



Priory School

SEND Information report
September 2024

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Our school's approach to supporting pupils with SEND

At Priory School, we aim to ensure that children with special educational needs are able to access our broad, balanced, and relevant curriculum as part of the whole school community. We want to make sure that every child gets the best support we can offer in order to help them enjoy their learning, feel confident and happy among their peers, and make the best possible progress. Every child has an individual need that may affect their learning, this may require our additional support for a short time, or a longer period. During this time, they will be part of our Special Educational Needs and Disability (SEND) register and we will keep a close eye on their progress, looking carefully at what extra support we can offer. The support we offer ranges from interventions to an adaption in provision

Four areas of SEND needs

The government's SEND code of practice highlights four broad areas of SEND needs:

- **Communication and interaction:** Children and young people with speech, language and communication needs (SLCN) who have difficulty understanding and communicating with others. This may include those with ASD, including Asperger Syndrome and Autism.
- **Cognition and learning:** Children and young people who learn at a slower pace than their peers, as well as those with Specific Learning Difficulties (SpLD). For example dyslexia, dyscalculia and dyspraxia.
- **Social, emotional and health difficulties:** Children who may be withdrawn or isolated, as well as those displaying challenging, disruptive or disturbing behaviours. The code states these behaviours may reflect underlying mental health difficulties. For example, anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained.
- **Sensory and/or physical needs:** This includes children with a disability that prevents or hinders them from making full use of general educational facilities. For example, those with visual or hearing impairments, multi-sensory impairments, and/or physical disabilities

The SENCO's

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Graduated Approach at Priory

When a child at Priory has been identified as having SEND, we will take action to remove barriers to learning and put into place effective special educational provision. A graduated approach will be undertaken which draws upon the four part cycle Assess, Plan, Do, Review, with actions revisited, refined and revised building on a growing understanding of learners' needs and the support needed in helping them to make good progress and secure good outcomes. Each stage of support builds on the good practice of the previous stages. This will lead to an approach in which increasing levels of support are provided where necessary and appropriate: For learners identified as having SEND, settings will take action to remove barriers to learning and Quality First Teaching for **All** children and young people

- Some support
- Lots of support
- Exceptional support

The Assess, Plan Do, Review approach will be applied at each of these levels.

Securing and deploying expertise

We are able to refer to a range of specialist services within Slough Borough council such as:

- Educational Psychology service
- Speech and Language Therapy

- Child & Adolescent mental health services
- Early Help
- Occupation therapy
- Slough Children First
- ASD specialist teacher

Facilities

In addition to a range of interventions that are delivered by school staff we have a mainstream resource base.

Resource bases

We have two large Local Authority Resource bases, Orchard and Woodlands. Places in our Woodlands are allocated by the Local Authority. Pupils allocated a Resource Base place in Woodlands should be able to access mainstream learning for at least 50% of their day. Pupils in our Orchard Provision have more complex needs and need a much more specialised curriculum. We are no longer taking any new consultations for the Orchard. However, we will continue to offer spaces to children who fit the criteria for a Woodlands resource.

Please note that a place in our mainstream will not give priority to the Resource Base. It is for the Local Authority to decide the appropriateness of the placement.

The criteria for the Woodlands resource base is:

Communication

- Pupils will be able to verbally communicate, they may need some help of communication aids. They still need support and programmes devised by a Speech and Language Therapist (SALT).
- Child has been seen by a speech therapist and has been provided with an action plan.

Social interaction and play

- Motivation to relate to others but difficulties with social cues e.g., waiting for a turn, responding during a gap in conversation.
- Can independently follow familiar structured games (e.g., hide-and-seek) for a short period.
- Imitates role play of peers to support own play.

Flexibility

- Able to tolerate small changes in routines with appropriate visual support.

Sensory Regulation

- Be able to work in small groups (of no more than 10 pupils) and not reliant on 1:1 adult support.
- Pupils will have the potential to cope in an environment that is fully integrated with the mainstream, with appropriate support.
- To be able to spend at least 50% of their lesson time in a mainstream setting.

Health and Self-Care

- Can satisfy some self-help needs independently and is able to make needs known in other areas.
- Consistently responds to a visual support system.
- Aware of needs and will make these needs known in an appropriate manner.

