



PRIORY SCHOOL
EDGBASTON

SEND POLICY
(STATUTORY)

Trustee Committee:	Education	
Date Approved:	September 2026	
Next of Review:	September 2027	
Member of Staff Responsible:	D. Griffin and F. Guiver	
Trustee Overseer:	PS. Pat Skrybant	
Intended Audience:	Employees, Volunteers, Parents, Pupils and Visitors	
Relevance:	Whole School	Yes
	Early Years	Yes
	Preparatory	Yes
	Seniors	Yes
Access:	Website	Yes
	Internal	Yes
	Restricted	No

Our Mission Statement

Priory School is a thriving, co-educational independent school founded upon a rich Catholic heritage which welcomes those from all faiths and none.

In partnership with parents and guardians we provide a nurturing, family-based ethos, alongside high-standards of teaching and learning, enabling all pupils to achieve their potential.

We embrace diversity and interfaith understanding alongside awareness of environmental and global issues, in response to the needs of our time.

The Governors and staff at Priory School are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors, regardless of their education, physical, sensory, social, spiritual, emotional or cultural needs.

The Governors, staff and pupils are committed to the safeguarding and welfare of pupils and staff.

To meet the needs of our school community, all our policies, including this policy, can be made available on different formats such as different font sizes or styles, colour, or alternate languages.

The Governing Council understands it has responsibility for ensuring the effective oversight of this policy and will assess, evaluate and review as necessary.

SEND Policy

Response to Mission Statement

We ensure all pupils with SEND flourish, regardless of ability, through our child-centred approach. This approach celebrates every child's strength as well as working with them and parents in partnership to overcome difficulties through a graduated structured approach, thus ensuring all pupils achieve success.

Rationale

The main purpose of this document is to provide practical guidance and information about our approach and procedures that are in line with Priory School's mission statement and will enable all partners to work together to the benefit of children with learning difficulties. We provide a caring community with high standards of teaching and learning which will enable all pupils to achieve success. We support fully the principles set out in the Children and Families Act 2014, the Equality Act 2010 and the SEND Code of Practice: 0–25 years (2015), recognising that not all statutory requirements apply in the same way to independent schools. This policy also reflects the safeguarding expectations within Keeping Children Safe in Education 2026 and Working Together to Safeguard Children 2026, and includes the Early Years Foundation Stage.

A key test for our decisions of intervention and support will be made of evidence that indicates whether individual pupil's rates of progress are adequate. We will also use other relevant sources of information including parents, external agencies and pupils.

Aims

- To identify, at the earliest possible opportunity, barriers to learning and participation for pupils with SEND (see also Curriculum and Assessment Policies).
- To ensure the early identification, assessment and appropriate evidence-based intervention in order to improve the prospects of children with SEND.
- To ensure that every child experiences success in their learning and achieves to their highest possible standard.
- To enable all children to participate in lessons fully and effectively.
- To value and encourage the contribution of all children to the life of the school.
- To work in partnership with Parents.
- To ensure that all staff have access to training and advice to support quality teaching and learning for all pupils.
- To develop a SEN team, including the SENDCo and Learning Support Assistants to ensure that students are fully supported in their learning.
- To acknowledge the various cultural backgrounds, build upon the strengths and encourage the acceptance of difference, so that our children can fully participate in our multi-cultural community.
- To provide the children with a caring, stable school environment, that encourages a sense of self-esteem and self-worth.
- To ensure access to the National Curriculum for all children, with particular emphasis on the core subjects, by a range of teaching strategies and approaches.
- To have clear expectations for all children to reach their potential, e.g. physical, educational, social and emotional.
- To provide an academic curriculum that is broad, challenging and designed to meet their individual needs.
- To ensure that the school sets and expects high standards in all we do.

Evaluating the Policy

The SEND Policy will be reviewed and updated through the school's self-review process and evaluation of the School's Development Plan.

