

THE PRIORY SCHOOL

SEND Policy

(SPECIAL EDUCATIONAL NEEDS & DISABILITIES)

Adopted by the Governing Body on:	January 19
Review cycle:	Annually
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Governors Committee:	Teaching and Learning
Responsibility of:	JTL

The Priory School SEND Policy

School Statement

The Priory School welcomes all students who can benefit from a broad, balanced mainstream education and aims to integrate all its students 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, students with special educational needs must be identified, supported, assessed and monitored. Such students 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 Continued Professional Development (CPD) for Special Educational Needs and Disabilities

- SEND is a consistent focus for whole staff training. Whole staff training or with curriculum areas takes place on a regular basis. Training is provided by both staff within school or from external agencies such as the Speech and Language service.

Admission Arrangements

- The arrangements for the admission of students with SEND are essentially no different to the admission of any other student i.e. on the basis of parental choice without the need for, or reference to, any test results. Parents/carers are able to access the school's Local Offer via the school website.
- Parents/carers can seek admission on the grounds of medical, social and emotional reasons.
- On being allocated a place at The Priory School the Head of Year 7 and Transition Coordinator will ensure information is gathered from the primary school of the students due to transfer. This may lead to support or intervention being put into place.
- For children identified with Special Educational Needs and Disabilities the SENCo may attend Student Passport reviews or Annual Reviews, where the Individual Education Plan (IEP) is reviewed, at the student's primary school in Year 6 to ensure a smooth transition. The SENCo will attend the three Induction Evenings held in the summer term to meet students and parents. Identified students are given the opportunity to attend extra induction days within the Learning Support department to aid transition to The Priory School.

Identification of Special Educational Needs

Students with Special Educational Needs may be identified in a variety of ways:

- **Liaison with Primary Schools.** This is undertaken by the Year Leader 7 and the Transition Co-ordinator. The Year Leader 7 with the SENCo and the Transition Co-ordinator collates information for form tutors and staff and disseminates it appropriately. The SENCo scrutinises all records (provided from primary schools) of new intake students. Furthermore, the SENCo attends a meeting arranged by the Local Authority with colleagues from local primary schools. Where students have a diagnosis of a Special Educational Need such as Dyslexia, they will be marked as a K for the SEND Status. Some students may have traits but be without diagnosis, students will be marked as an M for the SEND Status and all EHCP students marked with an E, in which case the school will make its best endeavours to make appropriate provision for all students on arrival.

In addition, all Year 7 students are tested early in the Autumn Term. Individual scores are made known to teaching staff, results are carefully analysed by the SENCo, Heads of Year and relevant members of the Senior Leadership team.

- **Classroom Teachers and Tutors.** In the first instance the classroom teacher or the tutor will use such strategies as may be appropriate to meet the needs of all students. Where such strategies are not successful in meeting the needs of a particular student, as shown by the live feedback, on-going or formal assessment, the teacher may seek further advice and support.

Assessment of Identified Students

At The Priory School students with SEND are fully integrated within the school as a whole. There is a commitment to valuing achievement in personal terms.

Students are grouped in mixed ability tutor groups and are usually taught in the mainstream classroom together with their peers. The methods of assessment used for all students are appropriate to students with SEND.

Action regarding students causing concern;

- Where a teacher has a concern about a student's work, or a student's behaviour, s/he should put in place such strategies as seem most likely to allow the student to make progress in her learning "Wave 1". The assistance and advice of the Curriculum Leader should be sought. The teacher should liaise with the Learning Support link teaching assistant, Deputy SENCo or SENCo to seek further advice.
- Half termly inclusion meetings, are attended by the SENCo, Deputy SENCo, Access Arrangements Co-ordinator and Higher Level Teaching Assistant (HLTA). Their purpose is to discuss individual students and identify support that may be required including whether it is appropriate for the student to be placed on the SEND register at SEND K, E or M. If the student is not placed on the register, reasonable adjustments will continue to be made within the classroom environment and all concerns are discussed by the SENCo and Head of Year towards an appropriate outcome.

Students on the SEND Register

- If the student has been placed on the register, the class teacher should seek the advice of the SENCo to inform planning.
- If the student's progress remains a concern following learning reviews, the student will be placed on the SEN register at SEN status K for SEN Support. At this stage, the Learning Support department will become more involved in the monitoring, reviewing and recording of progress. An Individual Educational Plan (IEP) will be drawn up in conjunction with the student. Copies of students' IEPs are made available to all teaching staff on the school's 'U' drive and attached to an individual student's profile on SIMS in the SEN section.
- Advice may be sought from outside agencies such as the Education Welfare Service, Secondary Support Service, Child Health Service, peripatetic Teachers of the Hearing Impaired or Visually Impaired, or the Schools' Psychological Service. Parents will be involved in discussions about provision and progress via the SENCo.
- Following reviews of a student's progress, it may be decided that, despite all the strategies employed by the school in attempting to provide for the student's SEND, the student's needs are such that formal assessment of her needs may be necessary. A request will be made to the Educational Psychologist for an assessment of the student's needs and the school will make a request to the Local Authority for formal assessment and consideration for an Education Health Care Plan (EHCP). At this stage the SENCo will review the Individual Education Plan with the input of outside agencies, and will continue to monitor and review progress, amending the IEP as and when necessary.

- Parents will be involved in discussions about provision and progress via the SENCo and will be invited to attend annual review meetings. While the process described above is a staged approach, progress through the stages may be accelerated if a student's needs are such that this is deemed necessary.

Allocation of Resources

Funding for students with SEND is included in the school's SEND notional budget. Additional funds may be made available as a part of a student's EHCP through top up funding.

Resources for students with Special Educational Needs and Disabilities may include Learning Support staffing, smaller class sizes and the annual allocation to the department for the purchase of books, and other equipment to aid planning for students' needs within lessons.

Any top-up funding provided by the Local Authority is used to provide additional support.

The timetable for Learning Support staff is decided by the SENCo, with the majority of support given in core subjects to students with an EHCP or other learning needs, taking into account advice from appropriate professionals.

Provision

The needs of students are met on a daily basis:

- In Lessons: The needs of particular students are addressed through lesson planning and the preparation of resources, or strategies within the classroom
- Flexible Grouping: Subjects are blocked on the timetable in half or whole years, which enables Curriculum Leaders to group classes according to the needs of their subject area. The needs of students may therefore be addressed at group level by banding, setting or in mixed ability groups.
- Catch-up and Intervention: Resources are targeted to enable students to reach required standards, for example in Year 7 Maths and English undertake specific intervention to enable students to meet the 'Secondary Ready' criteria. Other intervention may also occur as appropriate across the curriculum for all year groups.
- For Individual Students: Where specific needs are identified for individual students the Learning Support department will provide additional support for students either through withdrawal sessions or through the provision of in-class support where a learning support assistant works alongside the teacher.
- External Support: Additional external support may be provided to meet specific needs, for example Speech & Language or Sensory Impairment.
- Looked After Children: Where a child is looked after by the local authority (LAC) an initial discussion will be made with the Local Authority to ensure a Personal Education Plan has been created for the child. Staff will be informed clearly about who is on the LAC register and regular reviews are undertaken.
- Emotional Support: Where a student has been identified as having SEND of an emotional nature, Emotional Literacy Support Assistant (ELSA) mentoring may be given.
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Access Arrangements

Access arrangements are the principal way in which awarding bodies comply with the duty under the Equality Act 2010 to make 'reasonable adjustments'. The Equality Act 2010 requires an awarding body to make reasonable adjustments where a candidate, who is disabled within the meaning of the Equality Act 2010, would be at a disadvantage in comparison to someone who is not disabled. According to statutory guidance, disability means 'limitations going beyond the normal differences in ability which may exist among people'.

A candidate with a disability or difficulty which has a **substantial and long term effect** on performance in examinations may qualify for Access Arrangements. Access Arrangements should allow students with substantial long term SEND or short term illnesses or injuries to demonstrate their skills, knowledge and understanding without affecting the integrity of an assessment or examination. Access Arrangements are not intended to help certain candidates, or give them an advantage, but to give them a fair opportunity to demonstrate their knowledge and skills

Access Arrangements encompass a wide range of provisions which include:

- being allowed to sit examinations in a smaller room
- supervised rest breaks
- use of colour overlays
- prompter
- extra time
- reader
- scribe
- use of a word processor
- practical assistant

The school takes all evidence into consideration when making judgements regarding access arrangements and consequently evidences these decisions to an external verifier.

In all cases, there must be a genuine need for the arrangement. The school must be satisfied that the candidate has an impairment which has a substantial and long term adverse effect, giving rise to persistent and significant difficulties. 'Long term' means the impairment has existed for at least 12 months, or is likely to do so.

Students with SEND are not automatically eligible for Access Arrangements in public exams. For example, a student with a slight hearing impairment, a previous diagnosis of 'mild dyslexia' or a physical disability that does not affect performance in an examination may not meet the criteria for Access Arrangements.

In all cases, Access Arrangements should reflect the support that is usually given to the student in the classroom, internal tests and mock examinations. This is commonly referred to as the 'normal way of working.'

The decision to apply for access arrangements is based on evidence of a history of need, history of provision and reports from teachers or the SENco.

The school takes all evidence into consideration when making judgements regarding access arrangements and consequently evidences these decisions to an external verifier.

Parents/carers are informed by letter when formal applications for Access Arrangements are approved. The arrangements are named and this information leaflet is provided.

Monitoring of Students' Needs

The progress of all students is monitored through the Assessment Reporting and Recording Policy. In addition Year Leaders keep an oversight of all students within their year group and ensure any needs that arise are met either through in-school support or referral to external agencies. As a general rule, the school aims not to dis-apply students from the National Curriculum, but will do so in exceptional circumstances.

Where the Learning Support department is involved in the support of a student with SEND, the SENCo will arrange regular reviews of progress.

For a student with an EHCP, regular internal reviews are held, along with a statutory annual review. The parents/carers and the student are invited to attend and give feedback, together with any other outside agencies who may be involved with the student. Prior to the annual review, the SENCo compiles a report which forms the basis of the discussion at the meeting. Following the meeting a full report is sent to the Local Authority outlining the conclusions reached.

Transition Arrangements

The school ensures that at the key points of transition from one key stage to another, support and guidance is put into place. Transition from Primary to Secondary has been outlined above in paragraph 2.2, there is also transition planning as students move from Key Stage 3 to 4. During Year 11 students are interviewed with regard to their future plans which also happens at key times in the sixth form.

Complaints Procedure

- 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.
- 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.
- The school will investigate the complaint and a further meeting will be arranged to resolve the complaint.

Partnership with Parents

At The Priory School, the first link with parents is the Form Tutor followed by the Year Leader. Parents/carers are welcome to contact their daughter's Form Tutor or Year Leader at any time if there are matters they wish to discuss. The SENCo works closely with the parents/carers of students with SEND, maintaining regular contact.

These lines of contact are in addition to the arrangements made for all students, for whom there are annual parents' consultation evenings and at key points parents' information evenings.

Monitoring and Evaluation of the Special Educational Needs and Disabilities Policy

To enable any necessary adjustments to be made to the policy document, evaluation of the policy will take place regularly and it will be published on the schools website. Regular updates will be provided for governors in the Headteachers report to the full governing body.

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.