As well as our Orchard and Woodlands provision we also have a nurture provision, Treetops. This nurture provision offers a supportive and inclusive environment designed to help pupils who may struggle with emotional or social difficulties. This provision provides a smaller, more nurturing space within the school where pupils can receive personalised care and attention. The focus is on developing their self-esteem, social skills, and resilience, enabling them to better engage with their learning and peers. Through targeted interventions, nurturing relationships, and a structured routine, Priory School's nurture provision aims to help students overcome challenges and reintegrate into the wider school community confidently and successfully. Places in our Treetops provision are decided based on a Boxall profile assessment by the child's class teacher.

Identifying and assessing pupils with SEND

Within Priory School, each child's progress – academic, social, and emotional is monitored closely by class teachers and the senior Leadership Team. We recognise that all children make progress at different rates and not always at a steady linear pattern. If your child is identified as having Special Educational Needs which requires additional support, this will be discussed with you. There are a number of ways we identify and assess pupils with SEND. Parents are also to discuss their concerns with class teacher and year leader.

- The class teacher may notice your child is having difficulty with an aspect of their learning, through discussion with Year Leader, parents, the child and SENCo's additional support will be provided for the child.
- Each term the progress of all children is discussed by class teachers, Year Leaders, SENCo's and Senior Leadership Team
- Subject or skills-based assessment that all children take part in (Year 1 Phonics checks, the EYFS profile)
- Assessment on an individual basis, where we think there is the need
- Liaison with external agencies

Admissions and Transition

The SEND department in Slough Borough Council manage admissions for all children with EHCPs who are looking for school places. We receive a consultation with information about the child's SEN. We then assess the needs of the child outlined in their plan and check that we can meet the needs of that pupil within our setting.

There may be times when we decide that it is not in the best interest of the child to attend Priory school, but this would always be in accordance with the SEND Code of Practice (2014) and would be detailed in our response letter.

At Priory school we believe that transition is a process and not an event. Therefore, our transition processes start taking place as early as possible. Each child will be provided a transition booklet and a social story that will help them process the change. Visits to new classes, meet teachers and staff and time with other pupils in their class will also be arranged.

For a child moving onto secondary school, we understand that this is an anxious time for both parent and pupil. We follow Local Authority arrangements and have strong links with local secondary schools. In addition, secondary school staff are invited to the final Annual review for children who have an EHCP.

Consulting with parents and pupils

Pupils

Pupils' views at Priory School are highly valued and we use a range of methods to seek these. Children with an EHCP are invited to give their own views about their education and discuss their aspirations for the future during their annual review meeting. Together with the familiar adults, the children are supported to make a PowerPoint presentation about themselves, they are given the opportunity to share this with the professionals and parents in the annual review if they would like to.

Pupils regularly meet with the Senior Leadership team to discuss all aspects of their school life.

The school council are an active part of school life at Priory, students are encouraged to support children with additional needs and seek their views in order to inform Senior Leadership Team.

Involving key stakeholders

It may be necessary to seek specialist advice and regular long-term support from a specialist professional outside the school in order to plan for the best possible learning outcomes for your child. This could include the Educational Psychologist, Speech and Language Therapist, Occupational Therapist, Sensory Advisory Teachers, and the Child Development Service. The school will prioritise referrals to these services.

Transition support

We liaise closely with the nursery or school your child is transferring from. We are able to discuss with the relevant teachers any individual needs and how best to support your child at Priory School. This could involve discussions with the Educational Psychologist, the Speech and Language therapists or other relevant professionals. We also support you in selecting the appropriate secondary school and assist you in the application process at the start of Year 6. We make arrangements to ensure there is a smooth transition when your child transfers to his/her secondary school of choice. We take care to ensure that during transition points (between classes each year and at the end of Key Stages) all staff are aware of all pupils' learning needs, how well they have progressed, and any support strategies used. Should your child have an EHC Plan, we will participate and/or facilitate its review in sufficient time prior to transferring between key phases of education. You will be kept informed of these arrangements and asked to attend the reviews.

Adaptations to the curriculum and learning environment

All children at Priory School are offered excellent targeted classroom teaching (Quality First Teaching). Some children may benefit from small group work with more specific targets which may take place inside or outside the classroom. Children with social and emotional needs may be offered additional support or friendship groups/access to nurture provision during lunch times or playtimes.