The key indicators of success will be:

- the progress made by individual SEND children through internal tracking, SEND Pupil Profiles and annual reviews of EHCPs.
- any positive change in behaviour or attainment.
- Improved reading ages, standardised scores and NCT and external examination results.

Equality and Accessibility

The school will make every effort to ensure that no child will be discriminated against on entry to this school because of their individual needs. Detailed arrangements for admission are described in the school's admissions policy. The SENDCo's advise the Senior Leadership Team on suitable arrangements for the Entrance Examination which do not disadvantage pupils with additional learning needs, including pupils with English as an additional language or other disabilities.

Parts of the school are listed buildings and therefore not accessible for wheelchair users. There are no lifts in the school, so access may be restricted for those with severe motor difficulties. A disabled parking area can be found outside the main school entrance.

Definition of Special Educational Needs (SEND)

The 2015 Code of Practice says that:

'A learner has Special Educational Needs (SEN) if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or*
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.'*

(Taken from the 2015 SEND Code of Practice: 0-25 years- Introduction xiii and xiv)

The Equality Act 2010 defines disability as:

'...a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day-to-day activities'

The school recognises the importance of early identification of any learning needs, and the risk of learning difficulties and the possible consequences such as loss of self-esteem and frustration in learning.

Safeguarding Children with SEND

Children with SEND may face additional safeguarding challenges, both online and offline, and additional barriers can exist when recognising or reporting abuse, neglect or exploitation. Priory School recognises that these may include communication difficulties; increased dependency on adults for care; the need for intimate or personal care; greater risk of isolation, bullying or prejudice-based harm; difficulty recognising that behaviour towards them is abusive; and difficulties understanding or managing online risks.

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Staff must not assume that changes in behaviour, mood, presentation or injuries are simply a consequence of a pupil's SEND, disability or medical condition. Concerns must be explored with professional curiosity and reported in accordance with the School's Safeguarding Policy.

Where safeguarding concerns involve a pupil with SEND, the DSL or Deputy DSL and SENDCo will work closely together. Appropriate communication support, pastoral support and reasonable adjustments will be considered so that the child is able to express their wishes, feelings and lived experience.

Key approaches to identification:

The school uses a number of approaches such as

- Identification at admission: through communication with parents and any previous schools.
- Identification at transition: through communication with the EYFS, Preparatory Department and other schools
- Identification through data tracking and screening:
In Prep School all pupils sit formal assessments in English and Mathematics twice a year. Standardised scores and value-added data is used to inform a targeting and monitoring list as well as the SEND register.
On entry, all pupils in the Senior School are assessed using baseline testing. Spelling and reading ages are recorded. These tests are repeated in Years 8,9,10 & 11. Standardised scores from these tests are used to inform a targeting and monitoring list as well as the SEND Register.
- Identification through staff concern: class and subject teachers make regular assessments of progress for their pupils.
- Identification through pupil/parent concern: the school recognises that parents and the pupils themselves have a unique perspective on their learning.

Although the School can carry out screening assessments, we do not offer diagnoses. Parents are referred to appropriate professionals who can make confirmed diagnoses.

Provision

The school uses a graduated approach to SEND support and work on the principle that high quality teaching is an expectation for all pupils, including those with SEND. All our teachers are responsible for planning and delivering an individualised programme, personalising their teaching and providing constructive formative feedback to take account of the different learning styles, abilities and preferences of individual pupils.

Where pupils make less than expected progress given their age and individual circumstances, the first response is to take a graduated approach to personalising learning in order to target areas of difficulty. This graduated approach is a cycle of 'Assess, Plan, Do, Review' as required in the Code of Practice.

Following the graduated approach, if a pupil continues to fail to make the expected progress, the SENDCo will be involved to assess the pupil. The outcomes of this assessment will dictate the nature of further support.

The SENDCo in conjunction with class/subject teachers will determine a personalised programme for the individual pupil, which may involve:

- Reasonable adjustments, including scaffolding in the classroom, supported and directed by the SENDCo
- Individualised outcomes- focused target setting.

