

The Priory School SEND Information Report 2017-2018

This report should be read alongside The Priory School following policies, available on the school website:

- SEND
- Medical Needs
- Inclusion
- Single Equalities Policy
- The Priory School Access Plan

1) What are the aims of our provision for SEND (Special Educational Needs and/or disability students)?

We, as a school community aim to make reasonable adjustments for those with a disability by taking action to increase access to the curriculum and environment for all – please see the school's Access Plan. We endeavour to ensure that children and young people with SEN engage in the activities of the school alongside pupils who do not have SEND. We seek to reduce barriers to progress by embedding the principles in the National Curriculum inclusion statement. Where special educational provision for pupils that is 'additional to and different from' that provided within the differentiated curriculum, we as a school will seek to secure this. As part of our ongoing evaluation of our SEND provision we will strive to request, monitor and respond to parent/carers' and pupils' views in order to evidence high levels of confidence and partnership. Pupils with medical conditions will be supported to achieve full inclusion in all school activities by ensuring consultation with health and social care professionals. We will work cooperatively and proactively in partnership with the Local Authority and other external agencies to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

2) What are special educational needs (SEN) or a disability?

At our school we use the definition for SEN and for disability from the SEND Code of practice (2014). This states:

Special Educational Needs: A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision for him or her.

- A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age.
- Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.

There are four broad areas of need:

- Communication and interaction
- Cognition and Learning
- Social, mental and emotional health
- Sensory and physical impairment
- Disability: Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is '...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'. This definition includes sensory impairments such as those affecting sight or hearing, and long term health conditions such as asthma, diabetes, epilepsy and cancer.

3) What kinds of special education of special educational needs (SEN) provision is available at The Priory School?

Children and young people with SEN have different needs, but the general presumption is that all children with SEN but without an Education, Health and Care Plan (EHCP) are welcome to apply for a place at our school, in line with the school admissions policy. If a place is available, we will undertake to use our best endeavours, in partnership with parents, to make the provision required to meet the SEN of pupils at this school.

For children with an EHCP, parents have the right to request a particular school and the local authority must comply with that preference and name the school or college in the EHC plan unless:

- It would be unsuitable for the age, ability, aptitude or SEN of the child or young person, or the attendance of the child or young person there would be incompatible with the efficient education of others, or the efficient use of resources.

Before making the decision to name our school in a child's EHCP, the local authority will send the governing body a copy of the EHCP and then consider their comments carefully before a final decision on placement is made. In addition, the local authority must also seek the agreement of school where the draft EHCP sets out any provision to be delivered on their premises that have been secured through a direct payment (personal budget).

Parents of a child with an EHCP also have the right to seek a place at a special school if they consider that their child's needs can be better met in a specialist provision.

4) How does The Priory School know if children need extra help?

We know when a pupil needs help if:

Concerns are raised by parents/carers, external agencies, teachers, the pupil's previous school or the pupil themselves, regarding concerns relating to inadequate levels of progress or inclusion.

Screening, such as that completed on entry or as a result of a concern being raised, indicates a gap in knowledge and/or skills.

Whole school tracking of attainment outcomes indicates lack of expected rate of progress.

Observation of the pupil indicates that they have additional needs.

5) What should a parent do if they think their child has special educational needs?

If parents have concerns relating to their child's learning or inclusion then please initially discuss these with your child's teacher/subject teacher or form tutor. This then may result in a referral to the school SENCo whose name is Cheryl White.

Parents may also contact the SENCo or Assistant Principal Student Welfare directly if they feel this is more appropriate. Contact details for Cheryl White are chw@tpstrust.co.uk or Assistant Principal Mrs C Knight ckn@tpstrust.co.uk

6) How will the Priory School support a child with SEND?

All pupils will be provided with high quality teaching that is differentiated to meet the needs of all learners. The quality of classroom teaching provided to pupils with SEND is monitored through a number of processes that include:

1. Classroom observation by the senior leadership team, Heads of Department, peers and external verifiers.
2. Ongoing assessment of progress made by pupils with SEND as a group within the classroom.
3. Work sampling and scrutiny of planning to ensure effective matching of work to pupil need
4. Staff CPD from the SENCo to provide advice and guidance on meeting the needs of pupils with SEND.
5. Teaching Assistant feedback and liaison with classroom teacher with regard to tasks and activities set during the lesson
6. Attendance and behaviour logs.

