



Inspiring Futures
Through Learning



Priors Hall
a learning community

SEND Information Report

2020-2021

At IFTL Trust Schools, we believe that all children can succeed and reach their full potential, in line with their individual needs and abilities. We value the importance of a nurturing environment where the children feel supported whilst also gaining independence on their developmental journey. At IFTL schools we look beyond the external presentation of behaviour to fully understand the specific needs of pupil and continually reflect on best practice and provision that would facilitate their progress.

What kinds of Special Educational Needs and Disabilities are provided for?

Our education provisions match the four broad areas of need as defined in the SEN Code of Practice Jan 2015;

- **Communication and interaction**
- **Cognition and Learning**
- **Social, emotional and mental health**
- **Sensory and/or physical needs**

➤ At Priors Hall a learning community, we have a 4 tiered approach to supporting a child's learning.

QFT: this is the teaching all children will receive from his/her class teacher and may include some very minor adaptations to match learning needs and support some interventions aimed at narrowing the gap between your child and their peers. It also includes ensuring that all teachers are aware of how to match these learning needs, through good communication and training systems.

SEN Support – Children at this level will be placed on the school's SEN register.

Level 2-it may be appropriate to consider making additional short-term special educational provision to remove or reduce any obstacles to your child's learning. This takes the form of a graduated four part approach of;

- a) **Assessing** your child's needs
- b) **Planning** the most effective and appropriate intervention
- c) **Providing** this intervention and
- d) **Reviewing** the impact on your child's progress towards individual learning outcomes.

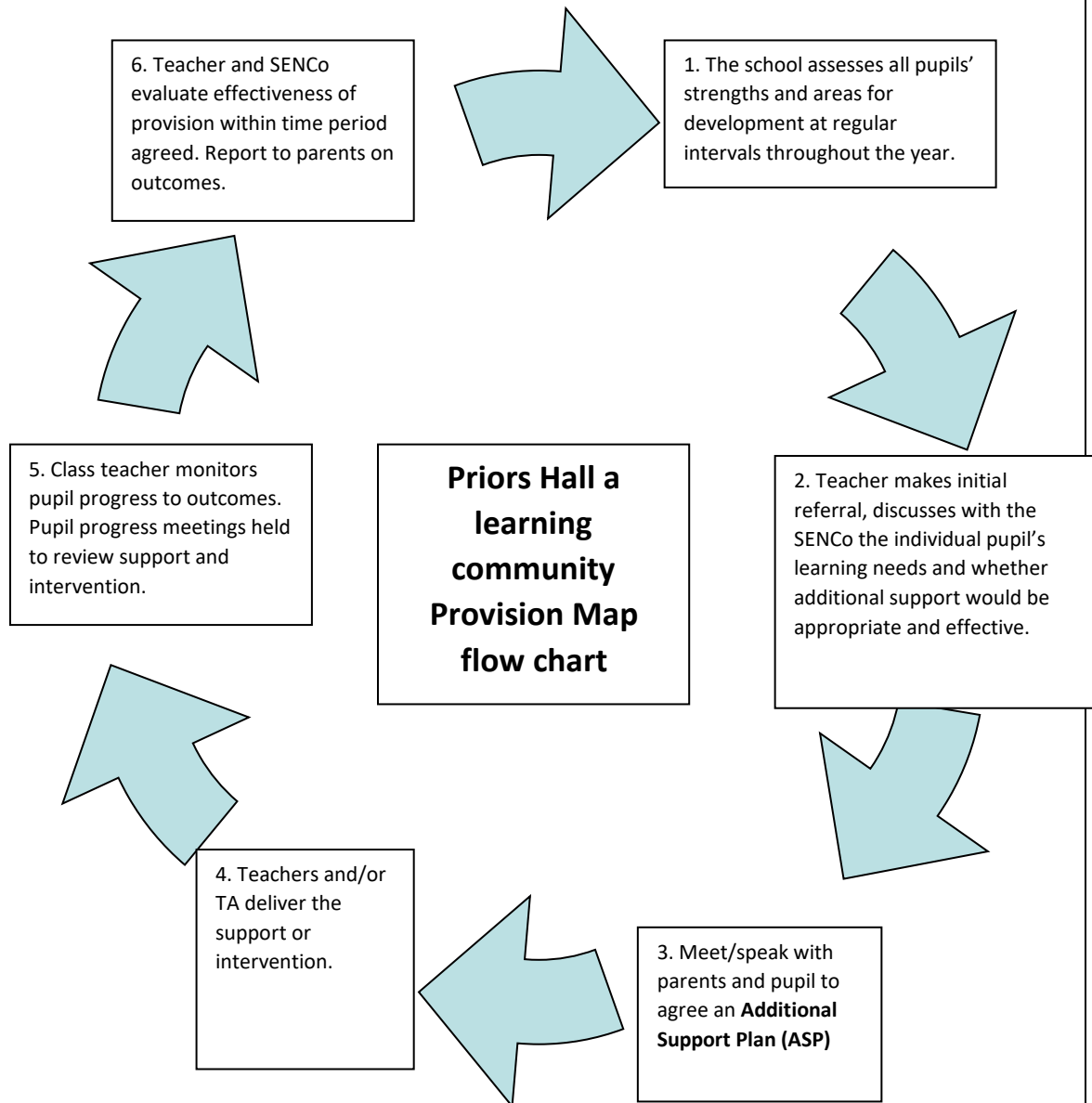
This intervention will be specifically targeted for your child and will either occur as a 1:1 session or with a small group of children. You will be kept informed of your child's progress towards learning outcomes. We may gather evidence from a variety of screening assessments and it may be necessary to seek support from the Woodnewton Trust, Inclusion Team listed above. Sometimes the school will enlist the services of external professionals, such as Occupational Therapists, Physiotherapist, an Educational Psychologist, or services provided by the Local Authority.

