



Inspiring Futures
Through Learning



SEND Information Report 2021-2022

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.

Who are the best people to talk to at Priors Hall – A Learning Community about my child's difficulties with learning/ Special Educational Needs or disability (SEND)?

At Priors Hall, we have an Inclusion Team who work closely to coordinate support for children with special educational needs or disabilities.

The SENDCo is Lucy Nisbet. She is responsible for:

Coordinating support for children with special educational needs or disabilities (SEND) and developing the school's SEND policy to make sure all children get a consistent, high quality response to meeting their needs in school.

- Ensuring that you are:
 - Involved in supporting your child's learning
 - Kept informed about the support your child is receiving
 - Involved in reviewing progress
- Liaising with all people who may come into school to support your child
- Working with teachers to ensure the school's SEND Register, Inclusion passports and provisions (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are informative records of your child's progress and needs.
- To ensure that all pupil data relating to vulnerable learners is analysed for patterns of achievement and is utilised by all teachers to modify planning and personalise support
- Providing specialist support for teachers and teaching assistants in the school so they can support children to achieve the best possible progress.
- Monitoring and evaluating the most effective teaching and learning strategies which raise standards for SEND across the school

SEND Teaching assistants

Responsible for:

- Providing support for identified children directed by the class teacher and SENDCo
- Assist with implementation of education, health and care plans
- Ensuring the SEND policy is followed in each classroom

Class Teachers

Responsible for:

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support) and regularly updating the Inclusion Lead and SENDCo
- Ensuring that the SEND policy is followed in each classroom
- Ensuring that Quality First Teaching takes into account individual children's needs
- Ensuring that small steps of progress are recorded from individuals starting points to identify next steps so maximum progress is made

Inclusion Lead

Responsible for:

- Line managing the inclusion Team, including the SENDCo and Pastoral Teaching assistant
- Ensuring all identified groups of children achieve their best (Pupil Premium, EAL, SEND, LAC, PLAC)
- Supporting the Senior Leadership Team in determining, organising and implementing the key priorities for school development relating to achievement of, and provision for, identified groups
- Ensuring all school policies with regard to provision for vulnerable learners are implemented consistently across the school.

- Ensuring all statutory requirements are met and statutory assessments are carried out.
- Monitoring, evaluating and leading on the development of the most effective teaching and learning strategies which raise standards for vulnerable learners across the school

Headteacher

Responsible for:

- The day to day management of all aspects of the school, this includes the support for children with SEND.
- The head teacher will give responsibility and accountability to the Inclusion Lead, SENDCo and class teachers but is still responsible for ensuring that your child's needs are met.
- The Headteacher must make sure that the governing body is kept up to date about any issues in the school relating to SEND.

SEND Governor:

Responsible for:

- Making sure that the necessary support is made for any child who attends the school who has SEND.
- Meeting with the Inclusion Lead and SENDCo to discuss processes and policy relating to SEND

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 SEND Code of Practice Jan 2015;

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

What are the different types of support available for children with SEND?

Quality first teaching

Class teacher input known as Quality First Teaching. This is the teaching all children will receive from their class teacher.

How this looks in the classroom:

- All teaching is based on building on what your child already knows, can do and can understand. This 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.
- The teacher has the highest possible expectations for your child
- Specific strategies to aid learning
- Progress is monitored by the class teacher using formative and summative assessment information to identify any gaps. This information is used to inform planning and next steps for your child.

Short Term Intervention

This intervention will be specifically targeted for the needs of your child.

How this may look:

- Small group or 1:1 specific teaching
- Planned by a teacher
- Take place in or outside of the classroom.
- 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.

Once the initial 6 week short term intervention has taken place, this will be reviewed. At this stage the short term intervention may:

- End if the outcome has been achieved.
- Continue if progress towards the outcome has been made.
- Be adapted if no progress has been made and a new cycle will begin.