Reviewed and Revised by Declan Griffin - September 26

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- Access to specific resources – equipment, software programmes etc.
- Pastoral support.
- Referral to external specialists.

Once a child has been identified as having SEND, the SENDCo and class/subject teacher will invite parents to a meeting to:

1. Formally let them know that their child is being placed on the SEND Register,
2. discuss assessments that have been completed,
3. agree a plan and provision,
4. the personalised provision will be reviewed by the SENDCo and class teacher.

If the child has an Education, Health and Care plan, there is an annual review of the child's progress. This review will include reviewing previously set targets and setting or adjusting new targets.

Moving to an EHCP (Education, Health and Care Plan)

Where, despite appropriate assessment, support and evidence-based intervention, a pupil continues to experience significant difficulties, the School may discuss with parents whether an Education, Health and Care needs assessment should be requested from the local authority. A request may be appropriate where a child has or may have special educational needs and may require special educational provision to be made through an EHC Plan. Parents and young people also have the right to request an EHC needs assessment directly from the local authority.

If the School or parents request an EHC needs assessment, the local authority will consider the request in accordance with the Children and Families Act 2014 and the SEND Code of Practice. Teachers will be asked to contribute to this advice. The local authority will determine whether the statutory threshold for an EHC needs assessment is met and, where appropriate, will seek advice from relevant professionals as part of that assessment. This assessment may lead to an Education, Health and Care plan (EHC Plan). A diagnosis of SEND does not, in itself, determine whether an EHC Plan is required; this will depend on the child's individual needs and the special educational provision necessary to meet them.

Teaching and Learning

We believe that all children learn best with the rest of their class. Our aim is for all children to be working independently, in class, at the cusp of their potential. Children with SEN and disabilities are entitled to be taught by their teacher, not always by a Learning Support Assistant. Teachers aim to spend time each day working with children with SEN, individually or as part of a group.

Information about SEND provision

In line with the school's aims of enabling each child to achieve optimum academic success, we have built up a very experienced and capable team of teachers. All of our teachers are trained to work with children with SEND. Some are very experienced, and others less so, but all have access to advice, information, resources and training to enable them to teach all children effectively. We offer training and self-help opportunities through access to in-house and outside courses. We use a wide range of strategies and look to be creative problem solvers looking for the most appropriate solutions for individual pupils.

Where a pupil with SEND may be at increased risk of requiring restrictive intervention, Priory will consider appropriate preventative strategies, reasonable adjustments, individual risk assessment and support planning.

Any use of restrictive intervention or reasonable force will be managed and recorded in accordance with the School's Safeguarding Policy, Behaviour Policy and current statutory guidance.

The named member of SLT for Senior School is Mrs Flood and the Preparatory School is Mr Griffin.

Roles and Responsibilities

Head Teacher

The Head Teacher has responsibility for the day-to-day management of all aspects of the school including provision for pupils with Special Educational Needs or learning difficulties and/or disabilities. These responsibilities are met within the close collaboration of the Head Teacher, Senior Management Team and SENDCos in the early identification and subsequent provision of pupils with a significant educational need.

The Head Teacher is charged with:

- Involving all staff and governors in SEND development.
- Assisting in the development, monitoring and evaluation of the policy for Special Educational Needs and Disabilities.
- Establishing success criteria.
- Agreeing a job description with SENDCo and creating the opportunity for non-contact time.
- Maintaining responsibility for day-to-day management of SEND.

The Head Teacher is able to fulfil these duties via:

- Giving SEND status in the School Development Plan and allocating staff meeting discussion time via the same.
- The Head's performance management framework should ensure that objectives set include SEND
- Working alongside other staff and the SENDCos to develop and review the SEND policy
- Organising INSET for all staff
- Liaising with the appropriate staff of various support agencies i.e. educational psychologists

The Governing Council

The Head Teacher and the Senior Leadership Team are responsible for keeping the Governing Council informed of the work undertaken in the SEND Department.