Level 3 - The school may need to prioritise referrals to these services. For very small number of pupils, access to these specialists may lead to an application for Higher Needs Funding and / or a Request for Statutory Assessment. This in turn may lead to a child having an Education, Health Care Plan (EHCP.)

QFT+ children who have made significant progress with their targets at level 2 or children who have a diagnosis, but are attaining well may not need a review process that is as rigorous. Personalised targets around the area of SEN need will be longer-term and reviews will be less regular. These children will be supported through this category, where monitoring of progress will continue to be looked at closely to ensure it is maintained.

How does our school identify children with Special Educational Needs and Disabilities?

In order to identify additional needs a graduated response is used.



How does our school assess their needs?

- All children's attainment is assessed at intervals throughout the year, test data is analysed and used to inform teaching staff of where support or challenge is needed.
- SEND specific assessments may be carried out where appropriate to identify further areas of need. These will be assessments for within the 4 areas of SEND. (Boxall analysis, Lucid Rapid, SEND checklists, speech sounds etc.)
- With parental consent, external agencies may be requested to carry out further investigation of a specific area of need. These agencies may carry out assessments of their own. This does not include the full screening for Dyslexia diagnosis.

How will you support and communicate with me to help my child?

- All parents have access to their child's teacher at scheduled times throughout the year, to discuss progress and attainment, in the form of open evenings and parents evenings. Priors Hall also publish a termly newsletter and at times may offer workshops, information evenings and stay and play/ learn sessions.
- For parents with children with additional needs, Priors Hall use a plan, do, review cycle which provide opportunities for parents to attend and share their views and support at set times throughout an academic year. Paperwork for a SEN child will be shared with parents and a copy of the ASP provided.
- For children with an EHCP, annual views will be held as set out by the Local Offer. These will give parents a chance to be part of the review process, be made aware of progress on the EHCP targets and how future support may be used to move the child forward.
- Transition plans and changes to supporting adults will be shared with parents and, where possible, opportunities to meet and talk with new staff will be provided.
- The child's view is very important to the staff at Priors Hall and will form part of the reviews in both ASPs and annual reviews.

What will the review process look like?

- The review process for children with additional needs involves scheduled meetings between class teachers and the school SENCo at regular intervals throughout the academic year. As part of this process, parents will be invited to attend a number of reviews during the year to share the review of additional support plans.
- The school have an open door policy and are happy to talk with parents and arrange meetings to discuss the needs of a child on an individual basis. This should be done by appointment, through the school receptionist or by arrangement with the class teacher.
- The child's view forms part of the review and the class teacher will share this at any review. Where appropriate the child may be asked to attend.
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How will my child be prepared and supported during transition?

- We liaise closely with the school or nursery your child is transferring from, to ensure we know as much as possible about the support needs of our new pupils. We are able to discuss any individual needs with the relevant teachers and share how best to support your child in school. We may ask to meet with parents if the child has known needs, this will be done on an individual basis, as the need presents.
- At Priors Hall alc we take care to ensure that during transition points (between classes, at the end of each year and at the end of Key Stages) all staff are aware of individual pupils' needs, learning progress and the best strategies to support their learning. This happens through effective use of data, an opportunity for teachers to meet and "hand-over" information about their pupils and discussions with the SENCo and support staff.
- If your child has an EHC Plan, we will participate in and/or facilitate his/her annual review in sufficient time prior to him/her moving between key phases of education. You will be kept informed of these arrangements and be asked to attend the reviews.
- Every effort is made to develop a transition plan which is personalised to a child with additional needs who may need more opportunity than their peers to adjust to change. This will include visits to new classrooms, personal transition books, time with new adults.

How will my child be taught within the school?