If the short term intervention has been adapted, this could mean that your child will have been identified by the class teacher, SENDCo and Inclusion Lead or parents as needing more 'specialist' support which is 'different from' or 'additional to' quality first teach and short term intervention.

- You will be asked to come to a meeting with the class teacher and SENDCo to discuss your child's progress and to work collaboratively to create a plan moving forward.
- You may be asked to give permission for the school to refer your child to a specialist professional. This support could be from:
 - Occupational Therapists
 - Physiotherapist
 - Educational Psychologist
 - Services provided by the Local Authority

The specialist professional will work with your child to understand their needs and make recommendations, which may include:

- Making changes to the support offered in class
- Support to set appropriate targets which will include their specific expertise
- Intervention group run by school staff under the guidance of external professionals
- A group or individual work with an outside professional

The school may suggest that your child needs some individual support in school. They will tell you how the support will be used and what strategies will be put in place.

The school will also consider making an application for Higher Needs Funding if the cost of providing the additional to and different from support for your child exceeds £6000.

This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and Intervention groups. This means your child will have been identified by the class teacher, SENDCo and Inclusion Lead as needing a particularly high level of individual or small group teaching, which cannot be provided from the budget available to the school. Usually your child will also need specialist support in school from an external professional e.g. Speech and Language therapy (SALT) Service, Educational Psychology Service, ASD Outreach

Team (Spectra), Learning Support Advisory Service or Sensory Inclusion Service (for students with a hearing or visual need) etc.

It is often provided via an Education, Health and Care Plan (EHCP).

This could mean:

- The school or parents/carers can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process, which sets out the support that will be provided for your child.
- After the school have sent in the request to the Local Authority (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the SEND Support.
- After the reports have all been sent in, the Local Authority will decide if your child's needs are severe, complex and lifelong and that additional support in school is required to make good progress. If this is the case they will write an EHC Plan. If this is not the case, they will ask the school to continue with the SEND Support. Parents/carers have the legal right to appeal the decision that the LA makes regarding a decision to initially assess for an EHCP or, if after an assessment has taken place, an EHCP is not offered. A school has no right of appeal.
- The Statement or EHC Plan will outline the number of hours of individual/small group support your child will receive from the LA and how the support should be used and what strategies must be put in place. It will also have long and short term goals for your child.
- The additional adult may be used to support your child with whole class learning, run individual programs or run small group interventions including your child.

This type of support is available for children whose learning needs are severe, complex and lifelong and requiring significant additional support in school.

Children who have made significant progress towards their targets through quality first teaching 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 SEND 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 do we assess the needs of children with SEND?

Children with special educational needs or disabilities (SEND) will often be assessed in the same way as their peers. 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.

This may include:

- School based assessments carried out initially by the class teacher e.g. Cornerstones
- Summative judgements made about a child's progress throughout the academic year.
- The daily assessment of teaching and learning.

To identify specific needs or to assess the learning, children with SEND might also be assessed in the following ways:

- The use of assessment tools such as Boxall profile/ Lucid screening or B-Squared

- 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.

All children who require a differentiated approach will have an Inclusion Passport. This document provides targets and intended outcomes and we encourage parent and child contribution to this.

How will we communicate and share information to help your child?

At Priors Hall, we promote and encourage two-way communication between parents and school staff to share any important information that may influence their child's education or well-being. Please speak to their class teacher in the first instance.

- Scheduled times throughout the academic year to discuss progress and attainment, in the form of parent evenings and open evenings
- Provisions will be reviewed regularly and shared with you and your child
- For children with an EHCP, annual reviews will be held as set out by the Local Offer
- All information from external professionals will be shared with you
- Transition plans and changes to supporting adults will be shared with you and, where possible, opportunities to meet and talk with new staff will be provided in the form of an open evening
- The child's view is very important to the staff at Priors Hall and will form part of all reviews

How do I share my concerns about my child's progress

If I am concerned about my child's progress:

- If you have concerns about your child's progress, you should speak to the class teacher initially.
- If you remain concerned about your child's progress you can request to speak to the SENDCo or Inclusion Lead.
- If you are still not happy, you can speak to the Head Teacher.

