

PRIORY SCHOOL AN ACADEMY TRUST

Name of Academy:	Priory Community School – an academy trust
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.

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, we ensure that we are aware of how to meet needs. When students are with us, parents, carers or the school may make a request for an assessment of needs. This can either be done internally by us or externally through the GP.

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

In the first instance, our highly skilled teaching staff ensure that all work is appropriately differentiated. 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 (Period 6) Students in year 7 and 8 who need specific help with English are withdrawn from languages in order to improve their reading levels.

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 weekly 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 four times a year. In addition to these reporting periods, we offer annual parents’ evenings and target setting days. The SEN faculty are regularly meeting with parents, carers and students throughout the year, in addition to the formal opportunities.

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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.

During the year 8 options process, a select group of students are offered the “EBACC Booster” where they spend 5 hours a week in the SRB working on English, maths and history/geography, in place of 2 options. This reduced curriculum and extra support allows them to focus and succeed in vital GCSEs.

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 SEN 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.

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. The Sir Richard Branson Centre (SRB) 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 service” faculty, 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” centre. This provides individual programs, through discussion with the pastoral team.

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.

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 KS3 manager (Jane Harding) and the KS4 manager (Terry Selby) coordinate day to day provision. Within the team, we cater for the following: autism, dyslexia, dyscalculia, trauma, Asperger’s, PDA, low literacy and numeracy, Tourette’s, Cerebral Palsy. 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 organisation. 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.

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How will parents of children with additional needs be consulted about, and involved in, the education of their children?	
<p>The academy hosts an open evening, two open mornings, annual parents' evenings and a target setting day. 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. Dyslexic and summer schools run in the six week holiday.</p> <p>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 tend to 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.</p>	
How will children and young people with additional needs be consulted about, and involved in, their education?	
<p>All students receiving support and intervention take part in the annual "Student Voice". They enjoy giving their views to our staff.</p>	
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?	
<p>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.</p>	
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?	
<p>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.</p>	
Where is the local authority's local offer published?	
<p>The Local Authority Offer can be found on the North Somerset website. http://nsod.n-somerset.gov.uk/kb5/northsomerset/directory/localoffer.page?localofferchannel=0</p>	

Date of Report:	September 2016	Date of Review:	June 2017
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