

# Priory School SEN Information report

## May 2019 v3

This report is based on **Special educational needs and disability code of practice: 0 to 25 years Statutory guidance for organisations which work with and support children and young people who have special educational needs or disabilities 2015 DFE**  
<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25> page 106 6.79

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## Introduction - the kinds of SEN that are provided for

Priory School is a Special school for students with complex Moderate Learning Difficulties (MLD). This includes, but is not exclusive to, those who's needs may be described as Cognition and Learning, including moderate autistic spectrum disorders (ASD), a track record of achieving progress at a slower rate than their peers, dyspraxia, global developmental delay, and many other conditions.

The school takes students from year 1 (age 5) through to year 13 (age18). Currently there are 187 places which includes 18 sixth form places.

Included in the above numbers are 6 places at "Mount Road", established in September 2016 in a new facility on the Priory School site. This provision caters for students with autism and its primary aim is to achieve their successful return to mainstream schooling for their GCSE years. Admission to this provision is via the Local Authority. For further information on Mount Road please visit [www.mountroad.sendat.academy](http://www.mountroad.sendat.academy)



Additionally, Priory school has boarding facilities with 23 beds Monday to Thursday evening. 40+ students access the boarding during the week and most stay for one or two nights.

## SENDAT

Priory school is a founder sponsor of SENDAT (Special Educational Needs and Disabilities Academies Trust) and works closely with the other key sponsor, which is West Suffolk College (although it is a separate organisation). SENDAT's purpose is to support and develop specialist provision both in the local area and more widely across the county. For more information visit [www.sendat.academy](http://www.sendat.academy)

SENDAT supports the growth of other specialist provisions, including Angel Hill College (AHC) for young people 16-25yrs with SEND. [www.Angelhill.sendat.academy](http://www.Angelhill.sendat.academy). The main purpose of AHC is to support the successful transition of its students into mainstream further education.



SENDAT Outreach provision is based on the Priory School site and supports students in 50% of mainstream schools across Suffolk. For further information please visit [www.outreach.sendat.academy](http://www.outreach.sendat.academy)

## Statement of Intent

Our vision is to develop well-rounded, confident individuals who can go forward into their adult lives prepared for the work environment and capable of being independent and productive citizens.

We believe that high quality education is best achieved when the needs of each individual pupil – social, emotional, spiritual and educational - are absolutely central to their development plan. Through focusing on students as individuals, we tailor challenging and enjoyable educational programmes to engage and motivate, directly meet their needs and provide truly personalised learning.

We work with each pupil, their parents / carers and other professionals to understand and work to overcome particular barriers to learning, so they can achieve their full potential within a secure and caring environment.

We will develop our capacity as a special academy school to enhance the range of experiences available to our students and offer them greater opportunities for personal, social, intellectual and physical development through both our day and residential provision, including a wide range of extra-curricular activities. Linked to this, we will continue to work with the wider community to ensure Priory School has a central place within it.

We believe that improving the quality of education is an ongoing process which involves monitoring, reflection and evaluation, leading to enhancement of best practice. We embrace the use of new technology where it will provide new opportunities for learning and teaching.

We will ensure that Priory School continues to play a significant role in promoting the development of special needs locally, regionally and nationally.

We promote politeness and mutual respect towards all members of our community and are fully committed to promoting disability equality.

