

SEND Information Report 2024/2025

The Priory School

SEND Information Report

1. The kinds of SEND that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example; dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example; attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example; visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

2. Identifying students with SEND and assessing their needs

We will assess each student's current skills and levels of attainment on entry through baseline testing, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all students and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a student is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the student and their parents / carers. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

3. Consulting and involving parents / carers

Progress towards the identified outcomes will be shared with parents / carers at their annual review if the child holds an EHC plan. If a student is on the wider SEND register parents / carers will be informed of their progress on a regular basis through the normal school systems. Parents / carers will also receive updates on progress through the school reporting system and Parents / carers' Evenings. Parents / carers may also find the home-school diary and Arbor / TEAMS a useful tool to monitor homework and to communicate with school staff, as well as email contact with subject teachers via pri-info@pri.318education.co.uk. If parents / carers feel concerned about their child's progress they are encouraged to contact the relevant subject teacher, Head of Department or SENDCo to discuss their concerns and share information which could impact on the child's progress via pri-info@pri.318education.co.uk.

The Priory School website will be the main point of contact for information with regard to the school calendar, events, key policies and correspondence. There is a link to Arbor / HALDOR, with parents / carers log-ons available so that parents / carers can monitor and support their child's homework in each subject area. There will be key points in the school calendar where you will be invited into the school to discuss your

child's progress and learn about important moments in their education, as well as attend sessions on pastoral matters.

4. The arrangements for consulting young people with SEND about, and involving them in, their education.

On a daily basis, the students have access to their form tutor to discuss any concerns or issues they might have.

The SENDCo and Support HUB offer support during break and lunch times as required.

Progress of the student is initially discussed with the class teacher; if any concerns arise then discussion will take place with the Head of Department / Head of House.

Students' progress is then discussed with them during 1:1 sessions with their House Tutor prior to reports being published. If the student is on the SEND register or has an EHC plan the SENDCo and Support HUB will be involved in discussions around further interventions.

5. Arrangements for assessing and reviewing students' progress towards outcomes

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

- Classroom observation by the Senior Leadership Team, Heads of Department, peers and external verifiers.
- Ongoing assessment of progress made by students with SEND as a group within the classroom.
- Work sampling and scrutiny of planning to ensure effective matching of work to student need
- Staff CPD from the SENDCo to provide advice and guidance on meeting the needs of students with SEND.
- Teaching Assistant feedback and liaison with classroom teacher with regard to tasks and activities set during the lesson
- Attendance and behaviour logs.

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

All students have individual targets set in line with national outcomes to ensure ambition. Parents / carers are informed of how students are performing against target via the reporting system, and parents / carers' evenings.

Students' attainment is tracked using the whole school tracking system and those failing to make expected levels of progress are identified very quickly. These students are then discussed in departmental meetings, coaching between Heads of Department and SLT and Heads of House and House tutors on a regular basis.

A review will be made of the impact of adapted teaching within the classroom and, if required, teachers will be provided with additional strategies to best support the child.

6. Supporting students moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the student is moving to. We will agree with parents / carers and students which information will be shared as part of this.

Year 6 to 7 transition:

- A planned induction 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 SENDCo from the Priory School meets with all new parents / carers of students 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 SENDCo will also endeavor to attend the last annual review within the Primary School setting. The previous school records will be requested immediately.
- EHCP students have been supported by bespoke transition session to assist in transition arrangements.

- Additional transition visits are set up for students identified by their Primary School as needing them.

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 EHC plan 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 access for education: Statutory guidance for schools and guidance for further education and sixth form colleges* January 2023. This places a duty on schools to secure independent careers guidance for all Yr8-13 students. This guidance includes information on the range of education or training options, including apprenticeships and other vocational pathways.
- Parents / carers may want to examine the options identified in the LA Local Offer which sets out details of SEND provision, including the full range of post-16 options and support available to young people with SEND and disabilities to help them prepare for adulthood, including getting a job. This can be found at: <https://www.shropshire.gov.uk/local-offer/>

7. Our approach to teaching students with SEND and how adaptations are made to the curriculum and the learning environment of students with SEND

Teachers plan using students' achievement levels, differentiating tasks to ensure progress for every student in the classroom. When a student 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. An individual Student Support Plan will be produced for every student with SEND and this will enable teachers to identify any adaptations required. These adaptations may include strategies suggested by the SENDCo and/or external specialists. In addition, if it is considered appropriate, students may be provided with specialised equipment or resources such as ICT and/or additional adult help.

Teachers are responsible and accountable for the progress and development of all the students in their class.

High quality teaching is our first step in responding to students who have SEND. This will be adapted for individual students.

8. Additional support for learning that is available to students with special educational needs

Where it is decided during this early discussion that special educational provision is required to support individual students, parents / carers will be informed that the school considers their child may require SEND support and their partnership sought in order to improve attainments. Action relating to SEND support will follow an **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 the Support HUB 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 student. This will only be undertaken after parents / carers 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.
 6. Local Authority for a Graduated Support Plan (GSP)

All teachers and support staff who work with the student will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the student's progress.

