

SEND Information Report 2026-27

The SEND information report is published annually as set out in the SEND Regulations 2014 and must include information about:

- i. the kinds of SEND that are provided for*
- ii. policies for identifying children and young people with SEND and assessing their needs, including the name and contact details of the SENDCO*
- iii. arrangements for consulting parents of children with SEND and involving them in their child's education*
- iv. arrangements for consulting young people with SEND and involving them in their education*
- v. arrangements for assessing and reviewing children and young people's progress towards outcomes*
- vi. arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood*
- vii. the approach to teaching children and young people with SEND*
- viii. how adaptations are made to the curriculum and the learning environment of children and young people with SEND*
- ix. the expertise and training of staff to support children and young people with SEND, including how specialist expertise will be secured*
- x. evaluating the effectiveness of the provision made for children and young people with SEND*
- xi. how children and young people with SEND are enabled to engage in activities available with children and young people in the school who do not have SEND*
- xii. support for improving emotional and social development and how the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEND and supporting their families*
- xiii. arrangements for handling complaints from parents of children with SEND about the provision made at the school*

(SEND Code of Practice 0-25 January 2015)

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This SEND Information Report has been developed by the SENDco in consultation with senior leaders, teaching staff, governors, parents and external professionals. It reflects current practice at Priory School and is reviewed annually to ensure it remains accurate, up to date and aligned with statutory guidance. Feedback from families and pupils informs ongoing improvements to SEND provision.

i What kinds of SEND does the school support?	We are a mainstream, inclusive school which fully complies with the requirements outlined in the SEND Needs Code of Practice 0-25 (January 2015). We make reasonable adjustments to our practices so as to comply with the Equality Act (2010). Admissions for pupils with SEND follow the same process as for all pupils, with reasonable adjustments made where necessary. The school works closely with families, primary schools and external agencies to ensure that needs are understood prior to entry and that appropriate support is in place from the start. No pupil is refused admission on the basis of SEND. Admission may only be declined where the school, in consultation with the local authority, determines that it is unable to meet the needs outlined in an Education, Health and Care Plan (EHCP)." Like all mainstream schools, we provide for young people with needs in the following areas: • Cognition and Learning • Communication and Interaction • Social, Emotional and Mental Health • Sensory and/or Physical The level of support depends upon the complexity of the young person's difficulties and our ability to meet their needs in school. We follow Surrey County Council SEND guidance and processes.
ii What are our policies for identifying children and young people with SEND and assessing their needs?	All our students are supported by the inclusive and nurturing environment that we have created at the Priory School. We celebrate diversity and uniqueness and recognise that all students are individuals with different strengths and challenges. While some students with SEND may need support throughout the whole of secondary school, others may need to access support temporarily to meet a particular need. In year 7, students are screened to identify potential SEND needs and look at further support that may be needed within our ordinarily available provision. The school provides a clear offer of Ordinarily Available Provision (OAP). This includes high-quality teaching, reasonable adjustments, and low-level interventions that can be delivered without specialist involvement. OAP supports pupils who may have emerging or lower-level needs and ensures early intervention before higher-level SEND support is considered. Currently the tests used are DASH, SRS, and WRAT 5. Within school, there is an online SEND referral system for staff to use to approach the SENDCO for further assessment of a child who may have a SEND. A child will be added to the SEND register if they fulfil at least one of the criteria below: • The child has an EHCP

- The child presents with identified SEND needs that require significant adjustments, targeted intervention and/or specialist external agencies or the internal SEND team. A formal diagnosis may contribute to identification but is not required.
- A history of/ evidence of **significant** needs which have had a sustained impact on the child's ability to make progress and **targeted intervention** is required.
- A standardized score of 84 or below in the Y7 tests.
- • 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.

A child will be added to the **Monitoring register** (ordinarily available provision) for monitoring if:

- The child has an identified need which can currently be supported through quality first teaching, reasonable adjustments and ordinarily available provision.
- A formal diagnosis may contribute to identification of SEND, but support will be determined by the child's needs and required provision. The child may display traits of a SEND need and requires access to our ordinary available provision
- The child displays traits of a SEND need but **does not have a diagnosis** and requires access to our ordinarily available provision.

The school recognises that English as an Additional Language (EAL) is not a SEND. Where concerns arise for pupils with EAL, first-language assessment and contextual information will be used to ensure needs are accurately identified and not confused with language acquisition

The progress of all students is monitored regularly by subject teachers, Heads of Department, Heads of Year

and the Leadership Team so that when a student is not making expected progress in a particular area of learning, the school can identify the need for additional support as necessary.

If parents/carers have concerns about progress or attainment they should, in the first instance, contact the subject teacher or tutor. As an inclusive school, it is imperative that students with SEND are supported by all school staff, and their provision does not solely rely on the SENDCO.

