

# THE TELFORD PRIORY SCHOOL



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## SEND Information Report

# The Telford Priory School SEND Information Report

## 1) Aims of our provision in regards to your child with special educational needs and/or disability (SEND)

The aims of our policy and practice in relation to special educational need and disability in this school are:

- To make reasonable adjustments for those with a disability by taking action to increase access to the curriculum, the environment and to printed information for all.
- To ensure that children and young people with SEND engage in the activities of the school alongside children who do not have SEND.
- To reduce barriers to progress
- To try our hardest to secure special educational provision for your child for whom this is required, that is “additional to and different from” that provided within the differentiated curriculum, to better respond to the four broad areas of need:
  1. Communication and interaction
  2. Cognition and learning
  3. Social, Emotional and Mental Health
  4. Sensory/physical
- To request, monitor and respond to parent/carers’ and your child’s views in order to evidence high levels of confidence and partnership.
- To continue to develop a high level of staff expertise to meet student need, through well-targeted continuing professional development.
- To support your child with medical conditions to achieve full inclusion in all school activities by ensuring consultation with health and social care professionals in order to meet the medical needs of your child.
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

## 2) What are special educational needs or a disability? (SEND)

At our school we use the definition for SEND and for disability SEND from the Code of Practice (2015). This states:

### Special Educational Needs

A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.

A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age.

Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.

### Disability

Many children and young people who have SEN may have a disability under the Equality Act 2010 , that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day to-day activities’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

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## 3) The kinds of special educational needs (SEN) for which provision is made at the school

Children and young people with SEN have different needs, but the general presumption is that all children with SEN but without an Education, Health and Care Plan (EHCP) are welcome to apply for a place at our school, in line with the school admissions policy. If a place is available, we will undertake to use our best endeavours, in partnership with parents/carers, to make the provision required to meet the SEN or disability of your child at this school. For children with an EHCP, parents/carers have the right to request a particular school and the local authority must seek to comply with that preference and name the school or college in the EHC plan unless:

- it would be unsuitable for the age, ability, aptitude or SEN of the child or young person, or
- the attendance of the child or young person there would be incompatible with the efficient education of others, or the efficient use of resources.
- Before making the decision to name our school in a child's EHCP, the local authority will send the governing body a copy of the EHCP and then consider their comments very carefully before a final decision on placement is made. In addition, the local authority must also seek the agreement of school where the draft EHCP sets out any provision to be delivered on their premises that may have been secured through a direct payment (personal budget).
- Parents/carers of a child with an EHCP also have the right to seek a place at a special school if it they consider that their child's needs can be better met in specialist provision.

At Telford Priory School we have made various adjustments and changes to our provision of Special Educational Needs to achieve the best possible outcome for your child. We have provision in place for children with:-

- Visual Impairment
- Hearing Impairment
- Physical Difficulties
- Sensory Needs
- Autistic Spectrum Condition
- Attention Deficit Hyperactivity Disorder
- Attention Deficit Disorder
- Dyslexia
- Dyspraxia
- Dyscalculia
- Social, Emotional and Mental Health needs
- General Learning Difficulties and Speech and Language and Communication needs

### Year 7 Transition

We continue to work closely with our partner Primaries to ensure a smooth transition and accurate identification of your child with SEND. Mrs Chappell leads our Transition program and works closely with key staff in both Telford Priory School and in our partner Primary schools including the TPS SENCO, Mrs Phillips. Screening tests help to identify and inform our understanding of specific learning barriers some children may encounter and are undertaken during this transition period. The results of which often confirm the information we have already received from Primary colleagues.

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## SEND Referral and Access to Learning Plans

Within Telford Priory School, Staff have a clear route of referral to the SENCO for students whom they feel may need extra support. Individual needs are assessed via a range of screening tools and an Access to Learning Plan is written. The Access to Learning Plan outlines recommendations and strategies which enable Staff to create the best learning environment for your child with SEND. Through the training Staff receive, signs and symptoms of various conditions are better recognised allowing teachers to refer students to the SENCO if they feel further investigation would be beneficial.