The Governing Council has the statutory duty to ensure that the school follows its responsibilities to meet the needs of children with SEND following requirements of the Code of Practice 2015. This responsibility includes:

- A knowledge of the school's system for the identification of pupils experiencing difficulties
- A knowledge of the school's course of action for such pupils in relation to the Code of Practice and how resources have been allocated to and amongst children with SEND. Reports from the Head Teacher/SENDCos provide this information.
- Ensuring there are procedures for pupils with SEND to join in the activities of the school together with pupils who do not have SEND, so far as is reasonably practical and compatible with the children.

The SEND Governor: Mrs P Skrybant

The Special Educational and Disability Coordinators (SENDCos)

The SENDCos are:

- Early Years & Prep school - Mrs Andrea Wilkes
- Senior School - Ms Shuttleworth-Davies

They can be contacted by ringing the school directly or via email.

The Core purpose of the SENDCo:

The SENDCo, with the support of the Head Teacher and the Governing Council, takes responsibility for the day-to-day operation of provision made by the school for the pupils with SEND and provides professional guidance in the area of SEND in order to secure high quality teaching and the effective use of resources to bring about improved standards of achievement for all pupils. 'There are two SENDCos at Priory School, each responsible for their own area. The SENDCos are charged with the following responsibilities:

- Overseeing the day-to-day operation of the school's SEND policy
- Co-ordinating and monitoring provision for children in the school, using the graduated approach.
- Liaising with the examinations officer regarding special arrangements for pupils with SEND in national examinations.
- Assisting in the development, monitoring and evaluation of the SEND policy
- Working closely with the DSL and safeguarding team where a pupil with SEND is subject to a safeguarding concern, ensuring that the pupil's communication needs, vulnerabilities and SEND provision are appropriately considered.
- Identifying areas for and contributing to the in-service training of staff
- Maintaining a central record and overseeing the records of all pupils with SEND
- Liaising with parents of pupils with SEND, colleagues and outside agencies
- Identifying appropriate INSET in consultation with the Head Teacher, bearing in mind staff requirements and specific learning needs highlighted by the SEND audit.
- Supporting pupils and their families through effective transition between classes, key stages and educational settings

Teachers' Responsibilities

- Constant monitoring of the progress of individuals against class/national norms.
- Ensuring that pupils with SEND receive a suitable scaffolded curriculum, so that they are able to participate fully in the life and activities of the school
- Meeting the needs of SEND pupils in their care by making necessary reasonable adjustments to their quality first teaching.
- When a concern has been identified, the class/form teacher will inform the SENDCo and complete a Cause for Concern Form. Together with the SENDCo, the teacher will identify priorities, set targets which will then be reviewed. Attending appropriate INSET on SEND and familiarising themselves with resources in the Learning Support department
- Gather information and make formal assessments about the student.
- Contributing to the 'Assess – Plan – Do – Review' cycle in relation to pupils' progress
- Inform and discuss with parents their concerns and review regularly.
- Take action to meet the student's needs within his/her normal classroom work through scaffolding, including delivery of strategies and approaches detailed in students' EHCPs or SEND Pupil Profile.
- Plan and monitor focused work done within the classroom with support staff where appropriate.
- Undertaking appropriate training and identify personal needs for professional development.
- Providing evidence in support of Access Arrangements applications and provision.

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- Contribute to the planning and termly review of students with SEND in conjunction with the SENDCo, parent and student even where the intervention is taking place outside the classroom.

Learning Support Teachers, Assistants and Non-Teaching Staff

These colleagues often play a crucial role in the lives of the pupils. We fully expect and encourage our staff to contribute and participate in discussion about pupils experiencing learning difficulties.

