

SEND Information Report 2018/2019

The Priory School

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

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

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 pupils with SEND and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils 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 pupil 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 pupil and their parents. 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. Information about the school's policies for making provision for pupils with special educational needs whether or not pupils have EHC plans, including

a) How the school evaluates the effectiveness of its provision for such pupils:

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

- Reviewing pupils' individual progress towards their goals regularly
- Reviewing the impact of interventions
- Using pupil questionnaires
- Monitoring by the SENDCo
- Holding annual reviews for pupils with EHC plans

b) Assessing and reviewing pupils' progress towards outcomes

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:

- Classroom observation by the Senior Leadership Team, Heads of Department, peers and external verifiers.
- Ongoing assessment of progress made by pupils with SEND as a group within the classroom.
- Work sampling and scrutiny of planning to ensure effective matching of work to pupil need
- Staff CPD from the SENDCo to provide advice and guidance on meeting the needs of pupils with SEND.
- Teaching Assistant feedback and liaison with classroom teacher with regard to tasks and activities set during the lesson
- 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 school 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 how students are performing against target via the reporting system, and parents' evenings.

Pupils' attainment is 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 regular basis. Pupils' progress is discussed with them at Pupil Planning Day as well as one to one sessions with their House Tutor once reports have been published. If the pupil is on the SEND register or has an EHC plan the SENDCo 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.

c) Our approach to teaching pupils with SEND / d) How the school adapts the curriculum and learning environment for pupils with special educational 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 SENDCo 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.

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

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

e) Additional support for learning that is available to pupils with special educational needs

Where it is decided during this early discussion that special educational provision is required to support individual students, parents 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 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.
 6. Local Authority for a Graduated Support Plan (GSP)

All teachers and support staff who work with the pupil 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 pupil's progress.

f) Activities that are available for pupils with special educational needs in addition to those available in accordance with the curriculum:

We endeavor to make all of our extra-curricular activities and school visits available to all our pupils, including our before-and after-school clubs.

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

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

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

g) Support that is available for improving the emotional and social development of pupils with special educational needs.

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 survey is used to inform the strategic development of the school, along with regular feedback from parents and staff.
- 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.
- Student Support
- School Counsellors
- Every pupil with an EHCP is allocated a keyworker with whom they communicate with weekly.

4. Contact details for raising concerns

- 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 SENDCo whose name is Cheryl White. Parents may also contact the SENDCo 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

5. Expertise and training of staff

- We have a team of 15 teaching assistants, including 2 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 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 whole staff received training on Autism provided by The Woodlands Outreach Team. The SENDCo has delivered training and updates on the electronic profile system for each SEND 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.

6. Securing equipment and facilities

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

- The Age Weighted Pupil Unit
- The Notional SEND budget
- Additional funding allocated for pupils 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 pupils 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, CHAT or in-school counsellor.

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.

7. Consulting and involving parents

Progress 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 SEND register parents will be informed of their progress on a regular basis through the normal school systems. 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 via info@tpstrust.co.uk. If parents 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.

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 study skills. Parental workshops are also offered periodically through the school's Student Support team. If you have ideas on how you would like to further support your child's learning, please contact the Assistant Principal (Student Welfare) or the SENDCo.

8. The arrangements for consulting young people with special educational needs about, and involving them in, their education.

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

The SENDCo and learning support department offer a drop in service at break and lunchtime in Room 20 /21.

Progress is discussed with pupils initially with the class teacher, if any concerns arise then with the Head of Department / Head of House.

Pupils' progress is then 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 SEND register or has an EHC plan the SENDCo and learning support department will be involved in discussions around further interventions.

9. Complaints about SEND provision

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 chw@tpstrust.co.uk.

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 Assistant Principal (Student Welfare)
- The Principal

For complaints please contact the School Governor with responsibility for SEND *Mr M Williams*, 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 jmk@priory.shropshire.sch.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 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.

10. Working with other agencies

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 who support the social and emotional needs of the pupils. We have 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 pupils.

11. Contact details of support services for parents of pupils with SEND

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

12. Supporting pupils moving between phases and preparing for adulthood

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

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 SENDCo 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 SENDCo will also endeavor to 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 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 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 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/>