Inspiring Futures Through Learning

Priors Hall
a learning community

SEND Information Report 2026-2027

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 children 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 SEMH needs
- Liaising with external agencies and services
- Working with teachers to ensure provisions meet the needs of learners
- Evaluating and reviewing provisions and interventions that relate to SEMH

SEND Teaching assistant
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
- Evaluating intervention and provisions regularly

Class Teacher
Responsible for:

- Monitoring 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 SENCo

- Adapting and careful planning to support all children to make progress
- Ensuring that the SEND policy and code of practice is followed in each classroom

Headteacher
Responsible for:

- Line managing the SENDCo to ensure they undertake their role effectively
- The day-to-day management of all aspects of the school, including the support for children with SEND.
- The headteacher will give responsibility to the 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.

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

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**

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.
- Concerns raised by parents
- Concern raised by staff
- Liaison with external agencies
- Health diagnosis
- Assessment data e.g. Phonics data such as Year 1 phonics screening

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 carry out an assessment, for example: - Educational psychologist
- Speech and Language Therapist
- Occupational Therapist

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?

High quality teaching

Class teacher input known as High Quality 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 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.

SEND Support

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

- Your chid will be placed on the SEND register. This could be because they would benefit from some longer-term support or because they have received a diagnosis of a condition that affects their learning or school life.
- You will be invited to attend 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 additional 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 and SENDCo 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.

Education and Health Care Plan (EHCP)

For a small number of children, access to external specialists may lead to a Request for Statutory Assessment.

This in turn may lead to a child having an Education and Health Care Plan (EHCP.)

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

Children who have an EHC Plan will have a pupil support plan that outlines specific outcomes for each term, which are a smaller step towards the outcomes outlined in the EHC.

Targeted Specialist Support

Within our mainstream setting, most children with an EHC Plan access learning within their mainstream classes with appropriate adaptations and support.

For a small number of children with more complex needs, the school provides targeted specialist provision which enables children to access a highly personalised curriculum, targeted interventions and specialist approaches matched to their individual profiles.

The provision brings together children across different year groups where this is appropriate to their learning needs, developmental stage and the approaches required to support their progress. The focus is on developing communication, independence, engagement and access to learning, while maintaining opportunities for children to be part of the wider school community.

Children accessing this provision remain part of the wider school community. Opportunities to participate in mainstream lessons, activities and experiences are considered on an individual basis, considering each child's needs, outcomes and the benefit they are likely to gain. Provision and interventions are reviewed regularly to ensure that support continues to reflect individual needs and progress.

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 the phase lead or to the SENDCo and/or Pastoral Lead.

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 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

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 and results are published nationally for Year 6.
- If necessary children who are identified as having SEND will have a pupil support plan, 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 plan 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.
- Advice and support provided by outside agencies will be incorporated into supporting children with additional needs, through their HQT 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 children 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 laptops, visual timetables, larger font, etc.
- 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 childs 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.

How can specialist expertise be accessed?

- The SENCO can also make referrals to external specialists e.g. educational psychology, paediatrics and speech and language where appropriate. The school can also refer to Rowan Gate Outreach and Maplefields Outreach for further specialist advice.
- Parents and carers can access some specialist services such as the Specialist Support Service for SEND by requesting a consultation. This can be done by emailing
- 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://localoffer.northnorthants.gov.uk/

How do we evaluate our practices within our school?

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

- Reviewing children's individual progress towards their goals each term on their Pupil Support Plan (PSP).
- Continuous review of interventions with a 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 and other members of the senior leadership team
- Holding annual reviews for children 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?

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 – a learning community we believe that the happiness and well-being of **all** our children and staff is paramount. All members of staff take this aspect of school life very seriously. We have a Pastoral 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 a pupil support plan may have additional interventions or advice from external agencies. Priors Hall will endeavour to implement advice where possible.

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 SENDCo 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 SENDCo from the proposed secondary school will be invited to attend.

When moving classes within the academy:

- 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.

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

- The first point of contact would be the child'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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Pastoral Lead: Calla Haycock-Hall

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