How will the school share any concerns they have about my child's learning in school?

If the school is concerned we will arrange a meeting to discuss this with you in more detail and to:

- Listen to any concerns you may have.
- Plan and agree on any suitable additional support that the school can offer and inform you of how you can support your child in the home setting.
- Discuss any referrals to outside professionals who can support and advise the school.

How will we measure the progress of your child in school?

- Their class teacher continually measures your child's progress throughout the school day.
- At the end of each Key stage, all children are assessed using standard assessment tests (SATs). This is a government requirement and results are published nationally.
- If necessary children who are identified as having SEND will have an Inclusion Passport, which will be reviewed at least 3 times per year and shared with parents.
- An additional assessment tool (B-squared) may be used, where necessary, to show small steps of progress and provide next steps for specific learning.
- Class teachers will record provisions and progress of additional support on the Edu-key secure website.

- The progress of children with an EHCP is formally reviewed at an annual review.
- The SENDCo will monitor your child's progress using the Edu-key website, B-squared and O-Track.

What will the review process look like?

- The review process for children with additional needs involves scheduled meetings between class teachers 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.

How will my child be taught within the school? How will the teaching be adapted for my child with SEND?

- 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 Inclusion Passports.
- 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.

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.
- Specific resources and strategies will be used to support the needs of your child where necessary.
- Planning and teaching will be adapted on a daily basis, where necessary, to meet the needs of your child.
- For children with an EHCP, 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 SENDCo / 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 that 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 two stories, lift access is available through the community centre, and 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.
- Teaching staff have weekly continuous professional development sessions.
- Teaching assistants have regular continuous professional development sessions.
- 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, SENCo and Inclusion Lead.
- 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, such as:

- Regular review of data, which is 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 completed and parents are invited to be part of this throughout the year.
- Through discussions with stakeholders, such as the governing body.

How do we ensure we have an inclusive environment for all?

Priors Hall – A Learning Community is an inclusive school and committed to providing equal opportunities for all children. We offer

- 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 well-being?

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. We have appointed a pastoral support lead who will offer support for all children who feel they need support for their

well-being. This is a strategy to help all children develop self-regulation and problem solving skills by providing an opportunity to talk through their feelings, develop skills and strategies to use to enable them to access their learning.

Furthermore;

- 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 available in all classrooms to help children and staff communicate emotional wellbeing and deliver collective, supportive approaches.
- Children with an Inclusion Passport may have additional interventions or advice from outside agencies. Priors Hall will endeavour to implement advice where possible from these outside agencies.

How will my child be prepared and supported during transition?

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible. 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 may include:

- Visits to new classrooms
- Personal transition books
- Time with new adults

If your child is moving to another school:

- We will contact the school SENCo and ensure he/she knows about any special arrangements or support that need to be made for your child.
- Where possible, we will arrange pre-visits to the school with a member of support staff who is familiar to your child.
- We will make sure that all records about your child are passed on as soon as possible.

When moving classes:

- Information will be passed on to the new class teacher in advance.
- Handover meetings are arranged between current and new teacher
- Inclusion passports will be reviewed, and updated by their current teacher and shared with their new teacher.

In year 6:

- Where possible, your child will have the opportunity to visit their new setting.
- In some cases, staff from the new school will visit your child in this school.
- At the year 6 annual review for children with a statement of SEND/ EHC Plan, the SENCo from the proposed secondary school will be invited to attend.

Who can I contact if I need further information, have any questions, concerns, complaints or compliments about our provision for pupils with SEND

- The first point of contact would be the pupil's class teacher, who will be happy for you to share any information.
- An appointment with any member of the Inclusion Team can be arranged by contacting the school office.
- 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)

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Inclusion Lead: Jacqueline White

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