Support and progress are monitored by the following key staff:

- Subject Teachers
- Tutors
- Subject Leaders
- SENDCO

	• Support Staff • Safeguarding and Inclusion Manager • The Leadership Team Governors are responsible for monitoring the effectiveness of the provision in place for students identified with SEND.
What are the arrangements for: iii Consulting parents of children with SEND and involving them in their child's education? iv Consulting young people with SEND and involving them in their education? Assessing and reviewing children and young people's progress towards outcomes?	In addition to the school's regular reporting cycle, including the annual Parents/Carer Evening, it is always possible to email or arrange a phone call or meeting with the subject teacher, tutor, HOY, SENDCO or another member of staff if there are any concerns regarding the overall progress of their child. All parents/carers can access our online communication system 'Edulink' so they can see their child's timetable and attendance, positive and negative behaviour points log etc. Students on the SEND register will have a one page profile made for them. This will be created using external reports (if available) and information from school staff, parents and, of course, the child. This document is available on provision maps for teachers and contains updated strategies for how to support the child in their lessons. The one page profile will be reviewed yearly or more regularly if the need arises. For those with more complex needs, an Assess Plan Do Review (ADPR) cycle will begin and will be reviewed at the end of each cycle which lasts 12 weeks. Parents/carers are involved at each stage of the Assess–Plan–Do–Review cycle and receive updates on progress, adjustments and next steps. If 3 cycles of an ADPR are completed and no significant progress is made, a pastoral plan will be put in place Students who have EHCPs are invited to attend at least part of their Annual Review meeting to ensure they are fully involved in the discussion about their progress, provision and continuing needs. Pupil voice is central to SEND provision. Students are encouraged to contribute to their one page profiles, review meetings and discussions about support."

v

What are the arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood?

Y6-7

During the summer term, the Transition Team visit our feeder primary schools and meet all the children to make them feel like 'Priory Students' and to ensure they are confident in transition.

The SENDCO will attend Yr 6 reviews for students joining The Priory with an EHCP, when necessary. This will be online, or in person where possible, to ensure transition for students with SEND is as smooth as possible. In recent years, Surrey STIP service have created the ASPIRE programme which facilitates a more thorough transition. This includes a SE Surrey wide event with SENDCOs from local primaries and secondaries sharing information.

For children not on the ASPIRE programme, primary schools are expected to transfer SEND files as soon as possible and by the end of September at the latest.

Other transition events:

- Induction days for all students,
- An information evening for year 6 students' parents,
- An extended transition programme for more vulnerable learners. These students are identified by primary schools.

Y9-10

All students receive guidance on options and an options evening is held for parents. In line with our belief in inclusive education, all subjects are available to all students.

Y11 onwards

All students receive guidance and support in preparation for moving onto their next phase including meeting with our Careers Advisor. We also liaise with the local authority to maximise the chances of successful transitions for Year 11 students to their next phase. Our Study Centre has a dedicated section for careers advice, with in-house careers guidance.

Students with an EHCP are prioritised to have careers advice meetings from Year 9.

Students with SEND may receive additional support via a range of staff including the careers team, SENDCO, Learning support assistants, pastoral staff s and Surrey County Council also have a post-16 Special Educational Needs team who can provide more specialised advice.

Where necessary, the SENDCO liaises with the prospective college / school regarding support that may be required for individual students.

vi What is the approach to teaching young people with SEND?	We adopt a graduated approach to meeting needs, through inclusive Quality First Teaching with our staff making reasonable adjustments to help include all students, not just those with SEND. There is a holistic approach to supporting learners; teaching staff, support staff, Heads of Year, tutors and pastoral staff along with allocated Student Wellbeing Coordinators for individual year groups and Senior Leadership Team members are all involved with supporting our students. Students are set in Maths from Year 7 after initial assessments in October but are taught in mixed ability classes for all other subjects. We believe that the best place for the majority of students is in a classroom therefore we do not withdraw students for interventions unless there is a significant need. Those with EHCPs will receive the interventions outlined in Section F and will be reviewed regularly. There are 3 levels of support: • Wave 1 /Ordinarily Available Provision/Monitoring– Quality First Teaching, low level occasional adjustments such as exit cards, access arrangements (KS4), word processors, specific seating arrangements in the classroom etc. • Wave 2/SEND K – sustained and targeted support from the SEND team or external agencies • Wave 3 /SEND E – EHCP This is in line with Surrey’s Graduated Response – aiding the evidencing of appropriate provision if moving a student to a higher wave/asking for external agency support.
vii How are adaptations made to the curriculum and the learning environment of children and young people with SEND?	Through Quality teaching, our staff make reasonable adjustments to ensure all students are making progress. All teachers are provided with information on the learning needs of students on the SEND register through EHCPs, other external reports and the child’s personalised Pupil Passport. These are readily available. The curriculum, schemes of work, and individual lessons are adapted while ensuring learning retains a high level of challenge. The school fulfils its duty under the Equality Act 2010 to make reasonable adjustments so that pupils with SEND can access learning, facilities and wider school life. The school’s Accessibility Plan outlines how we improve access to the curriculum, physical environment and information for pupils with SEND. This plan is reviewed annually. Where appropriate, pupils with SEND are supported through assistive technology such as laptops, reader pens, speech_to_text tools, and accessibility software. These tools are used to reduce barriers to learning, promote independence, and ensure pupils can access the curriculum effectively. Specialist equipment (e.g., laptops, reader pens, accessibility software, sensory tools) is secured through the school’s SEND budget, EHCP funding and recommendations from external professionals. Requests for specialist equipment are reviewed by the SENDCO and agreed based on assessed need
viii What is the expertise and training of staff to support children and young people with SEN, including how specialist expertise will be secured?	The SENDCO attends Network meetings to be up to date with local and national developments in SEND. As part of Continuing Professional Development (CPD), all staff have SEND specific training, however, this often falls into the general teaching and learning CPD for all. Where it is deemed that external support is necessary, we discuss any referrals with parents/carers in the first instance and gain full consent before proceeding with a referral. The Priory works with many external agencies, including the Educational Psychology Service, Speech and Language Therapy, ASD Outreach, the Physical and Sensory Support Service, Specialist Teachers for Inclusive Practice team (STIPs), Mindworks and Social Care. Staff receive ongoing SEND CPD throughout the year, including training on autism, ADHD, SEMH, dyslexia, trauma_informed practice and inclusive classroom strategies. Training needs are reviewed annually

ix How do we evaluate the effectiveness of the provision made for children and young people with SEND?	We monitor the progress of all children receiving additional support to ensure that the provision we have put in place is having the impact we are expecting. Decisions are made as to whether specific interventions are proving to be effective both in terms of time spent on them and the funding used in providing the intervention. SEND provision is quality assured through learning walks, book looks, data reviews, pupil voice and staff feedback. Findings inform future planning and CPD. The school monitors attendance for pupils with SEND closely, recognising that reduced attendance may indicate unmet needs or emerging barriers. Attendance data is reviewed alongside academic and pastoral information, and concerns are escalated through the SENDCO, pastoral team, and safeguarding team to ensure early intervention and coordinated support. Depending on what support arrangements are provided, it is coordinated and monitored by one of the following: • Subject Teacher • Tutor • Subject Leader • SENDCO • Designated Safeguarding/Inclusion Lead • SLT Each year we review the needs of the whole cohort to see if there is a change in the overall make-up of the school. Decisions are then made as to whether any whole school adjustments are required.
x How are students with SEND enabled to engage in activities available with children and young people in the school who do not have SEND?	We have a whole school approach to inclusion which supports all learners engaging in activities together. Staff work collaboratively to remove barriers to learning through high quality teaching, reasonable adjustments and personalised support where required. Pupils with SEND are included in lessons, enrichment, leadership roles, performances and wider school activities, with adaptations made to ensure access, dignity and independence. Inclusion is embedded in our culture, curriculum and daily practice. There may need to be discussion and forward planning with staff, parents/carers and students regarding any barriers or issues of access, but this will be done to ensure full and appropriate participation. Registers are taken for all school activities, and we actively monitor the engagement of learners across the school. Students with SEND, including those with EHCPs, represent the school at Open Evening, doing tours and demonstrations; they are in the Prefect team, in school performances and in a variety of sports teams. Where needed, reasonable adjustments (e.g., adapted equipment, additional supervision, sensory breaks) are made to ensure pupils with SEND can fully participate in extracurricular activities.

xi What support is there for improving emotional and social development?	Students are supported in a variety of ways: • Cultural curriculum delivered in tutor time • Assemblies • Tutor and Head of Year • Year allocated Student Wellbeing Coordinators • Inclusion Support Team • ELSA (Emotional literacy Support) • Safeguarding & Senior Mental Health Lead The school works with the Mental Health Support Team who are a part of Mindworks Surrey, formerly known as CAMHS. School will consult with Mindworks and submit referrals as required. School will contact the Mindworks crisis line in light of any emergency.
xii How does the school involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEND and supporting their families?	As aforementioned, we work with many agencies when the school feels that support needed is above and beyond what the school can offer. In these cases, parents/carers and young people will be consulted and consent sought so that agencies are able to work in supporting the overall development of the young person. Last year, our students were able to access support from, amongst others, CAMHS, Educational Psychology Service, Social Care agencies, STIPs and ASD Outreach. We have a particular duty in ensuring that Looked After Children (LAC) are given the appropriate support and care to help support their progress and engagement within the learning environment. Our SENDco communicates regularly with social care staff to ensure the child's wider needs are being met, including coordinating students' Pastoral Support Plans (PSP). Students with SEND may have additional safeguarding vulnerabilities. Staff follow Keeping Children Safe in Education (KCSIE, 2026) and Working Together to Safeguard Children when identifying and responding to concerns
xiii What are the arrangements for handling complaints from parents of children with SEND about the provision made at the school?	In the first instance, if a parent/carer has a concern they are encouraged to speak to the relevant member of staff or tutor. If the matter cannot be resolved at this stage, then please contact the SENDCO to discuss the nature of the complaint and to look for a resolution to the issue. A copy of the school's complaints procedure can be found on the school website. The complaints procedure will outline the formal steps the school will take in handling each complaint. Where a resolution between the parent/carer and school cannot be reached then parents/carers will be advised to seek external support through the Surrey SEND Information Advice and Support Service (SEND Advice Surrey).

LA local offer

Surrey Local Offer: <https://www.surreylocaloffer.org.uk/>