Inspiring Futures Through Learning

Priors Hall
a learning community

SEND Information Report 2025-2026

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**

These areas of SEND offer an overview of the range of needs and in many cases, children do have needs that cover more than one of these areas. The purpose of identification within the broad areas is to help in the decision behind the support for the individual and ensure this takes into consideration the needs of the whole child as well as their Special Educational Needs. This allows for the most appropriate intervention to support the individual pupil and ensure their needs are fully catered for. We are a fully inclusive school and continuously strive to provide the best for all our children, including those with SEND.

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

At Priors Hall - a learning community children may be identified as having a special educational need or disability (SEND) in the following ways:

- Liaison with the previous educational setting
- Monitoring attainment and progress – this will be monitored by the class teacher and more formally at Pupil Progress Meetings which are held termly
- Changes to behaviour or self-esteem which impacts on learning
- Concerns raised by parents
- Concern raised by staff
- Liaison with external agencies
- A medical diagnosis
- Child asks for help
- Assessment data e.g. Phonics data such as Year 1 phonics screening

If you have any concerns regarding your child's progress or well-being, please make an appointment to discuss your concerns with the class teacher in the first instance.

If you have any concern regarding your child's progress or well-being, then please make an appointment to see your child's class teacher to discuss your concerns in the first instance.

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 SNAP assessments
- With parental consent, external agencies may carry out an assessment, for example: - Educational psychologist, and/or outreach teams, Speech and Language Therapist and Occupational Therapists

All children with SEND follow the assess, plan, do, review cycle for identifying and assessing individual targets as part of their Pupil Support Plan (PSP). This document provides targets and intended outcomes and we encourage parent and child contribution to this.

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

Your child's Class teacher, phase lead or inclusion team, will contact you to let you know if there are any changes to your child's learning needs. You will be kept informed about your child's progress and their support in the following ways:

• The class teacher will have overall responsibility for the planning and teaching of the curriculum for all children. The curriculum is monitored by senior leaders throughout the school.

• Should your child require additional support they may be included in a targeted intervention group or specialist provision. This may be run by the class teacher or a teaching assistant. Alternatively, they may need small adaptations to support them with their learning in the classroom.

• Specific planned interventions may be provided for your child in consultation with phase leads and the SENDCo. These interventions will be recorded on a provision map. The impact of interventions are reviewed regularly to ascertain the effectiveness of the provision and to inform future planning.

• Occasionally a child or family may need more specialist support from an outside agency. If the advice of a Specialist Teacher is required, parents' consent will initially be required for the needs of their child to be discussed.

For other external agencies such as Educational Psychologists, Speech and Language Therapists, parents' consent will initially be required and a consultation appointment will be arranged. The involvement of external agencies and the co-ordination of meetings is part of the role of the SENDCo.

• If your child has an Education, Health Care Plan, then parents are invited to planning, review and transition meetings as required. This process is co-ordinated by the SENDCo.

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

- His /her 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 for year 6, and results are published nationally.
- Pupils who are identified as having SEND will have a pupil support plan with specific outcomes, which will be reviewed at least 3 times per year and shared with parents.

- An additional assessment tool 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 system and progress teaching, alongside pupil progress meetings.

What will the review process look like?

The formal review process for children with year pupil support plans will take place three times per year. This will involve the class teacher, parent and where appropriate the child, and encompasses setting new outcomes and reviewing the progress towards achieving them.

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.

Children with an EHC plan will have an annual review in addition to the review process detailed above. This provides opportunities to discuss the small steps towards the outcomes outlined in their plan.

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.
- Adaptations within lessons and through whole school High Quality Teaching (HQT) strategies such as chunked learning, scaffolding and visual aids.
- Assistive technology, such as Ipads, are tailored to individual needs, which may include:
  - Text-to-speech and speech-to-text technology
  - Word prediction tools and spell checks
  - Voice recording
  - Visual support
  - Access to teaching materials, including teacher models
  - Work can be recorded through videos and photos
- Advice and support provided by outside agencies will be incorporated into supporting children with additional needs, through their High-Quality Teaching and individualised pupil support plans.
- Some children may be taught in small groups or 1:1 for part of the day as part of interventions or targeted work tailored to their specific needs.

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

- 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.
- A broad and balanced curriculum is offered to all children at Priors Hall. This is met through adaptations within lessons and careful planning to engage children in learning as well as taking into consideration learning styles and interests.

- Assessment points spread throughout the year help teachers to fully understand your child's progress, and to adjust their planning, teaching and feedback accordingly.

We do this by:

- Adapting our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc. Pre and post teaching to reinforce key concepts and vocabulary.
- Adapting our teaching; for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud or visual resources.
- Specific resources and strategies will be used to support the needs of your child where necessary. For example, Workstations, visual schedules and now and next boards.
- Using recommended aids, such as Ipads, laptops, visual timetables and larger font, etc.
- Consideration to classroom layout and seating arrangements are considered.
- 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 outcomes set out within it.
- Personalised equipment will be provided or put into place for pupils with physical or sensory needs, depending on the child's needs e.g. writing slopes.
- The SENDCo / Class teacher may also support parents with strategies, resources and ideas for supporting a child's learning at home.

