



Priory School

Local Offer for children with special educational needs and disabilities (SEND) – SEN Information Report 2020 -2021

1. How does the school know if children/young people need extra help and what should I do if I think they may have special educational needs?

- A detailed transition process and close working with primary feeder schools provide us with in-depth knowledge.
- We operate Year 7 and Year 9 screening procedures where we look at every individual learner. At this point, we can establish baseline scores in basic skills.
- New entry testing for children/young people who join us throughout the year.
- Parents/carers and mainstream teachers/tutors can raise potential concerns with the SENCOs.

2. How will school staff support my child/young person?

- Every child's/young person's education will be overseen and monitored within the whole school system.
- Additional support will be allocated according to the child's/young person's level of need.
- Robust screening procedures in Years 7 and 9 establish baseline results and scores across the whole year groups.
- Specific intervention programmes are delivered on a regular basis, including: individual support sessions during tutor time and/or lessons; 1:1 and small group interventions within Inclusion of up to 90 minutes per week.
- Our A-band classes in Years 7, 8 and 9 provide children/young people with a smaller teaching class and allocated support from teaching assistants. Part of the Year 7 A-band support package is a weekly "circle time – communication time" session with our school counsellor. In addition, each A Band class take part in an alternative curriculum provision one day per week, to support the development of self-awareness, resilience, independence, confidence and sociability.
- Interventions are delivered by teaching assistants; qualified teachers; staff who have undergone relevant training and SEN practitioners from outside agencies.

3. How will the curriculum be matched to my child's/young person's needs?

Individual learning profiles and strategies for support are shared with relevant staff.

- Access to our ASC (Autistic Spectrum Condition) Facility, for identified students, supports individual learning needs.
- Lessons are planned to provide opportunities for students of all levels of ability to succeed and progress. Developing differentiation strategies¹ across the school is a key focus point.
- The school runs a range of 'alternative curriculum activities' for identified students such as Roots in Year 7; Forest School in Year 8 and Media School in Year 9.

4. How will both you and I know how my child/young person is doing and how will you help me to support their learning?

- Parents/carers are invited to contact relevant staff, in order to discuss progress in addition to the standard reporting arrangements.
- We have robust whole school reporting and monitoring procedures in place so that concerns can be raised early.
- Parents/carers have online access via EduLink to monitor their child's performance in school and is also used as a homework diary.
- The curriculum plans for all year groups and subjects are accessible via the school website (curriculum information).
- Parent information evenings with specific focus points for different year groups are offered.

5. What support will there be for my child's/young person's overall wellbeing?

- Priory School has a strong pastoral system based on a House system.
- Each House Head oversees the emotional well-being of their children/young people.
- Each child/young person is a member of a tutor group that meets every day.
- The tutor is a key point of daily contact for students and parents/carers.
- We have a pastoral assistant, a student support advisor, a part-time school counsellor and a school nurse.

¹ Developing a range of different teaching strategies in order to meet the needs of children and young people with different learning styles.

- The administration of medication is overseen by the pastoral assistant who is based in the central Pastoral Office.
- Some student's access focussed interventions from the Inclusion Team.
- Students are invited to express their views in a number of different ways: School Council, student panels, structured conversations.
- Colleagues from the Life Skills curriculum area deliver a range of programmes, both within the Life Skills curriculum and as part of the INSET (In-Service Education and Training for staff) opportunities.

6. What specialist services and expertise are available at or accessed by the school?

- One member of staff is a dyslexia specialist teacher.
- Two members of staff from the Inclusion Team have a Level 1 Speech and Language accreditation.
- We have access to a fully qualified school counsellor and school nurse.
- The school has access to a range of outside services, such as ESBAS, CLASS, ISEND Teaching and Learning Provision, EPS, East Sussex Children's Integrated Therapy Service – please refer to the glossary at the end of this document.

7. What training have the staff supporting children and young people with SEND had, or are having?

- Recent whole school INSET has included SEND training relating to Autism and Speech and Language needs.
- SEND relevant training sessions are embedded in the school's regular CPD sessions, which are open to all staff. SEND topics such as dyslexia, differentiation, the working memory and promoting independent learning are some of the current sessions on offer.

8. How will my child/young person be included in activities outside the classroom, including school trips?

- All children and young people are encouraged and invited to participate in extra curricular activities including school trips.
- Potential extra support arrangements will be negotiated between the trip organiser, the Pastoral Team and the Inclusion Team as appropriate.
- Parents and carers can access information regarding trips and activities via the school website. Regular Parent Forums also provide parents and carers with a platform to share ideas and make suggestions.

9. How accessible is the school environment?

- The building is fully wheelchair accessible.

- There is visual signposting across the school.
- A hearing support facility is based in school.
- An ASC Facility is based on the school site.
- There are disabled changing and toilet facilities.
- We access support from the EAL service in order to communicate with parents/carers whose first language is not English.

10. How will you prepare and support my child/young person to join the school, transfer to a new school or the next stage of education and life?