- Teaching staff will ensure access to a broad and balanced curriculum with appropriate teaching to support children's attainment. Their progress will be closely tracked, and fed back to parents throughout the year.
- Differentiation within lessons and through whole school Quality First Teaching strategies.
- Advice and support provided by outside agencies will be incorporated into supporting children with additional needs, through their QFT and individualised learning plans.
- There may be suggested strategies or activities for you to do at home to support your child's learning. You can discuss these with your child's teacher.
- In addition, we may be able to offer you individual training in specific support strategies relevant to your child.

- The SENCo / Class teacher may also support you with strategies, resources and ideas for supporting your child's learning at home
- You may have an opportunity to meet with other professionals involved in supporting your child. Please contact the SENCo to arrange an introduction.

How will the curriculum and school environment be matched to my child's needs?

- A broad and balanced curriculum is offered to all children at Priors Hall. Differentiation within lessons and careful planning to engage children in learning as well as taking into consideration learning styles and interests.
- Priors Hall approach is based around supporting children at the appropriate stage of their learning, in some cases this may not be at their age related expectations but has a strong focus around progression and accelerated learning.
- For children with EHCPs, the curriculum is personalised to meet the needs of the individual. This will be based around the plan in place and the targets set out within it.
- The SENCo / Class teacher may also support parents with strategies, resources and ideas for supporting a child's learning at home
- Priors Hall is a new school which meets all the legal requirements for accessibility. (see disability policy) It is an ASD friendly school, using visual resources and support in each classroom.
- Priors Hall is a school on 2 stories, lift access is available through the community centre, downstairs classrooms will be used to accommodate children with physical additional needs, where appropriate.
- Access to outside areas, such as the field will be looked at on an individual basis but is generally accessible.

What training has been provided for staff at our school?

- All staff have access to inset training focused around whole school improvement. This training is a reflection of the school's development plan.
- In addition to this, individual members of staff may be sent on specific training for an area of expertise or professional development which is necessary and relevant to their job description.
- The Trust provide quality training opportunities for all the staff at Priors Hall.

How can specialist expertise be accessed?

- Specialist services such as Speech and Language, Community Paediatrics, Occupational Health, specialist support services and CAMHs can be accessed through your GP or through a school referral, after discussion with the class teacher and SENCo.
- In school, parents have access to the DSL (safeguarding) who may discuss opening an EHA to support families with accessing a wider range of social care services.
- Drop-in sessions for hearing and sight tests are held by the school nurse at certain times during each month. Dates and times can be found by contacting the Willowbrook health clinic on tel. 01536 400600

How do we evaluate our practices within our school?

- Practices are evaluated through a range of methods.
- Data is reviewed and used to support children through pupil progress meetings, monitoring of teaching and learning and observation.
- The review cycle for children with an additional support plan is regularly held and parents are invited to be part of this throughout the year.
- Through discussions with stakeholders, such as the governing body.

How does the school ensure an inclusive environment for all?

- Priors Hall alc is an inclusive school and committed to providing equal opportunities for all children.
- School clubs, educational visits and residential trips are available to all children with appropriate risk assessments completed and discussions with parents. There may be rare occasions when school have to make decisions based on the safety of both the individual child and the safety of their peers. This will be looked at on an individual basis and discussed with parents.
- When necessary the school will make **reasonable adjustments** to ensure that children with SEN and/or disabilities are included in appropriate activities.

How does the school support my child's wellbeing?

- At Priors Hall we believe that the happiness and well-being of **all** our pupils and staff is paramount. All members of staff take this aspect of school life very seriously.
- Targeted interventions around wellbeing may be initiated. All staff at Priors Hall undergo training for wellbeing on a regular basis, including non-teaching staff.
- A scale for wellbeing is being introduced at Priors Hall to help children and staff communicate emotional wellbeing and deliver collective, supportive approaches.
- Children with a personalised plan may have additional intervention or advice from outside agencies. Priors Hall will endeavour to implement advice where possible from these outside agencies.

What additional support is available for a child who is looked after by the Local Authority and Special Educational Needs and Disabilities?

- Access to the school's DSL (safeguarding lead) can be made through appointment.
- Other professionals who may be able to provide support include the Pupil Premium lead, Social workers and virtual schools. The school DSL will be able to liaise and support with this.

Who do I contact if I need further support or information about the provision for my child?

- Pastoral support should be sought from the class teacher, as a first point of call. The class teacher can then liaise with the school SENCO and arrange for further support, investigation or a meeting with parents to discuss things further.
- The DSL, Pupil Premium lead, virtual schools and social workers are also available to support particular cases.
- In the unlikely event of a need to make an official complaint, the Head Teacher or the Governing body should be informed. (See school complaints procedure/policy)

Contact Details:

- Priors Hall SENCo: Jenna Smith.
- Priors Hall A Learning Community. Gretton Road, Priors Hall, Corby, NN17 5EB
Tel... 01536 216090.

- Northamptonshire local offer link.
- A copy can be viewed at
[www3.northamptonshire.gov.uk/councilservices/children-families...local offer](http://www3.northamptonshire.gov.uk/councilservices/children-families...local%20offer)