Every child who is referred for possible SEND needs and those children already identified have a meeting with the SENCO where they can explain their own views, discuss their needs and explain how they think support would best be given. We firmly believe that involving your child in their education and their own specialist support, encourages them to engage with it more fully. Their views are represented on the Access to Learning Plan. Parents/carers of each child in receipt of an Access to Learning Plan are also encouraged to attend a face to face meeting with the SENCO to discuss this document.

## Assessment and Reporting

At the Telford Priory School, we undertake assessment and reporting of progress throughout the year and the SENCO will assess and review your child's progress towards their own academic outcomes. Alongside academic tracking, specific staff provide opportunities to support the mental health and wellbeing of our students as this area of support falls within the Social, Emotional and Mental Health Needs category set out in the SEN Code of Practice. This type of support is focused around the pastoral teams within the school which includes non-teaching House Mentors, Designated Safeguarding Leads and Learning Support Assistants.

### **4). How does our school know if children needs extra help?**

We know when a student needs help if:

- Concerns are raised by parents/carers, external agencies, teachers, your child's previous school or your child themselves, regarding concerns relating to inadequate levels of progress or inclusion

- Observation of your child indicates that they may have additional needs

Year 7 transition visits made to each primary school include discussions about your child's needs and the type of provision and support received during their primary school education

- Upon entry into year 7 and for all in-year entrants, students sit a baseline assessment which includes their reading, spelling and numeracy aptitude. The results of the tests are then analysed and if necessary, your child is offered intervention to boost one or more the areas of need. Dyslexic tendencies can also be identified following specific screening. Your child can discuss potential barriers to their learning and the options available for support.

### **5) What should a parent/carer do if they think their child may have special educational needs?**

If you have concerns relating to your child's learning or inclusion then please contact the SENCO, Mrs Phillips to seek opportunities for further discussion. All parents/carers will be listened to. Your views and your aspirations for your child will be central to the assessment and provision that is provided by the school. Parents/carers are also invited to use a range of external supporting bodies for further guidance, these organisations are listed on the following pages.

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## 6) How will the school support a child with SEND?

The quality of classroom teaching provided to your child with SEND is monitored through a number of processes that include:

1. Classroom observation/Lesson Drop ins
2. Ongoing assessment of the progress made by your child with SEND
3. Teacher meetings with the SENCO to provide advice and guidance on meeting the needs of your child with SEND
4. Student Briefings for teaching staff
5. Student and parent/carer feedback on the quality and effectiveness of interventions provided
5. Attendance and behaviour records.

### Exemplar Interventions

- Your child may benefit from reasonable adjustments being made (such as laptops or OT equipment and services) to overcome disadvantage experienced in school and to increase their access to the taught curriculum.
- Your child will have individual targets set in line with national outcomes to ensure ambition. Parents/carers are informed of these via the reporting system and also at events such as Parent Consultation Evenings and individual parent/carer meetings.
- Your child's attainment is tracked using the whole school tracking system and those failing to make expected levels of progress are identified quickly and intervention offered either in school or during after school intervention classes.

### Access, Plan, Do, Review

Action relating to SEN support will follow an assess, plan, do and review model:

1. Assess: Assessment data on your child held by the school will be collated in order to make an accurate judgement of your child's needs. Parents/carers will be invited to this early discussion to support the identification of action to improve outcomes.
2. Plan: If review of the action taken indicates that "additional to and different from" support will be required, then the views of all involved including you as parents/carers and your child, will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the class/subject teacher with advice from the SENCO.
3. Do: SEN support will be recorded on an Access to Learning Plan that will identify a clear set of expected outcomes, which will include strategies to inform teaching staff how to attain academic and developmental targets (this may include targets around preparing for adulthood; raising self-esteem; self-management; resilience and protective behaviours) these will take into account parent/carers aspirations for their child. You and your child will also be consulted on the action you can take to support attainment of the desired outcomes. This will be recorded and a review date confirmed.
4. Review: Progress towards these outcomes will be tracked and reviewed with you and your child. If progress rates are judged to be inadequate despite the delivery of high-quality interventions, advice can be sought from external agencies regarding strategies to best meet the specific needs of a student. This will only be undertaken after parent/carer permission has been obtained and may include referral to:

1. Educational Psychology Service
2. Local Authority Support Services
3. Specialists in other schools e.g. teaching schools or special schools
4. Social Services
5. Health partners such as the School Nurse; Nurse for diabetes and the Child & Adolescent Mental Health Service

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N.B. For a very small percentage of children, whose needs are significant and complex and the SEND Support required to meet their needs cannot reasonably be provided from within the school's own resources, a request can be made to the local authority to conduct an assessment of education, health and care needs. This may result in an EHCP being provided. Additional funding can also be sought through the Local Authority via the Inclusive Schools Forum.

## **7) How will your child be involved in decisions regarding provision that can better meet their needs?**

For your child with an EHCP, we write an Access to Learning Plan. This information will be reviewed and your child's views obtained regarding the effectiveness of the action taken so far to meet their needs.

## **8) How will the curriculum be matched to each child's needs?**

Teachers plan using your child's achievement levels and scaffolding tasks are implemented to ensure progress for every student in the classroom. This may include written resources printed onto a coloured background to support visual disturbance or key vocabulary recorded alongside visuals to develop literacy skills, a strategy known as 'dual coding.'

When a student has been identified as having special educational needs, the curriculum and/or the learning environment can be further adapted by the class teacher to reduce barriers to learning and enable improved access to the curriculum. Children with SEND are identified centrally on the school's inclusion register and on individual class registers.

In addition, if it is considered appropriate, your child may be provided with specialised equipment or resources such as ICT and/or additional adult intervention to aid scaffolding strategies.

## **9) How will parents/carers know how their child is progressing?**

Assessment towards the identified outcomes will be shared with parents/carers termly through the school reporting system and Parent Consultation Evenings.

You may also find the home-school diary a useful tool to use to communicate with school staff on a more regular basis.

By using our open door policy at Telford Priory School; please do make an appointment if you would like to discuss your child's progress with specialist SEND staff, the SENCO or your child's form tutor.

## **10) How can parents/carers support their child's learning?**

Please use the school website. It includes links to agencies and Telford's Local Officer, which identifies resources that have been found to be useful in supporting parents/carers to help their child learn at home. The class/subject teacher may also suggest additional ways of supporting your child's learning. The school organises a number of parent support groups during the year. These are advertised in the school newsletter and on our website and aim to provide useful opportunities for parents/carers to learn more about how to support learning and to meet other parents/carers on similar journeys. Representatives from specialist agencies are also invited to meet with parents/carers regularly throughout the year, via the parent's support group.

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## 11) How will the school evaluate the effectiveness of the SEND provision made for your child?

The effectiveness of SEND provision will be measured using both qualitative and quantitative data. Qualitative data will gather the views of parents/carers and children on how successful the provision has been in enabling them to attain their outcomes. Quantitative data will examine both progress and attainment levels compared to those achieved nationally by children with the same prior learning level. This data will be shared termly with governors and be judged by external moderators such as Ofsted.

## 12) What support will there be for children's overall well-being?

The school offers a wide variety of pastoral support for your child.