- Each new entry is inducted and supported by the Assistant Head Teacher (Pastoral/Disadvantaged).
- New Year 7 students have access to a multi-layered transition process.
- We have an alternative provision coordinator who oversees and supports children/young people as they transfer to a different school or college.
- Children/young people are supported by members of the Senior Leadership Team as they plan their transition to college and the next stage in their life.
- The tutor plays a key role in working with and supporting children/young people as they progress from KS3 to KS4 and beyond.

11. How are the school's resources allocated and matched to children's/young people's special educational needs?

- Securing and employing teaching assistants.
- Facilitating staffing ratios whereby children/young people have access to smaller groups.
- Accessing specialist training events.
- Offering and staffing the smaller Nurture Groups in Years 7, 8 and 9.
- Accessing specialist advice and equipment.
- Use of the Pupil Premium Grant where applicable

12. How is the decision made about what type and how much support my child/young person will receive?

- Robust Year 7 and Year 9 screening procedures allow us to allocate extra support based on the level of need.
- Information provided by statutory documents such as EHCPs will help direct the allocation of SEND support.
- Information from previous or primary schools will provide us with important background information.
- Some decisions over extra support will be made by the Inclusion Team (SENCOs) others will be made by Curriculum Leaders. There are clear thresholds as to when the Inclusion Team will be involved with a child/young person – the screening process in Years 7 and 9 across the whole year group

supports us in making consistent and transparent decisions over the allocation of extra support.

- Parents and carers will be informed in writing about any extra intervention or support and are invited to contact the school to discuss this further.
- The school carefully monitors and tracks all children/young people including those who have access to additional support or interventions.

13. How are parents involved in the school? How can I be involved?

Parents and carers can be involved in the school community in a number of ways:

- Parent Forum with the Headteacher and Governors
- Parent Information evenings
- Friends of Priory

14. Who can I contact for further information?

- The first point of contact will be the child's/young person's tutor. The tutor and the House Head can then involve further relevant colleagues as appropriate.
- Apart from the tutor and the House Head each child will be taught by subject specialist teachers across all KS3 and KS4 curriculum areas.
- The Admissions Officer is an important point of contact.
- We have a Lead SENCo: Ms Jo Nulty and a SENCo: Ms Roxy Miremadi, who you can contact via the school website with regards to specific SEND related questions.
- The local authority's Local Offer can be accessed via the Children's Services website: www.eastsussex.gov.uk/localoffer

15. How does the school know that the provision for children/young people with SEN is effective?

- Every child/young person's education will be overseen and monitored within the whole school system.
- Progress is being reviewed and reported on within a clear and transparent annual reporting schedule (School Reports)
- Data is collated to monitor rates of progress informing decisions over appropriate intervention strategies.
- We have a system in place whereby the different aspects of impact of interventions and support are being monitored and evaluated (baseline testing, tracking and monitoring data, attendance figures, children's/young persons' engagement with school life and extra-curricular activities)

16. What is the impact on outcomes for children/young people with SEN?

East Sussex data suggests students at Priory make good progress in relation to their starting points and capabilities, progress of students with SEN is slower than that of other students. Below is a summary of the levels progress for students with SEND in Year 11 2020, based on final results.

Measure	All Students	SEN Students
Progress 8	+0.48	0.10
Attainment 8	5.65	3.24
% 9-5 both English & Maths	65.2	11.1
% 9-4 both English & Maths	84.4	33.3
% Ebacc Eligible	85.3	44.4
% Ebacc 9-5+	48.2	11.1

In comparison with schools in East Sussex Priory School students make “good” progression in terms of destinations post-16.

Priory School is committed to offering all students with additional needs opportunities to make progress and experience success.

This offer is accurate now, but services are regularly reviewed and could change. All information will be updated as soon as possible to reflect any new service offer.

This Local Offer – SEN Information Report 2020 - 21 has been developed in compliance with the SEN Code of Practice, SEN Information Report.

An invite for feedback

This offer is intended to give you clear, accurate and accessible information.

If you would like to comment on the content of the offer, or make suggestions to improve the information, please email info@priory.e-sussex.sch.uk.

You may want to refer to the school's SEN Policy and Accessibility Plan which can be accessed via the school's website ([Policy](#) and [Plan](#)). Parents and carers can also obtain impartial information, advice and support via "Information for Families":

www.eastsussex.gov.uk/informationforfamilies

Glossary:

KS3 – Key stage 3 (years 7, 8 and 9)

KS4 – Key stage 4 (years 10 and 11)

SENCO – Special Educational Needs Co-ordinator

ESBAS – Education Support, Behaviour & Attendance Service

CLASS (Communication, Learning and Autism Service) ISEND Front Door referral process

ISEND Teaching and Learning Provision (Inclusion Special Educational Needs and Disability Teaching and Learning Provision) EPS – Educational Psychology Service

EAL – English as an additional language

EHCP – Educational, Health and Care Plan

ASC – Autistic Spectrum Condition

CPD – Continuous Professional Development