

The Priory School



Special Educational Needs and Disabilities Policy

| Monitoring | Frame of engagement | Date |
|---|--|-------------------------|
| Member of Staff Responsible | SENDCo and Assistant Principal Student Welfare | October 2017 |
| Governor Accountability | Mr G Jenkins | |
| Consultation Parameters | Full Governing Body | |
| Information | Pays due regard to: The SEND Code of practice:0-25 Years, July 2014 The Equalities Duties Act 2010 Part 3 of the Children and Families Act 2014 and associated regulations | |
| | | |
| Date of latest version | | October 2017 |
| Date for next review (and cycle) | | 2020 3 yearly review |
| Uploaded to Website | | Dec 2017 |

Introduction

October 2017

The SENDCO is responsible under the leadership and direction of the Assistant Principal (Student Welfare), Principal and Governors for overseeing the development, implementation, monitoring, evaluation and reviewing of the SEND Policy at Priory School. In consultation with:

- Parents
- Students
- Governors
- Teaching Staff and Teaching Assistants
- External Agencies

This policy should read in conjunction with the following school Polices:

Teaching and Learning

Medical Needs

Intimate Care

The Priory School Access Plan

Equalities Duty Statement

SEND information Report

Assessment

School Complaints

Statement of Intent

We will ensure that all staff in the school are able to identify and provide for those pupils who have special educational needs or disabilities to allow pupils with SEND to join in the activities of the school. All teachers are teachers of Special Educational Need. Every teacher is responsible and accountable for the progress and development of all pupils in their class, even where pupils access support from teaching assistants or specialist staff.

We will provide the structure for a pupil-centred process that engages the pupils, family, school and other professionals in planning for and implementing full access to a broad and balanced education that ensures an appropriate, high quality curriculum for every child.

No pupil will be refused admission to school on the basis of his or her special educational need. In line with the Equality Act 2010 we will not discriminate against disabled children in respect of admissions for a reason related to their disability. We will endeavour to provide effective educational provision if at all possible.

Agreed definition of Special Educational Needs or Disability

Pupils have special educational needs if they have a learning difficulty or disability which calls for special education provision to be made for him/her namely provision 'which is additional to or different from' that normally available in a differentiated curriculum. The Priory School regards pupils as having a Special Educational Need or Disability if they:

October 2017

- a) Have a significantly greater difficulty in learning than the majority of pupils the same age or;
- b) Have a disability which prevents or hinders him/her from making use of facilities of a kind generally provided for others of the same age
- c) A child under compulsory age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014)

Pupils must not be regarded as having a learning difficulty solely because of the language or form of language of their home is different from the language in which they will be taught.

The Priory School will have regard to the SEND Code of Practice 2014 when carrying out its duties towards all pupils with SEND and ensure that parents are informed by the school that SEND provision is being made for their child.

There may be times in a pupil's school career when they are identified as having a Special Educational Need. These pupils will be provided with intervention and/or support that is 'additional to or different from' the normal differentiated curriculum. This may be on an ongoing basis or for a limited time. Many pupils with sensory and/or physical disabilities may require adaptations, made as reasonable adjustments under the Equality Act 2010.

Areas of Special Educational Need or Disability

Under the SEND Code of Practice 2014 pupils identified as having a special educational need or disability (SEND) will be considered within one or more of the following categories of need:

- 1) Cognition and Learning e.g. dyslexia, dyscalculia, dyspraxia
- 2) Social, Emotional and Mental Health Difficulties e.g. attachment disorders, ADHD
- 3) Communication and Interaction needs e.g. speech, language and communication needs, autism.
- 4) Sensory and/or Physical needs e.g. Visual or hearing impairment, physical disability.

Provision

The school has special provision for SEND students in the accommodation and facilities provided by:

- toilets and changing facilities for those with certain physical disabilities.
- a medical room.
- lifts for disabled students.
- a supervised social area for break and lunch times.

October 2017

- personalised learning programmes
- 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 SEND students and regular CPD.
- advice and support from a range of external agencies.

Identification and Assessment

All pupils' attainment and achievements are monitored by their classroom teacher who is required to provide high quality teaching and learning opportunities differentiated for individual pupils. Where a pupil is making inadequate progress or falls behind their peers, additional support will be provided under the guidance of the class teacher. Adequate progress could:

- be similar to that of peers
- Match or better the pupils' previous rate of progress
- Close the attainment gap between the pupil and their peers
- Prevent the attainment gap growing wider

Where pupils continue to make inadequate progress despite support and high quality teaching, the class teacher will work with the school's Special Educational Needs Coordinator (SENDCo) to assess if a pupil has a significant learning difficulty and agree appropriate support. An overview of assessment tools and materials used in our school can be found in The Priory School Assessment Policy.

In some cases it may be necessary to seek assessment or advice from an external professional such as a specialist teacher or educational psychologist. This will always involve discussion and agreement with the pupil's parents.

When considering whether a pupil has a special educational need, any of the four categories outlined in the previous category are evident on their own or in conjunction with each other (see definition of SEND).

Assess, Plan, Do and Review

Where a pupil is identified as having SEND, we will take action to support effective learning by removing barriers to learning and put effective special educational provision in place. This SEND support will take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach – assess, plan, do, review.

For pupils on the wider SEND register the cycle of Assess, Plan, Do and Review will fit into the regular termly assessment and planning cycle for all pupils. Any ongoing concerns will be addressed in conjunction with the pupil's House Tutor, Head of House, Classroom teacher, with the SENDCo being included in any plans and interventions where necessary. For those students with an EHCP or statement for educational needs the regular termly assessment and planning cycle will be incorporated into the formal annual review process and more regular communication with parents.