Pupils with a disability will be provided with reasonable adjustments (such as specialist furniture and auxiliary aids) to overcome any disadvantage experienced in schools and increase their access to the taught curriculum.

All pupils have individual targets set in line with national outcomes to ensure ambition. Parents are informed of these via the reporting system, and parents' evenings.

Pupils' attainments are tracked using the whole school tracking system and those failing to make expected levels of progress are identified very quickly. These pupils are then discussed in departmental meetings, coaching between Heads of Department and SLT and Heads of House and House tutors on a half termly basis. Pupils' progress is discussed with them at Pupil Planning Day as well as one to one's with their House Tutor once reports have been published. If the pupil is on the SEN register or has an EHC plan the SENCO and learning support department will be involved in discussions around further interventions.

A review will be made of the impact of differentiated teaching within the classroom being provided to the child and, if required, provision to the teacher of additional strategies to further support the success of the pupil.

Where it is decided during this early discussion that special educational provision is required to support increased rates, parents will be informed that the school considers their child may require SEN support and their partnership sought in order to improve attainments. Action relating to SEN support will follow and **Assess, Plan, Do and Review model**.

Where extra intervention has been identified as appropriate a small number of students will receive one to one or small group interventions aimed at addressing their specific areas of need to ensure they are making progress. These interventions will take place in learning support and may involve TA or HLTA input.

If progress rates are judged to be inadequate despite the delivery of high quality interventions, advice will always be sought from external agencies regarding

strategies to best meet the specific needs of a pupil. This will only be undertaken after parent permission has been obtained and may include referral to:

1. Local Authority Support Services
2. Consultant specialists
3. Specialists in other schools e.g. special schools
4. Social Services
5. Health partners such as a Child & Adolescent Mental Health Service.

For a very small percentage of pupils, whose needs are significant and complex and the SEN support required to meet their needs cannot reasonably be provided from within the school's own resources, a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care (EHC) plan being provided.

7) How will the curriculum be matched to each child's needs?

Teachers plan using pupils' achievement levels, differentiating tasks to ensure progress for every pupil in the classroom. When a pupil has been identified as having special educational needs, the curriculum and the learning environment will be further adapted by the class teacher to reduce barriers to learning and enable them to access the curriculum more easily. These adaptations may include strategies suggested by the SENCo and/or external specialists. In addition if it is considered appropriate, pupils may be provided with specialised equipment or resources such as ICT and/or additional adult help.

8) How will parents know how their child is doing?

Attainments towards the identified outcomes will be shared with parents at their annual review if the child holds an EHC plan. If a student is on the wider SEN register parents will be informed of their progress on a regular basis with communication from their form tutor. Parents will also receive updates on progress through the school reporting system and Parents' Evenings. Parents may also find the home-school diary and Show My Homework a useful tool to monitor homework and to communicate with school staff, as well as email contact with subject teachers. If parents feel concerned about their child's progress they are encouraged to contact the relevant subject teacher, Head of Department or SENCo to discuss their concerns and share information which could impact on the child's progress.

9) How will parents be helped to support their child's learning?

The Priory School Website will be the main point of contact for information with regard to the school calendar, events, key policies and the Principal's newsletter. There is a link to Show My Homework, with parental log ons available so that parents can monitor and support their child's homework in each subject area. The school organises a key stage 4 information evening for Year 10 where parents can meet key subject staff and join workshops on revision skills. Parental workshops are also offered periodically through the school's Student Support team, with a theme of 'Understanding your teen'. If you have ideas on support you would like to have access to in order to further support your child's learning, please contact the Assistant Principal Student Welfare or the SENCo.

10) What support will there be for your child's overall well-being?

The school offers a wide variety of pastoral support for pupils. This includes:

- An evaluated PSHE programme delivered in a weekly discrete 'Life' lesson to all students. The programme addresses key topics such as drugs educational, emotional well being and citizenship.
- All departments use student voice as an element of their departmental self-evaluation. In addition a whole school student and parental survey is used to inform the strategic development of the school.
- Small group interventions to support pupils' well-being are delivered to targeted pupils and groups through Student Support services as well as interventions through our in-school counsellors. These sessions focus on improved interactions skills, emotional resilience and well-being.
- The Priory School has an embedded House system where pupils belong to a House community from Year 7 to 11. The support from their house tutor, Head of House and opportunity to compete and participate in House activities. The focus of the house system is on the sense of belonging and peer support essential in all pupils' well-being.

