

THE PRIORY SCHOOL

SEND Policy

(SPECIAL EDUCATIONAL NEEDS & DISABILITIES)

Adopted by the Governing Body on:	November 17
Review cycle:	Annually
Review date:	November 18
Governors Committee:	Teaching and Learning
Responsibility of:	JTL

The Priory School SEND Policy

School Statement

The Priory School welcomes all pupils who can benefit from a broad, balanced mainstream education and aims to integrate all its pupils without discrimination. We value the abilities and achievements of all our students and we are committed to providing the best possible learning environment for each student.

We recognise, however, that in order to derive maximum benefit from our curriculum, pupils with special educational needs must be identified, supported, assessed and monitored. Such pupils are the responsibility of all teachers in the school and we work with parents and outside agencies to make provision for them. The school strives to deliver appropriate curriculum to:

- Provide the suitable learning challenges
- Meet the students diverse learning needs
- Remove the barriers to assessment and learning

The Department for Education (DfE) Special Educational Needs Code of Practice 2015, states all children and young people are entitled to an education that enables them to make progress so that they:

- Achieve their best
- Become confident individuals living fulfilling lives, and
- Make a successful transition into adulthood, whether into employment, further or higher education training

This policy ensures that curriculum planning and assessment for students with special educational needs takes account of the type and extent of the difficulty experienced by the student.

OBJECTIVES

- Students with SEND are a shared staff responsibility and work is differentiated to meet their needs.
- Students identified and assessed in line with the SEND Code of Practice.
- Students with SEND are fully included in the educational and social life of the school.
- All students with SEND are identified through cooperation and partnership with both parents and outside agencies.
- Parents/carers are involved as partners and co-producers of provision.
- Students with SEND are recorded on a Whole School Learning Support Register (LSR).
- Students with other issues which may affect their learning, attainment and achievement are also recorded on the LSR.
- Assessment for Learning targets are used for Departments to set subject specific targets for all students, including those on the LSR. This also forms part of the regular attainment tracking of students.
- All students with SEND will be actively involved in the development of their own learning.
- All staff will take responsibility for the identification, teaching and inclusion of students with SEND as an integral part of raising standards.

Responsibility for coordination of SEND provision

- The Headteacher will work closely with the SENCo who has responsibility for coordinating the day to day provision and the overall strategy for students with SEND.
- The SENCo will consult as appropriate with the Leadership Team on intervention and implementation of the SEND Policy.
- Teachers will adapt teaching to respond to the strengths and needs of all students in accordance with the DfE Teachers Standards. In line with the DfE 2015 Code of Practice they are responsible and accountable for the progress of all students in their classes.

Arrangements for coordinating SEND provision

- Provision for students with SEND is a matter for the school as a whole.
- As stated in the National Standards for Special Educational Needs Coordinators: “The SENCo, with the support of the Headteacher and the Governing Body, takes responsibility for the day to day operation of provision made by the SEND to secure high quality teaching and the effective use of resources to bring about improved standards of achievement for all students.”

Admission Arrangements

- These are in accordance with the 2015 Code of Practice, sections 1.27 and 1.28 and can be found on the school website.

Identification and Review of Students Needs

- The whole school has a responsibility for the identification and review of students’ needs in line with the guidance in the SEND Code of Practice 2015. Assessment for Learning will provide a mechanism for all teachers to identify and review the learning needs for students. Teachers will refer any students they have identified as requiring support and/or intervention different from or additional to that for the majority of their student peers.
- Students who are identified as having SEND and are receiving support that is ‘different from’ and/or ‘additional to’ normal class differentiation are recorded on the LSR.

Access to Curriculum

- The curriculum for students with SEND is differentiated according to need with a focus on outcomes for students. All staff support access to the curriculum for all students.
- The provision for students whose needs are ‘additional to’ and ‘different from’ the normal differentiated curriculum will be recorded on the LSR and on SIMS/PARS.

Inclusion of Students with SEND

- It is the responsibility of each class teacher to include students with SEND within the classroom and to carry out planning, manage support and provide resources to enable them to access a broad and balanced curriculum.
- It is the responsibility of Departments to create schemes of work that reflect the needs of SEND students.
- It is the responsibility of the SENCo to arrange training, provide materials and assistance to Departments and individual teachers to facilitate this.
- In line with the Equality Act 2010, we use our best endeavors to:
 1. Not treat current and prospective disabled students less favorably;
 2. Make reasonable adjustments as appropriate.

Evaluating the success of provision for students with SEND will include

- Progress against SEND priorities in the School Development Plan.
- Outcomes of provision measured against Assessment for Learning targets; outcomes identified in Educational, Health and Care Plans.
- Progress against targets through school self-evaluation.
- Analysis of how and where the Inclusion Budget is being used to provide for students on the LSR.

Complaints Procedure

1. Contact the SENDCo, Mrs J Trimnell, The Priory School, West Bank, Dorking, RH4 3DG, 01306 887337. A personal appointment will be made to discuss and resolve any complaint.
2. Should the complaint not be resolved satisfactorily at the meeting please put the complaint in writing to Mrs R Gibb, Headteacher, The Priory School, West Bank, Dorking, RH4 3DG, 01306 887337.
3. The school will investigate the complaint and a further meeting will be arranged to resolve the complaint.

In-Service Training for school staff

- The school has a commitment to staff development in the area of SEND to ensure that both teachers and support staff effectively to meet the needs of the students.
- Active participation of all staff is necessary for a successful school policy.
- The school Educational Psychologist and other outside agencies are invited in to lead or advise on staff training and consultation.
- Parents of SEND children on the LSR are invited into school to advise on staff training where particularly relevant to the needs of and outcomes for their child. This is a key element of the school's practice of co-production with parents.

Links to Support Services

- We will seek support and advice to maintain high standards of provision.
- Links and partnerships are developed with Surrey Children's Services and other agencies to provide support and advice to enable the school to meet student needs effectively.

Working in Partnership with Parents

- Our relationship and partnership with the parents of all students is based on the principle of co-production as outlined in the DfE 2015 Code of Practice section 4.9.
- We will foster positive attitudes to parents and carers and provide them with user-friendly information.
- We will draw attention to available support outside school.
- We will welcome and encourage all parents to participate in their child's educational progress from the outset.

Links with Other Schools and Educational Establishments

- Primary Schools
- Specialist Inclusive Learning Centres
- Area Inclusion Partnerships
- Colleges of Further and Higher Education
- Alternative Curriculum providers

Links with Other Agencies and Voluntary Organisations

We foster and develop links with the available support agencies and voluntary organisations, for example:

- Social Services
- Health Services – including Speech and Language Therapy, Occupational Therapy, Child and Adolescent Mental Health Services, Physiotherapy etc.