

The Priory School Special Educational Needs Provision

In pursuit of excellence – together we can make it happen

The SENCO Anthony O'Connor [ao@priory.shropshire.sch.uk] is responsible under the leadership and direction of the Assistant Principal (Inclusion), Headteacher and Governors for overseeing the development, implementation, monitoring, evaluation and reviewing of the SEN Provision at the Priory School.

Agreed definition of Special Educational Needs



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 educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post 16 institutions

The Priory school works with students who have a variety of special educational needs including:

- Specific learning difficulties
- Dyspraxia
- Dyscalculia
- Moderate Learning disabilities
- General Learning difficulties
- Physical disabilities
- Autistic Spectrum Disorder
- Attention Deficit Hyperactivity Disorder
- Attention Deficit Disorder
- Speech and Language difficulties
- Anxiety Disorders
- Obsessive Compulsive Disorder



Statement of Intent

The Priory School aims to meet its legal requirements as outlined in:

- The Children and Families Act 2014
- The Special Educational Needs and Disability Regulations 2014
- Equality Act 2010



The Priory School will ensure best practice and value for money in service delivery and use of resources, and follow the recommendations provided by the School Leadership Team in relation to SEN students by:

- Setting clear guidance for staff.

- Working towards better outcomes for students through:
 - Providing appropriate access for all students, including students with SEN, to the NC and extra curricular activities.
 - Having Clear lines of communication with students, staff and parents.
 - The early identification of students with SEN followed by an assessment of their particular needs.
 - Setting appropriate individual targets for students through regular meetings with key staff.
 - Effective teaching to help overcome potential barriers to learning.
 - Having a broad, balanced and relevant curriculum which will encourage economic and emotional well-being
 - Having effective tracking and monitoring of student progress.
 - Providing opportunities for students to make a positive contribution to the school and wider community.
 - Having appropriate support for individuals identified as having additional needs, using school based resources and input from other agencies
 - Effective transition at each Key Stage.
 - A comprehensive mentoring programme.
 - Promoting good attendance and behaviour.
 - Encouraging students to feel positive about their learning and themselves.
 - The school recognising that there is a three year transition commencing from September 2014 to the new SEN code of practice.

Identification and Assessment

Criteria for Identification and Assessment at The Priory School:

- Information from previous schools, parents/carers, students and outside professionals will be used to identify specific learning needs.



- All necessary external professionals, agencies and local authority representatives will be included in the identification and assessment process as required. Students entering the school will be screened, using a variety of methods, to identify individual needs.
- A referral system will be used by staff to identify students who have difficulties in their learning.
- The school will assess students when parents raise concerns regarding their child's learning and/or social wellbeing.
- Ongoing monitoring and assessment will be carried out, at all stages, to identify specific areas of need.
- Termly assessments and reviews of children's progress, involving the children and parents of children with SEN will be provided for students who have external agency involvement an opportunity to work cohesively to ensure progression and effective outcomes.
- KS3 and KS4 transition meetings will support children and young people in moving between phases of education and in preparing for adulthood. The outcomes of these meetings will reflect their ambitions, which could include higher education, employment, independent living and participation in society
- Access arrangements testing for students entering examinations will commence at the beginning of year 10 and parents will be informed of this process.
- Annual Departmental Area self-evaluation structures will assist in evaluating the effectiveness of the provision made for children and young people with SEN

Provision



The school has special provision for SEN students in the accommodation and facilities provided. These are

- Toilets and changing facilities for those with physical disabilities.
- A medical room.
- Lifts for disabled students.
- A supervised social area for break and lunch times.
- An intervention programme in Year 7 for students not achieving level 4 in English or Mathematics at KS2.
- Personalised learning programmes from Year 8 onwards.
- A comprehensive intervention programme to enhance students' learning.
- Teaching assistants assigned to support students in lessons.
- Appropriate differentiation implemented by teaching staff, supported through up to date information on SEN students and regular CPD.
- Advice and support from a range of external agencies. These include:-

Sensory Inclusion service, Educational Psychologist, CAMHS, Parent Partnership,

- Specialist professionals employed by the school support for improving emotional and social development across the range of special needs identified by the school.
- A comprehensive in house tutor system which includes interventions and extra pastoral support for listening to the views of children and young people with SEN.

Extra supervision for children and young people with SEN enable them to engage in activities available with children and young people in the school who do not have SEN.

All provision provided by the school will be in the context of and in line with the school's Inclusion Policy.

The content of this document will be updated annually and any additional changes to the information will be updated as required.

Students with SEN will be included on the SEN register as SEND in addition to students who hold Statements or EHC plans. SEND are defined as being those children who require external additional support for their learning needs. Students who were traditionally referred to as School Action are the responsibility of the classroom teacher.

Complaints

Complaints will be dealt with through the School's Complaints procedure as agreed by the governing body.