

THE PRIORY SCHOOL



SEND policy and information report

Adopted by the Governing Body on:	January 2019
Review cycle:	Annually
Review date:	Spring 2021
Governors Committee:	Learning & Teaching
Staff Responsible:	DSL

Contents

<u>1. Aims</u>	<u>3</u>
<u>2. Legislation and guidance</u>	<u>3</u>
<u>3. Definitions</u>	<u>3</u>
<u>4. Roles and responsibilities</u>	<u>3</u>
<u>5. SEN information report</u>	<u>4</u>
<u>6. Monitoring arrangements</u>	<u>7</u>
<u>7. Links with other policies and documents</u>	<u>7</u>

1. Aims

Our SEND policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEND)
- Explain the roles and responsibilities of everyone involved in providing for students with SEND

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENCOs) and the SEND information report

3. Definitions

A student has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Roles and responsibilities

4.1 The SENDCO

The SENDCO is Mrs J Trimnell - jtl@priorycofe.com

The Deputy SENDCO is Mrs D Smith - senco@priorycofe.com

They will:

- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual students with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents/carers, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet students' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services

- Liaise with potential next providers of education to ensure students and their parents/parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all students with SEND up to date

4.2 The SEND governor

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
- Work with the headteacher and SENDCO to determine the strategic development of the SEND policy and provision in the school

4.3 The headteacher

The headteacher will:

- Work with the SENDCO and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every student in their class
- Working closely with any learning support assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENDCO to review each student's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

5. SEND information report

5.1 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),

5.2 Identifying students with SEND and assessing their needs

We will assess each student'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 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 student's previous rate of progress
- Fails to close the attainment gap between the student 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 SEND.

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.

5.3 Consulting and involving pupils and parents

We will have an early discussion with the student and their parents/carers when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the student's areas of strength and difficulty
- We take into account the parents'/carers' concerns
- Everyone understands the agreed outcomes sought for the student
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the student's record and given to their parents/carers when necessary.

We will formally notify parents/carers when it is decided that a student will receive SEND support.

5.4 Assessing and reviewing students' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENDCO to carry out a clear analysis of the student's needs. This will draw on:

- The teacher's assessment and experience of the student
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents/carers
- The student's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

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.

5.5 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.

5.6 Our approach to teaching students with SEND

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 differentiated for individual students.

- Interventions implemented can be found on the school website under SEND.

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all students' needs are met:

- Differentiating our curriculum to ensure all students are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.

- Adapting our resources and staffing
- Using recommended aids, such as laptops (which are provided from home), coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

5.8 Additional support for learning

We have a team of twelve learning support assistants who between them are trained to deliver an array of interventions

Learning support assistants will support students on a 1:1 basis when a student is unable to access the curriculum in specific subjects without specific support. This is not a long term intervention and is reviewed weekly between the Learning Support Team and subject teacher.

Learning support assistants will support students in small groups when students participate in reading interventions or social skills work. This intervention may also take place when the learning support assistant has arranged to work with a small group in a class environment after liaising with the subject teacher.

We work with the following agencies to provide support for pupils with SEND:

- Limpsfield Grange ASD Outreach Service
- Speech and Language Therapy (SALT)
- Specialist Teaching for Inclusive Practice (STIP)
- Physical & Sensory Support (PSS)
- Occupational Therapy
- Educational Psychologist
- CAMHS

5.9 Expertise and training of staff

Our SENDCO has four years experience in this role, the Deputy SENDCO has sixteen years SEND experience.

We have a team of twelve learning support assistants, including three higher level teaching assistants (HLTAs) who are trained to deliver SEND provision.

In the last academic year, staff have been trained in dyslexia and ASD.

We use specialist staff for SEMH, which include two ELSA trained staff.

5.10 Securing equipment and facilities

Students requiring the use of a laptop can do so by bringing in their own. The school will ensure that connection to the web is disabled. Any inappropriate use of a laptop will result in the privilege being withdrawn.

Whilst the school will support any student requiring the use of a laptop we cannot accept any responsibility for any loss or damage towards them.

5.11 Evaluating the effectiveness of SEND provision

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

- Reviewing students' individual progress towards their goals each term
- Reviewing the impact of interventions after six weeks
- Monitoring by the SENDCO
- Using provision maps to measure progress
- Holding annual reviews for students with EHC plans

5.12 Enabling students with SEND to engage in activities available to those in the school who do not have SEND

All of our extra-curricular activities and school visits are available to all our students, including our after-school clubs.

All students are encouraged to go on any residential trip(s) the school chooses to arrange each year.

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

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

5.13 Support for improving emotional and social development

We provide support for students to improve their emotional and social development in the following ways:

- Students with SEND are encouraged to be part of the school council

We have a zero tolerance approach to bullying.

5.14 Working with other agencies

The school works closely with a number of agencies and will happily discuss any suggestions of other professionals which may provide further support for each student.

5.15 Complaints about SEND provision

Complaints about SEND provision in our school should be made to the SENDCO in the first instance. They will then be referred to the school's complaints policy.

5.16 Contact details of support services for parents of pupils with SEND

All contact details for support services can be found on our school website under SEND

5.17 Contact details for raising concerns

All staff information can be found on our school website. All concerns must be raised with the class teacher in the first instance.

5.18 The local authority local offer

Our contribution to the local offer is displayed on our school website under SEND

Our local authority's local offer is displayed on our school website under SEND

6. Monitoring arrangements

This policy and information report will be reviewed by the SENDCO **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Supporting pupils with medical conditions

[Back to Contents](#)