

PRIORY SCHOOL AN ACADEMY

Name of Academy:	Priory Community School – An Academy
Name of SENCO:	Lisa Smith
Contact Details for SENCO:	01934 511411

What kind of additional needs is provision made for at this academy?

We are a mainstream 11 – 16 academy, committed to inclusive education for all students. We will do all we can to ensure that students with additional needs and disabilities are able to access (whenever possible) a full curriculum

The aims of our 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 SEN engage in the activities of the school alongside pupils who do not have SEN.
- To use our best endeavours to secure special educational provision for pupils 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, mental and emotional health,
4. Sensory/physical.

- To request, monitor and respond to parent/carers’ and pupils’ views in order to evidence high levels of confidence and partnership.
- To ensure a high level of staff expertise to meet pupil need, through well-targeted continuing professional development.
- To support pupils 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 pupils.
- 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.

What academy policies for the arrangements of the admission of students with disabilities or additional needs.

In the first instance, in the majority of cases students are offered places are PCSA based on our admissions policy:

<https://www.theplt.org.uk/policies/TPLT%20North%20Somerset%20Admissions%20arrangements%202023-2024.pdf>

If a young person has an Education, Health and Care Plan then the local authority, with consultation from the academy and parents/carers will decide which school can best meet the needs of the child.

What academy policies are in place for the identification and assessment of students with additional needs?

We have a thorough and robust transition program for students coming to us in Year 7. SEND staff liaise with primaries to ensure that we are aware of all additional needs. When students join us in year 7, we

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ensure that we are aware of how to meet needs. Using Key Stage 2 data and additional reading tests upon arrival, some students may be offered additional intervention to improve literacy levels.

When students are with us there are many ways that we will identify whether a student has additional needs. This may be:

- If parents, carers external agencies, teachers, or the pupil themselves make a request for an assessment of needs or raise concerns relating to inadequate levels of progress or inclusion.
- Through Screening, such as that completed on entry or as a result of a concern being raised, indicates gap in knowledge and/or skills.
- Whole school tracking of attainment outcomes indicates lack of expected rate of progress across many subjects
- Observation of the pupil indicates that they have additional needs

At PCSA we are able to screen for dyslexia, and have a range of standardised tests that can identify any specific learning difficulty a student may have.

How does the academy make provision for students with additional needs (with or without a EHCP)?

In the first instance, students are taught in mainstream lessons. With quality first teaching our highly skilled staff ensure that all work is appropriately differentiated. The quality of classroom teaching provided to pupils with SEND is monitored through a number of processes that include:

1. classroom drop ins by the Leadership Team, the SENCo, external verifiers,
2. ongoing assessment of progress made by pupils with SEND,
3. work sampling ensure effective matching of work to pupil need,
4. teacher meetings with the SENCo to provide advice and guidance on meeting the needs of pupils with SEND,
5. pupil and parent feedback on the quality and effectiveness of interventions provided,
6. attendance and behaviour records.

If additional support is required, targeted interventions are offered and evaluated termly. Key workers are allocated to students with needs that cannot be met by teaching and intervention alone.

Students on the special needs register have GEPs (group education plans) which detail the best ways to meet their needs across a range of subjects. Staff are made aware of these needs and learning forums deal with specific cases such as autism, trauma, dyslexia, dyscalculia. Where possible, we invite parents in to talk to staff as, we believe, they are the “expert” on their child.

Our dyslexic and dyscalculic teaching assistants manage the needs of these students, ensuring that staff are informed of the appropriate strategies. They liaise regularly with parents and support groups are available after school. (Period 6)

Student progress is evaluated three times a year. Data gathered from all teaching and intervention staff provides a clear picture about progress being made. We use this information to further inform what we do to support students.

In addition to quantitative data, we use qualitative data to judge the impact of what we do. For example, we use student questionnaire and forums to find out how they feel about the support they are getting. Our key workers liaise frequently with parents. Outside agencies or the local authority can be called upon to help us evaluate impact.

Once we have gathered data, we report to parents three times a year. In addition to these reporting periods, we offer annual parents’ evenings. The SEN faculty are regularly meeting with parents, carers and

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students throughout the year, in addition to the formal opportunities.

How does the academy adapt the curriculum and learning environment for pupils with additional needs?

When a student has an additional need, we either build on existing structures that we have in place to meet needs, or we conduct an individual assessment. In the case where we do the latter, we involve the appropriate outside agencies who are able to recommend any adaptations we need to make, and to support our staff in doing so.

Students in Year 7, 8 and 9 who need very specific help with English are withdrawn from languages in order to rapidly improve their reading and comprehension levels.

During the Year 9 options process, a select group of students are offered the "Curriculum Booster" where they spend 5 hours a fortnight in Support to Learn working on English, maths and history/geography, in place of one option. This reduced curriculum and extra support allows them to focus and succeed in vital GCSEs.

In 2022-23 these interventions show a clear positive impact on the students who receive them. This evidenced in either EHCP annual reviews or other forms of data collection. For example, those students that did Year 7 Phonics intervention improved their reading age by on average by 18 months over a 9 month period

100% of Year 11 students from 2023 are in education or training.

What additional support for learning is available to students with additional needs?

Screening takes place in Year 7 to identify students for phonics. Other interventions are identified through lesson observations by our teaching and support staff. Students with very specific additional needs may receive some additional support from an adult in the classroom. Key workers are used in Year 7 and Year 8 to ensure that students can adapt to life in secondary school.

