


THE PRIORY PRIMARY ACADEMY TRUST	DATE AGREED	December 2022
POLICY AND PROCEDURE STATEMENT	REVISION DATE	December 2024
 <h2 style="text-align: center;">The Priory Primary School</h2>		
<h1>SEND Policy</h1>		
HEAD TEACHER	MATT WALSH	
CHAIR OF GOVERNORS	PRUBIE SAHOTA	

## Edits and Changes

December 2022	Minor changes made to align with current policy from The Key

Approved by: M Walsh

Date: December 2022

Last reviewed on:

Next review due by:

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### 1. Aims

The Priory Primary Academy Trust is committed to ensuring equality of education and opportunity for all. We aim to develop a culture of inclusion and diversity in which people feel free to disclose their disability or Special Need and to participate fully in Academy life. The achievement of pupils with Special Needs and/or disabilities will be monitored and we will use this data to raise standards and ensure inclusive teaching. We will make reasonable adjustments to make sure that the school environment is as accessible as possible. At the Priory, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

The class teacher and the SENCo assess and monitor the children's progress in line with existing academy practices. The SENCO works closely with parents and teacher to plan an appropriate programme of intervention and support. Home-school partnership is vital and we enlist parents/carers to support the children's targets at home. The assessment of children reflects as far as possible their participation in the whole curriculum of the Priory. The class teacher and the SENCo can breakdown the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators.

Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives and we differentiate work appropriately and we use assessment to inform the next stage of learning. Individual Education Plans (IEP) which employ a small steps approach, feature significantly in the provision that we make in the school. By breaking down the existing levels of attainment into finely graded steps and targets we ensure that the children experience success. All children on the SEN register have an IEP.

We support children in a manner that acknowledges their entitlement to share the same learning experiences that peers enjoy. Wherever possible we do not withdraw children from the classroom situation. There are times though when, to maximise learning, we ask the children to work in small groups or in a 1-1 situation outside the classroom.

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

### 2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the SEN information report

This policy also complies with our funding agreement and articles of association.

### **3. Definitions**

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

### **4. Roles and responsibilities**

#### **4.1 The SENCO**

The SENCO is Mrs. Angela Selwood (contact via the school, 01256 850062)

They will:

- Work with the Head Teacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the Head Teacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

#### **4.2 The SEN governor**

The SEN governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the Head Teacher and SENCO to determine the strategic development of the SEN policy and provision in the school

#### **4.3 The Head Teacher**

The Head Teacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

#### **4.4 Class teachers**

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching

- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

The SEN information report is available on the school website under the information tab.  
[www.theprioryprimaryschool.org.uk](http://www.theprioryprimaryschool.org.uk)

## **5. Monitoring arrangements**

This policy and information report will be reviewed by the Head Teacher and SENCO every year. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

## **6. Links with other policies and documents**

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions