



THE PRIORY SCHOOL

D O R K I N G

Headteacher: Mrs J Trimnell

SEND policy and information report



Approved by	Local Governing Body	Date Approved	18 December 2024
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V1	Nov 2024	Annual update. Source document ELT template/The Key	SENDCo
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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.

At the Priory School, we value all of our students and strive to help them achieve their full academic potential through Quality First Teaching. We are an inclusive school, and we intend to meet the needs of each one of our students in our nurturing community. We promote the SEND Code of Practice to ensure that all our teachers have the responsibility to identify students with SEND and work closely with the SENDCO to ensure their individual needs are met.

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:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice January 2015
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting students at school with medical conditions (April 2014)
- Teachers Standards 2012
- SEN and Disability – a guide for parents and carers (2014)

This policy also complies with our funding agreement and articles of association. This policy can be accessed through the school website and a hard copy, or large print format can be provided on request.

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

All enquiries to: senco@priorycofe.com

The SENDCO is Miss J Roach.

She 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 coordination 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 regarding 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).
- Sensory and / or Physical, for example Hearing or Sight impairments, Sensory Processing difficulties, Epilepsy, Cerebral Palsy.
- Moderate learning difficulties.

5.2 Identifying students 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 SEND.

The SEN Code of Practice states that "special educational provision means educational or training provision that is additional to or different from, that made generally for others of the same age in a mainstream school setting in England." A diagnosis in itself is not necessarily indicative of a student needing additional support.

Being listed on the SEND register does not automatically mean the student requires an additional, costed provision. We interpret the phrase "additional to and different from" as referring to a spectrum of provision: from the low-level information-sharing of needs/strategies via the SEND Register, to a costed provision.

A child will be put on to the SEN register if they fulfil at least one of the three criteria below:

- Formal diagnosis.
- A standardized score of 84 or below in the Y7 tests.
- A history of/ evidence of need – in KS2 if student is in KS3 and in KS3 if student is in KS4.

AND

- Has a significant medium- or long-term provision or need that is in addition to or different from our core offer.
- Has a professional judgement of need.

In the absence of the final condition, students may be placed on our monitoring list. Students who only require access arrangements may also be on the monitoring list.

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

Assess - Teachers regularly assess students' needs so that each young person's progress and development is tracked. In some cases, we will draw on assessments and guidance from other educational professionals. We aim to listen to the views and experiences of the young person and their parents/carers.

Plan - Where it is decided to provide a pupil with SEN support, parents will be formally notified (SEND Code of Practice 0-25 (January 2015) 6.48). For those with a higher level of need, key staff and the SENDCO, along with the parents/carers will put together a plan outlining the adjustments, interventions and support which will be put in place for the young person as well as the expected impact on progress and outcomes. Information is shared with staff via Provision Map – the school's information system (Code of Practice 0-25 (January 2015) 6.49). This ensures that all staff who work with the young person will be made aware of the students' needs and the strategies which are recommended to meet them.

Do - Subject teachers are responsible for working with the student on a regular basis. (SEND Code of Practice 0-25 (January 2015) 6.52). They will liaise closely with staff who provide support and monitor the progress being made. The SENDCO will provide support, guidance and advice. All adults working with the young person will encourage them to be individual learners, developing their ability to deal with difficult tasks.

Review - The plan, including the impact of the support and interventions, will be reviewed by key staff and new outcomes/actions decided upon. Where sufficient progress has been made, the young person may be removed from the SEN register. For students with an EHCP, the local authority must review the plan at least annually (SEND Code of Practice 0-25 (January 2015) 6.56) and decide whether changes should be made, including the rare decision to cease the EHCP if is no longer required.

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.

As part of our transition process between primary and secondary school, we ensure that all students are given the opportunity to attend an induction day and transition sessions in the summer term. We also have a dedicated space on our website for all students and their parents / carers. To access this information, follow the link [here](#)

We are forging links with further education establishments to ensure a smooth transition for our Post 16 students. Annual Post 16 reviews are held for all our EHCP students at the correct stage in their education.

5.6 Our approach to teaching students with SEND

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 adapted and scaffolded for individual pupils. SEN support could include:

- strategies and recommendations shared with teaching and support staff to ensure the students' needs can be met within the inclusive classroom.
- additional adult in targeted lessons.
- modification of tasks/materials and equipment.
- 1:1 or small group interventions.
- observing the young person in class or during unstructured times to inform interventions.
- high levels of support from the Inclusion Team.
- support from external agencies.

5.7 Adaptations to the curriculum and learning environment

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

- Adapting our teaching to ensure all students can access it by, for example, grouping, 1:1 work, teaching style, content of the lesson, giving longer processing times where possible, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing, scaffolding learning.
- Using recommended aids, such as laptops, colored overlays, visual timetables, larger font, etc.

5.8 SEND Team

Our SENDCO has NASENCO status and is supported by the SEND Team. We have a team of Learning Support Assistants (LSAs) who between them are trained to deliver an array of interventions.

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

ASD Outreach Service (Limpsfield Grange)

Speech and Language Therapy (SALT)

Specialist Teaching for Inclusive Practice (STIPs)

Physical & Sensory Support (PSS)

Occupational Therapy

Educational Psychologist

CAMHS

Special Behavioural Outside Agencies

5.9 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 to them.

5.10 Evaluating the effectiveness of SEND provision

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

Reviewing students' individual progress towards their goals.

Reviewing the impact of interventions after six weeks.

Monitoring of data by the SENDCO.

Using provision maps to measure progress.

Holding annual reviews for students with EHC plans.

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

All of our extracurricular 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.

5.12 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;

We have two ELSAs in the school and the Chaplaincy;

We provide social skills interventions with identified students;

We have qualified Mental Health First Aiders;

We have access to external mentoring (EG. Learning Space).

5.13 Working with other agencies

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

5.14 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.

5.15 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.

5.16 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.

5.17 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 can be found [here](#)

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