9. Expertise and training of staff

- We have a team of 16 teaching assistants, including 4 higher level teaching assistants (HLTAs) who are trained to deliver SEND provision.
- The SENDCo and learning and teaching forum has delivered whole staff training on adapted learning to all teachers. Staff have also received training on how to support students with emotional attachment disorder and how to de-escalate problem behaviours. Staff have received training on Autism provided by SPECTRA. The SENDCo has delivered training and updates on the Student Support Plans for each SEND student with specific strategies around autism, dyslexia and speech and language difficulties. The HLTA with responsibility for interventions provides staff with support on the use of appropriate resources for dyslexic students and 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 member of the Student Support Team who is 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.

10. Securing equipment and facilities

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

- The Age Weighted Student Unit
- The Notional SEND budget
- Additional funding allocated for students with the most complex needs through the Local Authority's High Needs SEND Funding allocation

This funding is then used to provide the equipment and facilities to support students with special educational needs and disabilities, which might include:

- 1) Targeted, in class differentiation to increase access to the curriculum
- 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 settings or specialists
- 6) Access to the school nurse and wider health professional support
- 7) Access to support from in-school sources e.g. student support services, or CHAT

Specialist advice from services such as 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.

11. How the effectiveness of the provision for students with SEND is evaluated

We evaluate the effectiveness of provision for students with SEND by:

- Reviewing students' individual progress towards their goals regularly
- Reviewing the impact of interventions
- Evaluating Student voice
- Monitoring by the SENDCo
- Holding annual reviews for students with EHC plans

12. How students with SEND are enabled to engage in activities available with those in the school who do not have SEND

We endeavor to make all of our extra-curricular activities and school visits available to all our students, including our before and after school clubs, when these are able to run.

All students are encouraged to go on our residential trip(s).

All students are encouraged to take part in sports day/school plays/special workshops, etc.

No student is ever excluded from taking part in these activities because of their SEND or disability.

13. Support for improving emotional and social development.

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

- An evaluated PSHE programme delivered in a weekly discrete 'Life' lesson to all students. The programme addresses key topics such as drugs education, emotional well-being and citizenship.
- All departments use student voice as an element of their departmental self-evaluation. In addition, a whole school student survey is used to inform the strategic development of the school, along with regular feedback from parents / carers and staff.
- Small group interventions to support students' well-being are delivered to targeted students and groups through Student Support services as well as interventions through an ELSA trained member of staff. We also have social prescribing sessions taking place for identified students. These sessions focus on improved interactions skills, emotional resilience and well-being.
- The Priory School has an embedded House system where students 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 students' well-being.
- A dedicated Student Support Team works closely with the SENDCo to provide emotional and social support.
- Every student with an EHCP is allocated a keyworker with whom they communicate regularly.

14. How the school involves other bodies, including health and social care bodies, Local Authority support services and voluntary sector organisations in meeting students' SEND and supporting their families

The school uses the services of a number of external agencies to support the needs of the children at the school.

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. We have two school counsellors and also employ a local company called Smash Life who support the social and emotional needs of the students. We have access to an educational physiologist who we use to assess and make recommendations to the school.

We work closely with the local authority SEND Team and are in regular communication to support the needs of our students.

15. Arrangements for handling complaints from parents / carers of children with SEND about the provision made at the school

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 SENDCo
- The Deputy Headteacher
- The Headteacher

If for any reason you are not happy with the provision of SEND in supporting your child, the preferred route would be to inform the SENDCo using the contact details pri-info@pri.318education.co.uk FAO SENDCo.

For complaints please contact the School Governor with responsibility for SEND, Mr John Taylor, 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 pri-info@pri.318education.co.uk or the Headteacher's PA jo.kewell@pri.318education.co.uk

Parents / carers 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.iasnetwork.org.uk.
- For parents / carers who are unhappy with the Local Authority or school responses to their child's SEND, parents / carers 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.

16. Contact details of support services for parents / carers of students with SEND

Our local authority's local offer is published here: <https://www.shropshire.gov.uk/local-offer/>

National charities that offer information and support to families of children with SEND are:

- > [IPSEA](#)
- > [SEND family support](#)
- > [NSPCC](#)
- > [Family Action](#)
- > [Special Needs Jungle](#)

17. How to find the school's Accessibility Plan

The School's Accessibility Plan can be found on the 'policies' section of the website.

18. Glossary

- > **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- > **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- > **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- > **CAMHS** – child and adolescent mental health services
- > **Differentiation** – When teachers adapt how they teach in response to a pupil's needs
- > **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- > **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.
- > **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND
- > **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- > **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- > **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area
- > **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment

- › **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- › **SENDCO** – the special educational needs and disabilities co-ordinator
- › **SEN** – special educational needs
- › **SEND** – special educational needs and disabilities
- › **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- › **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- › **SEN support** – special educational provision which meets the needs of pupils with SEN
- › **Transition** – when a pupil moves between years, phases, schools or institutions or life stages

19. How does the school make sure the admissions process is fair for pupils with SEN or a disability?

Please see the school's admission policy

20. What support is in place for looked-after and previously looked-after children with SEN?

Nick Bucknall nick.bucknall@pri.318education.co.uk is our designated teacher for looked-after children and previously looked-after children, will work with Cheryl White, our SENDCO, to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.