What training has been provided for staff at our school?

- All staff have access to inset training focused on whole school improvement. This training reflects 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.
- Specialist input from external professionals such as educational psychologist, speech and language therapist, and the local authority outreach team.

How can specialist expertise be accessed?

At Priors Hall we work closely with a range of specialists, both internal and external, to ensure that pupils with SEND receive the right support.

When a pupil's needs require more targeted input, the specialist support can be accessed by:

- Access to Vulnerable learners panel established by the Inspiring Futures through Learning Multi Academy Trust.
- Consultations with specialist teachers across the Inspiring Futures Through Learning Multi Academy Trust.
- Referrals to external outreach teachers such as Rowan Gate, Maplefields and the Specialist Support Service.
- The SENDCo can make referrals to external specialists e.g. educational psychology, paediatrics and speech and language where appropriate.
- Parents and carers can access some specialist services such as the Specialist Support Service for SEND by requesting a consultation. This can be done via the local offer.
- CAMHS (child and adolescent mental health service) referral.
- Parents and carers can also access services such as speech and language and the school nurse via their GP.
- In school, parents have access to the DSL (Designated safeguarding Lead) 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.

The Local Offer, which provides a central resource for local SEN support, can be accessed

here for parents and carers: https://localoffernorthnorthants.org.uk/

How do we evaluate our practices within our school?

Practices are evaluated through a range of methods, such as:

- Reviewing pupils' individual progress towards their goals each term on their Pupil Support Plan (PSP).
- Continuous review of interventions.
- Formal review using assessment tools e.g. Boxall profile, SNAP assessment, GL assessment.
- Using pupil questionnaires and interviews to gain and understand pupil voice.
- Monitoring by the SENDCO, the senior leadership team and subject leaders.
- Holding annual reviews for pupils with Education, Health and Care plans (EHCP).
- Provision Tracker to monitor the cost effectiveness and impact of interventions.
- Regular review of data, which is used to support children through pupil progress meetings, monitoring of teaching and learning and observation.
- Through discussions with stakeholders, such as the governing body.

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

Some children may require the curriculum to be adapted to remove any barriers that would prevent them from accessing lessons. We therefore find ways in which all pupils can take part in lessons and out-of-school activities.

As a school we regularly review the way in which resources are matched to the needs of all the children. It may be the use of specialist equipment, such as coloured overlay, pencil grip or alternative seating. Advice from external agencies is welcomed to further develop and train staff in adaptations to lessons.

Within some year groups, the number of children within each teaching group may also be smaller to allow for more focused teaching of children with higher level needs. As a school, we adopt dyslexia, trauma informed and communication and interaction friendly strategies within the learning environments across the school.

Priors Hall – A Learning Community is an inclusive school and committed to providing equal opportunities for all children. We feel access to all areas of school life is important and have a policy and accessibility plan detailing how we ensure this happens. For activities outside of the classroom we ensure:

- School clubs, educational visits and residential trips are planned with all pupils in mind.
- Risk assessments are carried out and procedures put in place to enable all children to participate. 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.

- If a health and safety risk assessment suggest that an intensive level of 1-1 support is required, a parent or carer may also be asked to accompany their child during the activity in addition to the usual staff.
- 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 – a learning community we prioritise the wellbeing of all pupils and staff as a fundamental part of school life. Staff members are committed to:

- creating a supportive, nurturing environment where children feel safe, valued and understood.
- Our Pastoral lead is trained in ELSA, protective behaviours and Drawing and Talking therapy.
- Targeted wellbeing support is offered to pupils who may benefit from additional help with emotional regulation, resilience and confidence.
- Well-being check ins carried out by class teachers during registration
- All classrooms have a calm area with a calm kit including regulation resources and strategies.
- Quieter working spaces available
- Targeted interventions lead by the pastoral lead
- My Happy Mind and the Zones of Regulation are used throughout school to support pupils with their well-being and to provide opportunities for staff to deliver collective, supportive approaches.
- Opportunities for children to talk with specific members of staff if they have any concerns they wish to discuss.
- Support from external agencies may be sought if deemed appropriate.
- All staff at Priors Hall undergo training for wellbeing, including trauma informed practice on a regular basis, including non-teaching staff.
- Therapy dog who supports specific interventions throughout the school

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
- Extended transition – to provide short sessions once a week in Summer Term 2

If your child is moving to another school:

- We will contact the school SENDCo and ensure they are informed 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
- Pupil support plans will be reviewed, and updated by their current teacher and shared with their new teacher
- Parent meetings with the new class teacher (where appropriate) will be arranged
- Information will be passed on to the new class teacher in advance and a transition meeting will take place with the new teacher
- All children will have the opportunity to spend a day with their new teacher on 'transfer day'
- Some children may be offered a personalised transition programme with our Wellbeing Team, or other members of support staff

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 SENDCo from the proposed secondary school will be invited to attend

How are school resources allocated

- The SEND Budget is allocated each financial year to support additional needs throughout the school. The money is used to provide additional resources or support, dependent on need. Support for individual children would be decided upon after discussion with relevant parties.
- Support can be staff training, physical aids, Teaching Assistants, 1:1/small group support.
- Specialist advice/support may be bought in to support individual children.