11) How are pupils with medical needs supported?

Pupils with medical needs will be provided with a detailed Individual Health and Care Plan, compiled in partnership with the school nurse, HLTA with responsibility for Health care plans and, if appropriate, the pupil themselves. Staff who volunteer and supervise medications, will complete formal training and be verified by the school nurse as being competent. All medicine administration procedures adhere to the LA policy and Department of Education (DfE) guidelines Supporting pupils at school with medical conditions (DfE) 2014 and identified in the school's Medical Needs policy.

12) What training do the staff supporting children and young people with SEND undertake?

The SENCo and learning and teaching forum has delivered whole staff training on differentiation to all teachers. Staff have also received training on how to support students with emotional attachment disorder and how to de-escalate problem behaviours. The SENCo has delivered training on the electronic profile system for each SEN student with specific strategies around autism, dyslexia and speech and language difficulties. The HLTA with responsibility for interventions had provided staff with support on the use of appropriate resources for dyslexic students and provides an on-going support offer.

We have a HLTA trained in supporting students with dyslexia, teaching assistants who have Level 3 training in supporting autistic students as well as a teaching assistant trained in supporting students through drawing and talking therapies. Specialist support for Autistic students is delivered through termly Spectra visits and sessions with targeted students. The LA Hearing and Visual Impairment services support identified students on each EHC plans.

13) How will my child be included in activities outside the classroom including school trips?

Risk assessments are carried out and procedures are put in place to enable all children to participate in all school activities. All reasonable adjustments will be made to ensure SEND students can attend a school trip, however if the risk assessment shows that such a visit would jeopardise the safety of the individual student or other staff and pupils further discussions with parents and carers will be undertaken.

14) How accessible is the school environment?

Please see the school Access Plan in accordance with the 2010 Equalities Act.

15) How will the school prepare/support my child when joining or transferring to a new school?

Year 6 to 7 transition:

A planned introduction programme is delivered in the summer term for all students transferring from Year 6 into Year 7. Parents/carers are invited to the Year 6 to 7 transition evening as well as the Year 7 House tutor group meetings in the autumn term of Year 7.

The SENCo from the Priory School meets with all new parents of pupils who are known to have SEND to allow concerns to be raised and solutions to any perceived challenges to be located prior to entry. The SENCo will also attend the last annual review within the Primary School setting. The previous school records will be requested immediately.

Identified students have been supported by Woodlands Outreach Services to assist in transition arrangements.

Post 16 Transition:

For those students on an EHC plan the chosen Post 16 provider attends the final annual review meeting in Year 11 alongside the School IAG adviser. Students with an EHCP are identified as the first students to meet with the IAG adviser in the autumn term of Year 11 to support them with their Post 16 applications. The school adheres to the guidance in *Careers guidance and inspiration in schools: Statutory guidance for governing bodies, school leaders and school staff* April 2014. This places a duty on schools to secure independent careers guidance for all Yr8-13 pupils. This guidance includes information on the range of education or training options, including apprenticeships and other vocational pathways. Parents may want to examine the options identified in the LA Local Offer which sets out details of SEN provision – including the full range of post-16 options and support available to young people with SEN and disabilities to help them prepare for adulthood, including getting a job. This can be found at:

<https://www.shropshire.gov.uk/local-offer/>

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

The school receives funding to support the needs of pupils with SEND from:

- The Age Weighted Pupil Unit
- The Notional SEN budget
- Additional funding allocated for pupils with the most complex needs through the Local Authorities High Needs SEND Funding allocation

This funding is then used to provide the equipment and facilities to support pupils with special educational needs and disabilities through support that might include:

- 1) Targeted, in class differentiation to increase access to text
- 2) In class or out of class adult support
- 3) Small group interventions to enable catch up
- 4) Provision of specialist resources or equipment
- 5) Partnership working with other setting or specialist
- 6) Access to the school nurse and wider health professional support
- 7) Access to support from in-school sources e.g. student support services, CHAT or in-school counsellor.

In addition:

The Pupil Premium funding provides additional funding for pupils who are claiming Free School Meals, who are in the care of the local authority, adopted from care and whose parents are in the Armed Forces. The deployment of this funding is published on the school website.