For children on the SEND Register, groups often follow the advice of outside professionals such as the Speech and Language Therapist, the Educational Psychologist, or the Occupational Therapist. Progress of these children is reviewed half-termly or termly and next steps are planned accordingly. A few children will follow specialist programmes of teaching devised with the help of outside professionals. These children will usually undergo statutory assessment and have an Education, Health and Care Plan. Effectiveness of SEN provision is monitored and evaluated by teachers and the Senior Leadership Team, and SENCO's termly at pupil progress meetings

Inclusivity in activities

Priory school is committed to providing equal opportunities for all children, we make reasonable adjustments to ensure that children with any activity on offer as part of the school curriculum can be accessed by all our children. Risk assessments are carried out before any off-site visits take place in line with our policies.

Supporting emotional and social wellbeing

We encourage collaborative learning and prioritise a curriculum that encourages social and emotional wellbeing. At Priory, we are committed to our core values, Hope, Opportunity, Curiosity and Trust. These are embedded in every area of school life and help ensure all our children are ready for learning. Staff are committed to these values to help ensure the happiness and wellbeing of all our children. In addition to this, we support your child's wellbeing through:

- Contact parents on the first day of absence to find out why your child is not in school.
- Work with the Early Help Team (EHT) who supports the school and parents with ensuring children attend school regularly and on time.
- Have an effective behaviour policy which is used and adhered to by all staff across the school.
- Identify and offer support to children who need specific support to manage their behaviour.
- Offer a wide range of activities within school to support children's social and emotional development such as school visits, educational trips, music lessons and links with the community.
- Ensure staff regularly undergo training to support children's wellbeing
- Refer to the Mental Health Support team where necessary
- Deliver PSHRE as part of the curriculum across the whole school, as it provides a framework and some ideas for teaching social and emotional skills within lessons, across subjects and outside the classroom.
- Operate an open-door policy where you are encouraged to make an appointment to meet your child's Class Teacher or Yea Leader
- The school offers a wide variety of pastoral support for children. This is overseen by the Deputy Headteacher
- Members of staff including SENDCo, DDSLs, Emotional Literacy Support Assistants and members of the Senior Leadership Team are available for children who may wish to discuss issues and concerns in addition to their class teachers.

Evaluating effectiveness

Your child's progress will be assessed both in terms of his/her regular learning within the class and any specific intervention programmes. The impact of the support given is carefully evaluated to ensure that the learning outcomes have been achieved and if not, what adaptations are necessary. It may be decided that a further period of support is beneficial for your child. You and your child will be kept informed and encouraged to be actively involved at all stages of this support.

Handling complaints

Initially speak with your child's teacher and/or the SENCO or Year Leader. Hopefully they will be able to address your concerns.

If you still have concerns you can contact any staff whose roles are listed above or the Board of Governors. You may be directed to the school's complaints policy.

SEND Policy and implementation

Our SEND policy can be found at the bottom of the SEND website page or on our Policies page.

Our SEND policy describes how we meet the needs of our children who are experiencing difficulties accessing their learning. They may experience challenges related to sensory or physical impairments, learning needs or emotional and social development.

We ensure that we continuously monitor the progress of all pupils so that we can quickly identify barriers that may hinder progress and implement appropriate support. At Priory we have a clear and graduated process for identification and intervention. All children access high quality teaching, a rich, challenging curriculum adapted to respond to the needs of the children. From this foundation further support and intervention may be required to help the child achieve. Through careful monitoring and appropriate school assessments, we may identify that a child has a special educational need and with the involvement of parents we complete an Individual Educational Plan and place the child on the SEN register.

The Local offer

The Local Offer from Slough Borough council details services available to support disabled children and children with SEN and their families in the local area. More information can be obtained at

<https://www.sloughfamilyservices.org.uk/kb5/sloughcst/directory/localoffer.page?directorychannel=5>

Named contacts

Name of individual	Email address	Phone number
Internal		
SENCo's - Sarah Leonard, Javairia Mohammed, Rebecca Morris, Renice Miller	SEN@priorschool.com	01628600300
Deputy Headteacher/ DSL - Chloe O'Connor	Chloe.OConnor@priorschool.com	01628600300
Headteacher - Hannah Foster	Hannah.Foster@priorschool.com	01628600300
External		
SENDIASS (SEND information Advice & Support Service)	www.sloughsendiass.org.uk	01753787693
Special Voices	www.specialvoices.co.uk	0790693439
Slough Family Information service	www.sloughfamilyservices.org.uk	01753476589