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.
- Annual report shared at the end of the academic year.
- Pupil Support Plans will be shared at 3 points during the school year (October, February and May). These are in addition to parents evening.
- 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.
- The child's view is very important to the staff at Priors Hall and will form part of all reviews.

If you have any concern regarding your child's progress or well-being, then please make an appointment to see your child's class teacher to discuss your concerns in the first instance. If

required, the class teacher will then direct you to the inclusion team who can meet with you, to discuss your concerns in further detail.

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.

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, Pupil Support Plans 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
- Supporting the Senior Leadership Team in determining, organising and implementing the key priorities for school development relating to achievement of, and provision for, vulnerable groups
- Ensuring all statutory requirements are met and statutory assessments are carried out.

The Pastoral Lead is Calla Haycock-Hall.
She is responsible for:

- Coordinating support for children with social, emotional and mental health (SEMH) needs
- Liaising with external agencies and services to secure appropriate support
- Working closely with teachers to ensure provisions and strategies meet the needs of learners
- Evaluating and reviewing provisions and interventions that relate to SEMH across the school
- Support transitions for pupils who require additional emotional or behavioural support

SEND Teaching assistant
Responsible for:
• Providing support for identified children as directed by the class teacher and SENDCo
• Assisting with the implementation of Education, Health and Care Plans (EHCPs) and personalised support plans
• Ensuring that the SEND policy is followed within the classroom and that inclusive practice is maintained
• Implementing interventions and support strategies and contributing to the regular evaluation of their impact

Class Teacher
Responsible for:
• Monitoring the progress of each child and identifying, planning and delivering any additional help they may need (for example targeted work or additional support), and regularly updating the SENDCo
• Adapting teaching and planning carefully to ensure all children are supported to make progress
• Ensuring that the SEND policy and the SEND Code of Practice are followed within their classroom

Assistant Head Teacher and Phase Lead
Responsible for:

- • Overseeing the quality of SEND provision within their phase and ensuring consistency across classes
- • Monitoring the progress of pupils with SEND and supporting teachers to identify, plan and deliver appropriate support
- • Working closely with the SENDCo to review provision, discuss concerns and ensure early identification of needs
- • Supporting class teachers in adapting teaching and planning to meet the needs of all learners
- • Ensuring that the SEND policy and Code of Practice are implemented effectively across the phase
- • Providing guidance to staff and helping evaluate the impact of interventions and support strategies
- • Acting as an additional point of contact for parents regarding SEND within their phase

Headteacher
Responsible for:

- • Line managing the SENDCo to ensure they are able to carry out their role effectively
- • Overseeing the day-to-day management of all aspects of the school, including provision for children with SEND
- • Delegating responsibilities to the SENDCo and class teachers while maintaining overall accountability for ensuring that children's needs are met
- • Ensuring that the governing body is kept informed about SEND provision, priorities and any issues relating to SEND within the school

Inclusion Governor
Responsible for:

- Making sure that the necessary support is made for any child who attends the school who has SEND

- Quality assuring, alongside the Inclusion Lead, the effectiveness of SEND processes and leadership across all phases of the school
- Feeding back to the Local Governing Body following school visits and meetings with the inclusion team

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

If you have any concern regarding your child's progress or well-being, then please make an appointment to see your child's class teacher to discuss your concerns in the first instance. If required, the class teacher will then direct you to the SENDCo or pastoral lead who will meet with you, to discuss your concerns in further detail. 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)

SENDCo: Lucy Nisbet

Pastoral Lead: Calla Haycock-Hall

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Email: LNisbet@priorshallschool.co.uk or CHaycock-Hall@priorshallschool.co.uk

Website: https://www.priorshallschool.co.uk

Local authority Local Offer

The Local Offer team publish information on this website about services available for children and young people (aged 0 to 25) with special educational needs and disabilities in North Northants. All local authorities are required to have a Local Offer according to the following legislation

- Children and Families Act (2014)
- SEND Code of Practice (2014)
- DfE SEND Regulations (2014)

If you need to contact the North Local Offer team, you can e-mail:

Localoffer@northnorthants.gov.uk or complete our enquiry form.

North Northants Local Offer: https://localoffer.northnorthants.gov.uk/local-offer