**Policies** for young people with SEN and assessing their needs.

Policies are available for download from the school website

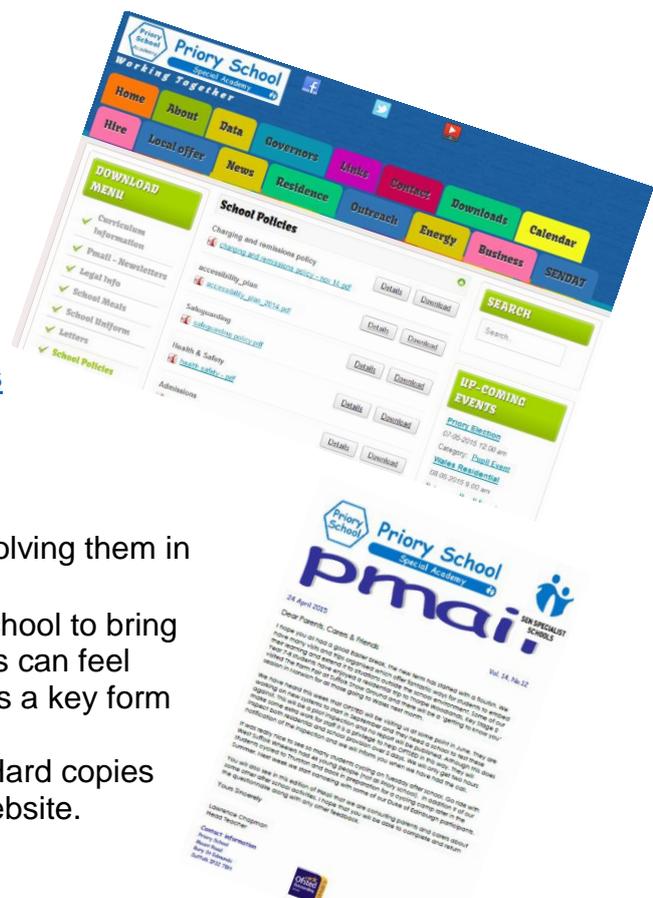
<http://www.priory.suffolk.sch.uk/index.php/school-policies>

- Teaching and learning policy

**Consulting parents** of children with SEN and involving them in their child's education

We recognise that most parents live too far away from school to bring their child to and from school. This can mean that parents can feel more disconnected from school. The home school diary is a key form of communication. This is further supported with:

- Newsletters "Sendat Circular" usually fortnightly. Hard copies sent home and available for download from the website.
- Priory Facebook page  
<https://www.facebook.com/pages/Priory-School/1404918293071789>
- Website [www.priory.suffolk.sch.uk](http://www.priory.suffolk.sch.uk)
- ParentMail



 ParentMail Be better connected!

- SeeSaw mobile app in some classes.

All students and their families will receive a termly report on progress which contains information about effort and progress in all subjects. This is followed up by a consultation evening with tutors which also provides opportunities to meet with colleges and other providers of support for families.

There are 4 formal points of consultation:

- Parents evening 3 times a year
- Annual review of EHCP
  - We welcome consultation and discussion outside these times. Parents and carers are welcome to contact the school office. Staff may not be able to take the call at that time but they will get back to you or you will be able to make an appointment. 01284 761934



## Supporting parents and families

We understand that having a child with additional needs can often be difficult. We arrange some sessions for parents to meet other parents in an informal manner. Sometimes these sessions have a presentation or discussion led by school and at other times there is a more open forum. The Family Liaison Team organise these sessions, normally at least once every term.

**Arrangements for consulting young** people with SEN and involving them in their education.

Students are consulted and involved in their education through:

- The majority of students take an active part in their Annual Review. Occasionally it is not appropriate due to the nature of their needs.
- All students complete a one-page profile that supports their views at the Review.
- There is a student council which meets regularly and is represented by every class. The class representatives are voted in every September.
- There is a “food council” who meet with the manager of the catering service. They discuss menu options and new ideas.
- For older students there are options about which courses to study.
- There are many activities during breaks and after school which students have the choice to take part in.
- There is a Residential Council which meets regularly. All students accessing boarding take part in the meetings and discussions.

**Arrangements for assessing** and reviewing children and young people’s progress towards outcomes.

Currently students are formally assessed three times a year. The progress is discussed with parents and carers at parent's evenings and annual reviews.

Class teachers, subject teachers and Key Stage leads all monitor the progress of students. If they are concerned about progress they will discuss this with other members of staff and interventions will be agreed.