Pupils who are in receipt of the pupil premium fund also receive extra support from the school's pupil premium champion and pupil premium mentor. The mentor provides in-class support.

Pupils who are looked after are also supported by the LAC co-ordinator and Assistant principal Student Welfare.

17) How is the decision made about how much support each child will receive?

For pupils with SEN but without a statement of educational need or EHCP, the decision regarding the support provided will be taken at joint meetings with the SENCo, classteacher and parent who will follow guidance from the School Business Manager and Governing Body with regard to SEN funding deployment. For pupils with a statement of educational need/EHCP, this decision will be reached in agreement with parents when the EHCP is being produced or at an annual review, in conjunction with the LA representative and SENCo.

18) The arrangements for the admission of pupils with disabilities

The Priory School will do all that is reasonable to comply with its legal and moral responsibilities under the Equality Act 2010 and Special Educational Needs and Disability Act 2001, in order to accommodate the needs of applicants who have disabilities for which, with reasonable adjustments, the School can cater adequately. The School needs to be aware of any known disability or special educational need which may affect a child's ability to participate in the admissions process and take full advantage of the education provided at the School. Parents of a child who has any disability or special educational needs should provide the School with full details prior to the admissions procedure, at registration, or subsequently before accepting the offer of a place.

The School needs this information so that, in the case of any child with particular needs, the School can assess those needs and consult with parents about the adjustments which can reasonably be made to ensure that the application procedure is accessible for the child and that the School can cater adequately for the pupil should an offer of a place be made.

The School will do all that is reasonable to ensure that the information and application procedure is accessible for disabled candidates and will make such reasonable adjustments as necessary.

Similarly, if special educational needs or a disability become apparent after admission, the School will consult parents about reasonable adjustments in order to allow the child to continue at the School.

19) The steps you have taken to prevent pupils with disabilities from being treated less favourably than other pupils

Please see the school Access Plan in accordance with the 2010 Equalities Act and the Single Equalities Policy.

20) The facilities you provide to help pupils with disabilities to access the school

The facilities available at the Priory School are:

- There are two lifts fitted.
- External doorways are mainly double door. The majority of internal doorways are a standard width.
- The sports hall is a modern building with good access and disabled toilets.
- Fire exits and procedures are clearly marked in each classroom or public area to ensure the safe evacuation of Students and staff in the event of a fire or emergency.
- There are on-site car parking areas for staff and visitors. Disabled parking is provided in front of the school.
- Disabled toilets
- A hoist system is in place in the first aid room

Specialist advice from services such as the Occupational Therapy and Physiotherapy is sought where appropriate to support the school to make adaptations to meet the needs of individual students. VI and HI specialists provide advice where needed.

The school will produce and maintain an action plan with the specific objective of improving access to all aspects of the school's facilities for disabled students and employees. The plan will take into account the nature and layout of the school, and the school population. In particular, considerations of those students at the school who are disabled and/or have SEND.

Please see the school Access Plan in accordance with the 2010 Equalities Act and the Single Equalities Policy.

21) Arrangements for handling complaints from parents of children with SEN about the provision made at the school

If for any reason you are not happy with the provision of SEN in supporting your child. The preferred route would be to inform the SENCo using the contact

details chw@tpstrust.co.uk. Otherwise follow the complaints procedure listed below.

22) Who can you contact for further information or if you have any concerns?

If you wish to discuss your child's special educational needs or are unhappy about any issues regarding the school's response to meeting these needs please contact the following:

Your child's form tutor / head of house

The SENCo

The Principal

For complaints please contact the School Governor with responsibility for SEN Mr G Jenkins who can be contacted through contacting the main school telephone number 01743 28400, postal contact to the school's address The Priory School, Longden Road, SY3 9EE or email via the info@priory.shropshire.sch.uk or the Principal's PA mb@priory.shropshire.sch.uk.

Parents can follow The Priory School's general complaints procedure located on the school's website if they feel this is appropriate.

Information, Advice and Support Agency Network offers independent advice and support to parents and carers of all children and young people with SEND and will direct visitors to their nearest IAS service www.iassnetwork.org.uk.

For parents who are unhappy with the Local Authority or school responses to their child's SEND, parents may seek mediation from the regional mediation services.

Parents and carers can also appeal to the Government's SEND tribunal if the school or LA has discriminated against your disabled child.