The LSAs and teachers are able to meet their responsibilities by:

- Working under the direction of the teachers or SENDCo
- Assisting in the identification of individual needs
- Helping to provide effective learning strategies for 1:1 or small groups
- Responding appropriately to individual pupils
- Contributing to the assessment and review process

Parents

The parents are charged with:

- The responsibility of informing the school about any specific needs their child may have upon entering the school
- It is the responsibility of parents to make themselves aware of the Special Educational Needs & Disability Policy
- It is the responsibility of the parents to seek out who the SEND Coordinator is for their child.
- Achieving a partnership with the school with regards to homework and coursework.

Teachers are available for consultation with parents and parents will be informed of the dates and times of the Parents Evenings and other meetings. Parents will be informed of progress via the schools reporting system.

Involving Pupils

We aim to provide a child-centred focus as part of our SEND process. All the pupils are frequently asked to evaluate their work, both orally and in writing.

- Pupils' views are gathered using approaches suited to their age, developmental stage, communication needs and individual circumstances. Where necessary, reasonable adjustments or alternative methods of communication will be used to ensure that the pupil's voice is understood.
- Pupils with SEND are invited to attend Reviews. The concerns and wishes of the pupil are given the highest priority.
- Pupils' views are considered when evaluating interventions they receive.
- All pupils in the school have, and are aware of, their own identified targets in reading, writing and numeracy: and with the support of staff, they monitor their own progress towards them.

Curriculum Entitlement

Priory School aims to develop an inclusive curriculum providing a framework of well-defined and achievable aims and objectives. Through this, opportunities for success will be built into the programmes of work in order to nurture positive attitudes and inspire confidence in the pupils with regard to their own abilities.

All pupils will have access to the full curriculum including the Early Years Stage. The National Curriculum applies to all pupils, including those with significant learning difficulties – the emphasis is on inclusion, not exclusion. It is accepted that some pupils with complex SEND or experiencing severe difficulties because of temporary circumstances (e.g. recovery from a severe illness) may require particular modifications to the National

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Curriculum. In such exceptional cases the specific part of the National Curriculum may be disapplied and replaced with a more appropriate curriculum. The Head Teacher is responsible for disapplication in consultation with the parents, the deputy headteachers, the SENDCo and the examinations officer.

Planning and Delivering the Curriculum

All teachers are teachers of Special Educational Needs students, since all are required to adapt their planning and delivery so that all pupils gain access to a broad and balanced curriculum.

Adaptive teaching may be by:

- Outcome – all pupils complete the same task/activity. The teacher requires a different outcome from individual pupils in terms of quality and quantity of work.
- Task – groups complete a different activity, but all activities are designed to show competence in the curriculum area, e.g. one group may draw a strip cartoon to show they understand a sequence of events, another may talk it through with an adult whilst a third may make a written report.
- Resources – some pupils are given additional or different equipment to complete a task, e.g. a pencil grip.
- Teacher focus – the teacher gives a varied amount of support to individuals to enable them to complete an activity.
- Organisation/grouping – Pupils are grouped or paired to ensure that one pupil's strength compensates for another's difficulty so that they may both show competence in the desired skill.

Assessment

National Curriculum Tests and external examinations may require differentiation in administration, i.e. access arrangements, to ensure that pupils with SEND have access to the assessments in accordance to the Equality Act 2010. Teacher assessments and internal examinations are also administered bearing in mind these access arrangements so that these become the students' normal way of working. Some modification of the Curriculum may be required for pupils whose EHCP contains reference to specific parts of the programmes of study.

School's Arrangement for INSET

The SENDCos also train staff during INSET on a variety of subjects. All staff have access to SEND CPD.

Links with other Services

The school makes use of a number of additional services on a regular basis including:

- Speech and language therapy service
- Occupational and Physiotherapy services
- Educational Psychology Departments
- SENAR: the local authority special needs team

Monitoring and Review

The curriculum is constantly being reviewed to take account of educational initiatives and respond to the future priorities of the school.

This policy will be monitored by the Deputy Headteacher, who will report to the headteacher on its implementation on a regular basis. It will be reviewed by Pat Skrybant.