Individual Education Plans (IEPs) set small steps of aspirational progress for students. These are discussed at the Annual Review and parents/carers are able to contribute ideas and targets to this document. The targets are described for the year, but are flexible to respond in any changes in progress or circumstances. These can be discussed at parent's evenings or by appointment.

**Arrangements for supporting moving between phases** of education and in preparing for adulthood. As young people prepare for adulthood outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society

We understand that students moving class, Key Stage or school can feel anxious. For all new students to the school we offer transition arrangements that include Priory staff visiting new students in their present school, visits to Priory school with parents and often with staff from the school and taster sessions.

Students moving between Key Stage experience a transition package including taster lessons with new teachers and tours of the teaching area. The last week of the summer term is "Transition Week" when all students move to their new classes for September.

From year 9 (age 14) the Annual Review includes the development of a transition plan. This is drafted in consultation with the student and their parents/ carers. The school offers work experience placements in year 11 and the sixth form. These placements give students opportunities to try working in a grown up environment. These are organised on an individual basis and support is organised as appropriate.

 **WEST SUFFOLK COLLEGE** Priory works closely with post 16 providers especially West Suffolk College who we are closest to geographically. In recognition that our catchment area is very large we also encourage students and their families to look at other colleges including Otley College, Easton College, Suffolk ONE and others as appropriate.

We work closely with the Youth Support Service and they are able to provide impartial advice.

Occasionally teachers and other professionals may feel that Priory School is not best meeting the needs of a student. This will be discussed with parents and carers at an early stage. If there is agreement the school may work with the Local Authority to plan more

suitable provision. This is usually through the Annual Review and always relies on the views of parents/carers. Where a student is to move from Priory to another school we will work with the new school to provide opportunities for safe and supported transition.

## **Approach to teaching** children and young people with SEN

There are many approaches that Priory staff will use and the school continuously explores and investigates the latest research and innovative ways of engaging and teaching. There are some basic elements which characterise teaching and learning at Priory:

- Small classes, usually between 8-12 students.
- High ratio of staff to students, usually 1 teacher and 1 support assistant per class.
- Differentiation of the material so that those more able are stretched and those who need more time to consolidate are equally catered for.
- Small steps in learning are planned so that students can quickly recognise their achievements and belief that they can be successful in learning.
- Consolidation/repetition of learning, but usually in a different context or situation that gives students the opportunity to demonstrate what they have learnt or indicate that they require more support.
- Assessment which is ongoing, consistent and provides constructive feedback to inform the next steps in learning.
- Equality of access to the curriculum and activities. We have a 'can do' attitude and work to support students engaging with everything the school provides. This includes performing arts productions, a variety of school-based extra-curricular activities and trips/visits (including residential trips).

## **Adaptations that are made** to the curriculum and the learning environment of children and young people with SEN

Staff constantly review the curriculum to check its appropriateness for the students. The philosophy is one of "stage, not age" where we aim to deliver the curriculum that is most appropriate for our current learning needs.

The curriculum has a strong emphasis on developing life skills:

- Reading and writing, functional literacy
- Maths, functional numeracy - especially telling the time and use of money
- Independence, developing ways to do more for themselves and keep themselves safe.

The school was purpose built as a Special School in about 1970. However, it is built into the side of a hill and has many steps. A few of the teaching spaces are wheelchair accessible, but the majority are not.

All classrooms have interactive whiteboards and some have "active" sound systems to aid the listening of all students.

## Specialist facilities and equipment:

- Science Lab
- Art/DT room
- 3 Computing rooms
- Cookery room
- Gym
- Sensory room
- Outside play areas – Hard surface and



grass

- Greenhouse and polytunnel
- Library
- Skills Centre and Conference room

Some staff are able to sign either Makaton or British Sign language. We make use of symbol software such as “Communicate in Print” and “Clicker”.

## Residential Provision

Priory School is one of only two Special Schools in Suffolk with its own residential provision. The boarding provision is inspected every year by OFSTED and has been judged as outstanding for the last 9 years. There are 23 beds Monday to Thursday night. A few students may board all week but mostly they access 1-2 nights boarding. This means that between 40-50 students have one or more nights boarding a week.

The boarding provision does not appear in EHC plans. It is negotiated with the school and parents. The school will also discuss boarding with the local authority. Boarding is identified for specific reasons. These are many and various but include:

- Work on independence and life skills
- Supporting personal hygiene and care
- Supporting the engagement in after school activities – youth club, cycling, canoeing etc.
- Supporting attendance.
- Are in the care of the Local Authority and need some additional support.
- Some students can stay in “link” where they stay for an activity and a meal before going home 7-8pm. This can support social integration and may also support transition to staying a night in residence

Further information about the residential provision and the offer can be found on the school website <http://www.priory.suffolk.sch.uk/index.php/boarding>

**Expertise and training of staff** to support children and young people with SEN, including how specialist expertise will be secured.

Priory School caters for a broad range of learning needs. As such, staff have a broad range of skills to work with students. Teachers are qualified and most have considerable experience of teaching. All staff receive a structured programme of training which is part of the ongoing training through the “professional development days” and through the appraisal system they can access other relevant areas of training. The school development plan sets out the main themes for training of staff. Where a new condition or need arises training is delivered to staff as appropriate.

Training may be:

- In house, as part of ongoing work
- During staff meetings
- During Professional Development Days
- Locally sourced within the county
- National training
- International training, where we have been able to secure additional funding training has on occasion taken place in Europe.

Additional and specialist expertise:

- Occupational therapy (OT) [www.priory.suffolk.sch.uk/index.php/health-therapies](http://www.priory.suffolk.sch.uk/index.php/health-therapies)
- Speech and Language Therapy (SaLT)
- Physiotherapy
- Educational Psychology
- Child and Adolescent Mental Health Service (CAMHS)
- Social Care
- Disability nursing team
- Child Development Centre (CDC)
- LA specialist advice

**Evaluating the effectiveness** of the provision made for children and young people with SEN

As all students at Priory School have an EHCP the effectiveness of the whole school reflects the quality of SEN effectiveness.

Priory has robust systems at all levels to reflect on and evaluate the effectiveness of the provision. This runs through from teachers to middle management, senior leadership and governance.

Since September 2015 Priory is part of SENDAT multi academy trust. Governance teams are well trained and informed. Directors are responsible for the whole SENDAT trust. The Priory Local Advisory Board is delegated responsibility for the curriculum and standards. Full details of Governance teams are available on our websites [www.sendat.academy](http://www.sendat.academy) and [www.priory.academy](http://www.priory.academy)

The Governance members receive reports including termly detailed reports, School Self Evaluation and the School / Trust Development Plan.

The SENDAT trust engages consultants as appropriate to provide it with impartial advice. Most notably this is to support the Performance Management of the Headteacher/ CEO.

## **How are students enabled to engage in activities?**

There is a broad range of activities available and careful consideration is given to ensure that there are physical activities and those which are engaging for students who do not normally enjoy physical activity. The curriculum is supported with many educational visits. These are local, national and European opportunities.

Where activities / visits are directly associated with the curriculum they are provided at no charge.

Where activities are enrichment, additional to the curriculum provision, parents/carers may be asked for a contribution. Please see our Charging and remissions policy.

We have a strong belief in offering residential experiences.

Examples of activities and visits include:

- KS2 overnight at Kingswood
- KS3 residentials (Thorpe Woodlands, Mepal)
- KS4 French trip
- KS3-5 Wales trip
- 6<sup>th</sup> form transition residential
- Lunch time and afterschool archery
- Cycle training
- Work experience
- Museums
- Independent travel training
- Parks
- Sporting competitions (football, athletics, swimming, boccia, etc)
- Businesses
- Canoeing
- Sailing
- Horse riding
- Swimming
- Orienteering
- Geocaching

## Sixth Form

Priory has 18 places in the sixth form. Students can choose to stay one or two years. The curriculum is focused on:

- Functional Skills in literacy, numeracy and computing
- Vocational awards – such as customer service
- Independence programmes
- Work Experience
- Duke of Edinburgh Award

A detailed prospectus is available at

<http://www.priory.suffolk.sch.uk/index.php/curriculum-information?download=295:priory-6th-form-prospectus-16-17>

## Pupil Premium

Priory School makes good and innovative use of Pupil Premium funding. It supports many trips, additional resources and training. It also covers the cost of free school meals. There is a detailed report available on the website.

## Post 16 Bursary

Where students are eligible for the Post 16 Bursary, the school uses this to support activities and equipment within the Sixth Form, including providing a “hoodie”, use of a laptop, school meals, residential trip, Duke of Edinburgh Award and activities.

## Duke of Edinburgh’s Award

Priory School offers the Duke of Edinburgh’s Award Scheme to all students in key stages 4 and 5 (Sixth Form). At Key stage 4 students do have to opt in and pay the registration fee. The expeditions are carried out by canoe on rivers in Suffolk.

## Scouts

Priory School runs its own Cub pack and Explorer Scout unit - Atlantis. This is open to any young person aged 8-10 for cubs and 14-18 for explorers and runs on a Thursday evenings straight after school. The cub pack and Atlantis Unit is fully included and supported by the Bury District Scouts.

## Transport to school

Transport may be provided by the Local Authority. Vertas provides all our home to school transport. This is still managed by the Local Authority.

Please see their policy. <http://www.suffolkonboard.com/home-to-school-transport/>

The LA policy also details the arrangements for post 16 travel.

## **Support for improving emotional and social development.**

This includes extra pastoral support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying.

All students receive PSHE (Personal Social Health Education) in addition they have weekly tutorial time. The small class sizes means that all staff have time to really “get to know” students and support them as appropriate.

Staff training is updated regularly and includes safeguarding issues. There is a clear system for referring students for further support. Initially in-house support which may include additional mentoring time with the tutor, time with the nurture worker, support from the “Head of Care and Safeguarding” (Mrs Lewis leads the Family Liaison Team at Priory School). The daily briefing offers opportunities for sharing concerns and highlighting students who may need additional support or care.

All staff are vigilant for any signs of bullying and this is taken very seriously at all levels. For example, break times are led by Play Leaders who deliver a structured programme for those students who require additional support to socialise appropriately. Activities are planned weekly and include physical and thinking play.

**How the school involves other bodies**, including health and social care bodies, local authority support services and voluntary sector organisations.

Priory works very closely with a range of other professionals. Safeguarding is of the highest concern. All the Senior Leadership team take active roles to ensure robust safeguarding measures and procedures are applied consistently. The Head of Care and Safeguarding takes the lead role in working with social care.

The Headteacher is the designated teacher responsible for “Looked After Children” (LAC) and he ensures that these students are not disadvantaged and that regular reporting to the Virtual Head takes place.

## **Arrangements for handling complaints**

Priory wishes to resolve issues at the earliest possible point and Senior staff are available for appointments if you wish to discuss anything.

In the unlikely event that issues cannot be resolved the school has a complaints policy that can be downloaded from the website.

<http://www.priory.suffolk.sch.uk/index.php/school-policies>

## Key Contacts - Senior Leadership Team

Mr Lawrence Chapman	Headteacher
Mr Mick Truman	Deputy Headteacher
Mrs Georgina Lewis	Head of Care and Safeguarding

School telephone number 01284 761934    [office@priory.suffolk.sch.uk](mailto:office@priory.suffolk.sch.uk)

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