This includes:

- An evaluated PHSCE curriculum that aims to provide your child with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being
- Student and Parent/Carer voice protocols offer an opportunity for you to personally give feedback and areas for development. We work hard to understand and reduce the risk factors that can affect wellbeing, and help students develop the resilience to overcome adverse circumstances
- Raise staff awareness of the widespread nature of mental health issues for children and young people, and the school's responsibility to identify them and intervene early
- Engage with ongoing professional development for staff to ensure we base our response on a sound understanding of child and adolescent development
- Help all students manage predictable life changes and transitions and recognise challenges posed by information technology, such as cyber bullying
- Explicitly teach social and emotional skills, attitudes and values, using interactive methods, resources and integrate this learning into the mainstream processes of school life
- Ensure there are robust policies and practice in key areas such as behaviour, anti-bullying and diversity, including tackling prejudice and stigma around mental health
- Offer a quieter environment at break times within our Learning Support base, known as the 'Link Room' for students who might benefit from a smaller nurturing environment
- Operate a referral system for in school counselling and counselling using external specialists
- Operate a referral system to enable access to the school nursing team and the substance misuse team known as 'Stars'.

## 13) Support for children with medical needs.

Your child with medical needs will be included in the school's central medical register and details of individual needs made available to all staff. Staff who volunteer to administer and supervise medications, complete formal training and work closely with medical professionals who are involved in the medical care of your child such as your GP, CAMHS and Practice Nurses. All medicine administration procedures adhere to the LA policy and Department of Education (DfE) guidelines and included within the DfE publication, 'Supporting your child at school with medical conditions 2014' (updated 2017.) These procedures are published within our own School Medicine Administration Policy.

## 14) What specialist services are available via the school?

The school has access to a range of specialist support services following referral such as the Sensory Impairment Service, Occupational Therapy Services, Speech and Language therapy service and The Educational Psychology Service.

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## 15) What training do the staff supporting children and young people with SEND undertake?

School staff engage in ongoing professional development and training focusing on specialist areas including:

- Support for students on the autistic spectrum
- Support for students with social, emotional, mental health and behavioural needs
- How to question students effectively to ensure efficient learning
- How to support literacy within the classroom
- How to support reading within the classroom
- How to scaffold work in lessons to secure progress
- How to support students with dyslexia, dyscalculia and dyspraxia
- How to support learning using technology assistive aids
- How to effectively use additional adults within the classroom

## 16) How will my child be included in activities outside the classroom including school trips?

Risk assessments are carried out and procedures are put in place to enable all children to participate in school activities, you may be asked to contribute to these documents. The school ensures it has sufficient staff expertise to ensure no child with SEND is excluded from any school provided activity.

## 17) How accessible is the school environment?

- The school was opened in September 2015 and its accessibility for both visitors, employees and students meets requirements.
- Disabled parking bays are marked and located near to the school reception.
- Toilets are available to ensure accessibility for visitors and students with a disability. Individual toilets have an integral wash and dry facility.
- A medical room has been provided in order to enable a safe place for insulin testing/injections.
- A variety of support bases have been developed to improve inclusion in the mainstream classrooms for vulnerable children, an example of this is the schools learning support base, known as the 'Link Room.'

## 18) How will the school prepare/support my child when joining or transferring to a new school?

A number of strategies are in place to enable effective transition. Additional transition visits for children with SEND are encouraged throughout the year in order for you and your child to familiarise themselves with the new environment to minimise anxiety and maximise engagement. As parents/carers, we invite you into school to meet your child's keyworker to establish a supportive working relationship, prior to transfer.

For our year 11 students, moving onto their next educational phase, we engage with the Future Focus (careers) Service and representatives from local colleges and post 16 providers to ensure the support students have been afforded during their secondary phase of education can be replicated following their transition.

EHCP reviews will also engage with the Future Focus team in Years 9, 10 and 11 to ensure transition plans are in place and support is offered to assist in attending post 16 open evenings as well as ensuring applications forms are completed in a timely manner for all post 16 pathways.

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## 19) How are the school's resources allocated and matched to children's special educational needs?

The school receives funding to respond to the needs of your child with SEND from a number of sources that may include Local Authority funding such as:

1. The Notional SEN budget. This is a fund devolved to schools to support them to meet the needs of your child with SEND.
2. Higher needs SEN Funding for those children with the most complex needs.

