works with relevant agencies such as the Virtual School and Social Care in ensuring their support needs are met.

Opportunities

We value all our pupils equally, irrespective of race, social class or disability and treat them all equally. All children are given the opportunity to attend after school clubs, trips (including residential trips) and to take on roles and responsibilities throughout the school, such as the Student Leadership Committee and Student Council.

Governing Body

The Governing Body receive termly updates on the SEND provision offered at TPSH, including new developments, successes and areas for future development. Current and new legislation is also reviewed, as well as information on local and national programmes and research which may be relevant.

Parents

The role played by the parents of pupils with special educational needs and disabilities is essential to the wellbeing of their children within school. They are involved in meetings relevant to the needs of their child and we rely on their expertise. Parents may meet with the SEND team, Pastoral Team, Wellbeing Team or Senior colleagues depending on support required for their child.

Parents are invited to attend all Annual Reviews for students with an EHCP. Annual Reviews are offered in person, online or over the phone to support attendance and access.

Transition

At TPSH, we know that a successful transition process is incredibly important in supporting the success of students at our school.

The SENCOs, and Teaching Assistants, will visit primary schools when appropriate and liaise with the Year 7 Head of Year to share information.

Students with an EHCP will also receive support from our Raising Aspirations Lead to ensure that they are fully prepared for the transition to adulthood.

Communication

At TPSH we encourage open communication at all times. Where an issue arises, we encourage parents to contact relevant staff members immediately. If you are not satisfied with any aspect of the SEND provision provided at TPSH, please raise this with the SEND leaders. The complaints procedure is available should concerns not be resolved and this policy is available on our website.

Hertfordshire Local Offer

Hertfordshire County Council have published their Local Offer: [The Hertfordshire SEND Local Offer](#)

This outlines all support services in the area and has information regarding SEND, assessment, complaints, services, schools and support that can be accessed.

Frequently Asked Questions

How will I know how my child is doing?

- TPSH 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 SENDCo 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 EHCP will have an annual review each year; for students in Year 11 these will be completed during the autumn term.
- The school also provides information through a newsletter, and parental communications through Arbor.

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

- We believe that the universal offer of quality-first teaching is crucial to supporting your child to make the best possible progress. This is achieved through specific planning for children with SEND which teachers undertake at the beginning and mid-way through the academic year. Such an approach is supported by research conducted by the Education Endowment Foundation (EEF) and Department for Education (DfE).
- Our Quality Assurance processes also ensure that teachers are undertaking this planning and where this has not been done, this is identified and remedied.
- If your child has an EHCP we will review the support they receive annually and have the opportunity to co-develop their pupil passport to ensure everyone working with your child has the best chance of fully understanding their needs.
- 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 use a system of Pupil Passports, Provision Map, and Arbor to ensure that all student needs are known to staff in order to support effective interventions.

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

At TPSH, we have a huge range of wellbeing support available, either within our Learning Support Hub or our Wellbeing Hub. Examples of what we offer include:

- Counselling with BACP accredited counsellors employed by TPSH.
- Specialist counselling with external counsellors.
- Sixth Form mentoring.
- Mentoring.
- Outreach support.
- Peer mentoring.
- Anti-bullying policy.
- Self-esteem workshops.
- Social skills and effective communication workshops.
- Emotional regulation workshops.
- Protective behaviours sessions.
- Drawing and Talking Therapy.
- Young Carers support.
- Breakfast clubs.

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

We work hard to ensure that parents have a range of methods through which they can work with TPSH and support their child to succeed. These include:

- 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 subject teachers where concerns highlighted or significant praise is due.
- Key stage 4 and 5 welcome evenings
- 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 EHCP.

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 floor surfaces are highlighted where there are change of levels to support those with visual impairments.

A separate Accessibility Plan is available to view on our school website.