From September 2023 we are offering a small group Key Stage 3 students who are showing difficulties with the social and emotional needs an opportunity to join our nurture hub. They will be taught for part of their timetable in small groups to allow them time to feel safe and secure in school, and to develop skills that they initially find challenging.

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

Staff have been able to attend learning forums on

- How to support pupils with dyslexia and literacy difficulties.
- How to support pupils on the autistic spectrum
- How to support pupils with behavioural difficulties
- How to support pupils with attachment difficulties
- How to support pupils with a visual impairment
- Specific training on individual students

This will allow for all teachers to adapt their teaching strategies in order to provide quality first teaching for all young people in the academy.

Key members of the pastoral team have had training on and TAS have had training in:

- Delivering English

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- Anxiety
- Mindfulness
- Managing behaviour
- Phonics
- Pathological Demand Avoidance
- Mental Health First Aid
- Manual Handling
- Team Teach
- Sensory Processing
- Occupational Therapy lead training – hoisting, transferring
- Physiotherapy lead training
- First Aid

The SENCo has completed the National Award for Special Educational Needs Co-ordination and the Post Graduate Award in Assessing Access Arrangements.

What activities are available for students with additional needs in addition to those available in accordance with the curriculum?

The school offers a wide variety of trips, activities and P6 (after school) activities. Any student with additional needs is very welcome to apply to go on these. Consideration will be given to all requests. Support to Learn offers a bespoke program of P6 activities for SEN students.

What support is available for improving the emotional and social development of students with additional needs?

The school has a Student Reception, which manage all medical needs. It also has a robust pastoral system to support all students with conduct. Where additional emotional and social support is required, we have a Return to Learn. This provides individual programs, through discussion with the pastoral team. By analysing key data we can support students to make the right behavioural choices so that they can make excellent progress in lessons. We also support students to return to lessons if they have school based anxiety or other emotional needs.

There is a safeguarding team and clear policies and training for all staff around these issues.

All SEND students contribute their views through regular student voice panels conducted by our SEND team. In addition to this, any student can run for school council or apply to be a prefect in Year 11.

We offer various P6 activities for students who need support with emotional and social development, such as a craft club, and a social thinking group for students with various communication difficulties.

Who will be co-ordinating the support for my child at Priory?

Lisa Smith (SENCO) and all support is ultimately coordinated through her. In addition to this, the Support to Learn manager (Terry Selby) and the SEND manager (Jane Griffiths) coordinate day to day provision.

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Students who need more detailed support may have a keyworker. Within the team, we supported students with a wide range of needs including: autism, dyslexia, dyscalculia, trauma, PDA, low literacy and numeracy, Tourette's, Cerebral Palsy, visual impairments, hearing impairments. All of our staff keep up to date with training and SEND developments.

How will equipment and facilities to support children and young people with SEND be secured?

The academy is currently wheelchair accessible with disabled parking bays and the appropriate changing and toilet facilities. Equipment is provided and adaptations are made for individuals as they join the academy. We work with the appropriate services to ensure that adaptations are fit for purpose. At every step, we include the family and the student as we make decisions.

There is a lift to the first floor of the main building that students can use if they have a temporary disability (such as a broken leg). If students have a need for long term wheel chair use then provision will be made for them in alternative classrooms.

We have a dedicated health care room for students with specific disabilities, which allows students to be hoisted in order to personal care or physiotherapy.

How will parents of children with additional needs be consulted about, and involved in, the education of their children?

The academy hosts an open evening and open mornings, and annual parents' evenings. In addition to this, there is a robust transition program for Year 6 students, with additional transition days for those identified as having additional needs. The SEND team meet all students with needs prior to them starting at Priory.

Once a student with additional needs starts with us, we make regular contact, initially through the form tutor. Parents who want weekly contact with the SEND team may prefer e-mail. However, the SEND team are also happy to have regular phone contact. A number of parents have got involved in SEND and supporting other parents. This is something that we encourage.

How will children and young people with additional needs be consulted about, and involved in, their education?

All students receiving support and intervention take part in the annual student voice. They enjoy giving their views to our staff.

Our students also meet regularly with their keyworkers, who they soon develop a trusting relationship with and feel safe to talk about how their needs can best be met.

What are the arrangements made by the governing body relating to the treatment of complaints from parents of students with additional needs concerning the provision made at the school?

In the first instance, parents should contact Lisa Smith (SENCO). If there is no resolution here (which there most often is) then the complaints procedure should be followed. This can be found on the academy's website:

<https://www.theplt.org.uk/policies/202223/Complaints%20Policy%202022.pdf>

What are the academy's arrangements for supporting students with additional needs in transferring between phases of education or in preparing for adulthood and independent living?

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The academy works closely with the local colleges to ensure a smooth transition into post 16 education. Here at the academy, we have a dedicated team of staff, gathering information from all teachers and pastoral staff to pass on. We also have a highly skilled careers team who work closely with the SENCO to ensure all students are on an appropriate course. The students are given one to one meetings to find out what they wish to do and how they can best be supported to achieve their aspirations.

Where is the local authority's local offer published?

The Local Authority Offer can be found on the North Somerset website.

<https://nsod.n-somerset.gov.uk/kb5/northsomerset/directory/localoffer.page?localofferchannel=0>

Date of Report:	September 2023	Date of Review:	September 2024
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