When a pupil has made sufficient progress in their area of need that they no longer require provision that is 'different from or additional to' that which is normally available as part of high quality and differentiated teaching, they will no longer be seen as requiring SEND support. At this point, through discussion and agreement with parents the pupil will be removed from the school's SEND register.

Statutory Assessment of Needs (EHC)

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the Special Educational Needs and/or Disabilities of the pupils, the child has not made expected progress, the school or parents should consider requesting an Education, Health and Care (EHC) needs assessment. The evidence gathered through the regular review of the DAF 2a My Plan will help the LA in determining when this statutory assessment of needs is required.

Where a pupil has an Education Health and Care Plan, the local authority must review the plan every twelve months as a minimum. Schools have a duty to co-operate so the Priory School will hold annual review meetings and complete the appropriate paperwork for this process.

Monitoring and Evaluation of SEND

Regular monitoring of the quality of provision for all pupils including those with SEND follows the schools assessment and monitoring calendar. In addition the cycle of Assess, Plan, Do and Review ensures that pupils with SEND have their individual provision reviewed regularly and at least termly. Additional training, advice and support will be provided to teaching staff where necessary in order to facilitate pupil progress and to meet pupil needs.

Pupil progress is tracked half termly and where pupils are not making sufficient progress additional information is sought and an appropriate action taken.

Supporting Pupils and Families

We make every effort to work in full co-operation with parents, recognising and respecting their roles and responsibilities. Parents are encouraged to work with the school and other professionals to ensure that their child's needs are identified properly and met as early as possible.

October 2017

Parents of a child with SEND support have the opportunity to meet with the child's classroom teacher, House Tutor, Head of House or SENDCo with prior arrangement. Where parents have a child with an EHCP regular communication is encouraged through their child's key worker within the Learning Support department, as well as the SENDCo. This is in addition to the normal reporting procedures and annual review meetings.

Parents are encouraged to seek help and advice from the Independent Information Advice and Support Services. These are able to provide impartial and independent advice, support and information on special educational needs and disabilities.

Parents are encouraged to visit the Shropshire Local Authority Local Offer website at <https://www.shropshire.gov.uk/local-offer/>. This website provides valuable information about different agencies, services and resources for children, young people with SEND and their families in addition to school resources and information.

Children in Care

When a child is in care, the carers are afforded the same rights and responsibilities as parents. The school has an appointed member of staff for Looked after Children, Liz Tinsley.

Partnership with External Agencies

The Priory School is supported by a wide range of different agencies and teams such as the Visual and Hearing Impairment Services, Occupational Health, Spectra etc. Arrangements for transition for pupils with SEND from year 6 to 7 and for Post 16 will sometimes include external agencies where these will further support the child. These agencies and processes are outlined in the annual, SEND Information Report published to the school's website.

Training and Resources

Funding

Funding for the wider SEND students in mainstream schools is mainly delegated to the schools' budget. Personal budgets are only available to pupils with an EHCP or pupils who are currently under-going a needs assessment for an EHCP.

Allocation of resources

Resources are allocated to support children with identified needs. This support may take the form of differentiated work in class, support from a Teaching Assistant in focused intervention groups or individuals. Specialist equipment, books or other resources may be purchased. Resources are reviewed on a year on year basis.

CPD

October 2017

Teaching staff – SENDCo, SLT and Learning and Teaching forum provide regular CPD to teachers as part of the school's wider CPD and Learning and Teaching programme. This includes areas such as differentiation. External trainers/advisors are brought in periodically to address more specialist training needs.

Support Staff – teaching assistants are engaged in ongoing training led by the SENDCo or external specialists depending on the needs identified within the Learning Support department, by the SENDCO and Assistant Principal Student Welfare.

Roles and responsibilities

Please see the school website and SEND information report for key contact details.

All teaching and support staff – the day to day support of students through additional support and a differentiated, high quality curriculum.

Keyworkers – each child with an EHCP has a nominated keyworker, this may be a TA or HLTA who has daily contact with the pupil. Weekly email contact is maintained between home and school via the keyworker as well as daily support for the student.

SENDCo responsibilities:–

- Has a wider responsibility for all students with an EHCP and on the wider SEND register.
- Day to day running of the Learning Support department.
- Point of contact for external agencies who provide additional support for students on the SEND register as well as for parents of SEND pupils.
- To lead on the development of high quality SEND provision as an integral part of the school improvement plan.

Assistant Principal Student Welfare – has line management of the SENDCo and oversight of the implementation of these policies and procedures within the Learning Support department.

Principal – has responsibility for the day-to day management of all aspects of the schools' work, including provision for children with special educational needs.

SEND/LAC Governor – has responsibility for holding the SLT of the school to account for SEND provision.

Meeting medical needs

The Children and Families Act 2014 places a duty on schools to make arrangements to support pupils with medical conditions. Individual healthcare plans will normally specify the type and level of support to meet the medical needs of such children. Some children with medical needs may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Oversight of these

plans is delegated to the Learning Support department. Please see the school's Access Plan and Medical Needs policy for further details.

Children in Hospital

The member of staff responsible for ensuring the pupils with health needs have proper access to education (ie.The child's class teacher) will liaise with other agencies and professionals as well as parents, to ensure good communication and effective sharing of information.

Monitoring and Accountability

Accessibility

The School is compliant with the Equality Act of 2010 and Accessibility legislation. See The Priory School Access Plan for details, this is available on the school website.

Storing and Managing Information

Pupil SEND records will be kept in accordance to the DfE guidance contained in 'Statutory Policies for schools' (February 2014)

Complaints

Complaints will be dealt with through the School's Complaints procedure as agreed by the governing body. This is available from the Priory School website.