This funding is then used to provide the equipment and facilities to support your child with special educational needs and disabilities through support that might include:

- Targeted intervention to increase access to text (desk copies of information, work buddy, accessible text, IT e.g. read aloud software, different recording strategies, additional time etc.)
- In class, adult or peer support aimed at increasing skills in specific areas of weakness (learning behaviour, organisation, etc.)
- Out of class support (relationship building, social, emotional skill development)
- Small group tuition to enable catch up (subject or targeted at additional need)
- Specific support, advice and guidance is provided to parents/carers and families to improve student's readiness for learning (relating to student's difficulties in attendance, behaviour, physiological and emotional needs etc.)
- Provision of specialist resources or equipment (use of ICT, sloping board, electronic versions of text etc.)
- Access to targeted before/after school clubs (breakfast club or homework club for example)
- Access to the school nurse and wider health professional support (responding to mental and physical health issues, speech, language and communication needs, motor control and mobility needs)
- Implementation of strategies from support agencies e.g. Behaviour Support/Educational Welfare Support

In addition:

3. Pupil Premium funding provides additional funding for your child who claims Free School Meals, who are in the care of the local authority or whose parents/carers are in the Armed Services. The deployment of this funding is published on the school website.

## 20) How is the decision made about how much support each child will receive?

For your child with SEN but without an EHCP, the decision regarding the support provided will be agreed at joint meetings with the SENCO and parents/carers who will follow guidance provided by the Schools SEND Policy.

For your child with an EHCP, this decision will be reached in agreement with parents/carers when the EHCP is being produced or at an annual review.

## 21) How will I be involved in discussions about and planning for my child's education?

This will be through:

- Discussions with the SENCO and/or member of the Senior Leadership team who has strategic responsibility for SEND across the school
- Discussions at Parent Consultation Evenings
- Meetings with support and external agencies.

In addition, the schools SEND Parents support group meet every half term to raise issues of concern and to ensure the school provision is responsive to student and family needs.

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## 22) Who can I contact for further information or if I have any concerns?

At The Telford Priory School, we strive to be the best we can be. We welcome any feedback regarding support and will make every effort to work alongside parents/carers to put together a bespoke package of support for your child.

We would encourage you to make an appointment with the SENCO, Mrs Phillips, to discuss concerns immediately. In addition, Telford & Wrekin Parent Partnership Service has changed its name to reflect its wider responsibilities within the updated code of practice. The service is now called the, 'Information Advice and Support Service' (IASS) and is able to provide independent advice.

You can access further information from their website:

<https://cyp.iassnetwork.org.uk/service/telford-and-wrekin-iass/>.

If you wish to discuss your child's special educational needs or are unhappy about any issues regarding the school's response to meeting these needs please contact the following:

- The School SENCO, Mrs Phillips.
- The Head of House
- The member of the Senior Leadership Team with strategic responsibility for SEND across the school, Miss Styles.

## 23) Support services for parents/carers of children with SEN include:

For parents/carers who are unhappy with the Local Authority or school responses to their child's needs, parents/carers may seek mediation from the regional mediation services.

Parents/carers can also appeal to the Government's SEND tribunal if you disagree with the Local Authorities decisions about your child's special educational needs. You can also appeal to the tribunal if the school or council has discriminated against your disabled child.

## 24) Information on where the Local Authority's Local Offer can be found:

<https://www.telfordsend.org.uk/site/index.php>

This link is found on our school website and links to the Local Authority's Local Offer which provides useful information for children and young people with special educational needs and disabilities (SEND) and their families. It is there to help families, individuals, groups and organisations find information so that you have more choice and control over what support is right.

## 25) Who do I contact if I need to make a complaint?

In the first instance you may wish to discuss your concerns with the SENCO or SEND Strategic lead. You may also wish to access the school website to link automatically to the complaints area. Alternatively you may wish to follow the procedure outlined in the TPS Complaints Policy and contact Ms S Jordan, Headteacher. Following receipt of your complaint you may be invited into school to further discuss the situation.