



PRIORY WOODS SCHOOL AND ARTS COLLEGE

SEND POLICY

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1. OBJECTIVES

1.1 To achieve our school mission, which is:

At Priory Woods, we aim to support all of our children and young people to achieve the best that they can through a varied, exciting, dynamic and challenging curriculum in a safe and stimulating environment, both within and outside of school.

We recognise that we cannot succeed in our aims alone and value and respect ongoing cooperation with families and other agencies. Our school is a community where everyone is valued and respected, where we have a shared commitment to providing the best learning opportunities possible. We have the highest expectations and aspirations for all of our learners and continually seek to develop to ensure that these are realised.

To achieve this we:

- have the child as the centre of everything we do, encouraging our pupils to be the drivers of their learning
- value our professional, well qualified and motivated staff
- provide a dynamic, challenging and ever developing curriculum model, designed to meet the needs of our diverse population, providing an environment, resources and opportunities to make learning relevant and fun
- maintain a close focus on assessment to ensure we recognise progress and celebrate success
- adopt an holistic view of education, with an eye to the future and a focus on independence. We strive to support our young people in all aspects of learning as shown through our curriculum model. This includes social and emotional wellbeing, physical wellbeing and opportunities to develop cultural, moral and spiritual values
- have an emphasis on learning for everyone, searching for opportunities for staff to develop their skills and knowledge to enhance what we provide for our learners.
- remain outward facing, working collaboratively with other agencies and establishments to learn from each other
- focus on exploiting the arts in all its forms to provide opportunities to develop skills and enrich lives.
- value our partnership with families
- smile, love and laugh!

To this end, during their time at Priory Woods we will encourage all our pupils to become conscientious young citizens by helping them to develop:

- Effective communication and social skills
- Enquiring minds, problem solving and thinking skills
- Independence, self-esteem and confidence
- Flexibility and an ability to cooperate with others and influence the world in which they live
- Tolerance and respect for themselves and others
- Imagination and creative expression through a wide range of media
- Pride in their achievements and a desire to succeed

1.2 To use our resources as efficiently as possible through good management, communication, and liaison and through the adoption of clearly defined informative policies and procedures.

2. LEGISLATION

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 co-ordinators (SENCOs) and the SEN information report

The Middlesbrough Local Offer is available [here](#).

3. INTRODUCTION

Priory Woods School & Arts College caters for young people aged 4 to 19 years. The school caters for pupils with a wide range of learning difficulties which include moderate learning difficulties (MLD), severe learning difficulties (SLD) and profound and multiple learning difficulties (PMLD). A large proportion of pupils have complex needs and their learning difficulties may be exacerbated by ADHD, ASD, physical and/or sensory issues, attachment issues, or behavioural problems.

The school organises the curriculum into 3 areas; informal, semi-formal (semi-formal challenge and semi-formal explore) and formal. Students access the curriculum model that meets their specific and individual needs.

The school is presently organised into three separate departments:

Lower School (4 to 11 years) -

Pupils are grouped according to their chronological age. There is an early-years department and six further classes. Classes are paired or grouped and teachers work together to plan and deliver the curriculum models. Pupils are grouped according to their needs and ability to ensure that the curriculum delivered meets their individual needs. Pupils who have been identified as needing additional sensory support are withdrawn at specific times throughout the day to receive a specific sensory diet or bespoke programme to meet their needs.

Upper School (11 to 16 years)

At Key Stages 3 and 4 pupils are grouped according to individual need and ability. Pupils access the curriculum pathway that ensures that their individual needs are met. Potential Entry Level students have access to additional Maths and English lessons, where appropriate. Teachers with a degree of expertise teach specific creative subjects.

Post 16 (16 to 19 years)

At Post 16 students are in mixed age tutor groups for registration but follow courses in line with their year groups and/or needs and abilities. Programmes of study are specifically aimed at increasing independence skills and preparation for adulthood as students' transition into adulthood. Students have the opportunity to take part in different work experiences and to participate in courses at local FE colleges and vocational courses in other local settings. The curriculum at this stage is personalised as far as possible to maximise each individual's strengths. Some students may need regular access to the sensory room, hydrotherapy pool, rebound therapy etc.

4. ADMISSIONS & TRANSFERS

The majority of our pupils are admitted to Priory Woods School with a completed EHCP. However, should this not be the case we would then refer to the LA referral guidance and follow the pathway prescribed.

Priory Woods School will admit pupils aged from 4 to 19 years at the beginning of a new half term providing there is a place available. The child will be admitted after consultation with the parents /

guardians, the local authority SEN team and relevant professionals.

Before a child starts at our school we would aim to work through the following procedures:-

- receive written literature outlining the child's special needs and relevant background information
- discuss our provision on site with the parents / guardian and where possible the child.
- be involved in any EHCP reviews / meetings at the child's host school or Early Years setting where decisions on the child's future placement at Priory Woods school will be discussed.
- visit the child at their current school or Early Years setting / home prior to offering a place at Priory Woods school
- liaise with the relevant professionals (i.e. Health, SaLT, Occupational Therapy etc.) involved with the child and their family and gain their expert advice around the child's needs.
- where necessary secure the relevant equipment or staffing prior to admitting the child full time in to school.
- provide several opportunities for the child to visit school as part of his/her transition

For pupils / students leaving Priory Woods School we would aim to adopt the above procedures in terms of liaison and communication with the relevant bodies. We also support students on transitions visits to their future placement and work to support them and their families at what can be a challenging time. Students are presented with a record of their achievements at the end of year 6 and on leaving Priory Woods.

5. CURRICULUM AND ACCESS

- We regularly review and revise our whole school curriculum in line with current thinking on good practice and government guidelines and recommendations. We recognise that our children are working significantly below the age-related expectations of their mainstream peers. Our curriculum is designed in light of current thinking, e.g. by Professor Barry Carpenter and also in response to the Rochford review, recognising that our learners are not neuro typical and therefore need a curriculum model which takes this into account. We operate several curriculum models, informal, semi-formal (challenge and explore) and formal to ensure the differing needs of pupils are met. Every pupil has access to 'a curriculum designed to be ambitious and to meet their needs' (Ofsted Inspection Framework May 2019)
- In Lower School the curriculum is based on the Early Years Foundation Stage and is delivered through topics.
- In Upper School students access an informal, semi-formal (semi-formal explore or semi-formal challenge) or formal pathway. There is fluidity between curriculum models if this is deemed in the best interests of the student's needs; regular assessment will ensure that provision remains appropriate.
- Each pupil's timetable is tailored to meet his or her individual needs. For example, a pupil with physical disabilities will require a significant percentage of curriculum time assigned to physiotherapy/motor learning routines as well as personal hygiene needs that may be associated with their disability. Some of our pupils have access to a range of therapies, e.g. speech and language therapy, physiotherapy, occupational therapy, Tree Tops, rebound therapy, hydrotherapy and sensory integration. Therapies are an integral and essential part of our curriculum.
- In both all area of school learning opportunities are devised to develop communication, problem solving, thinking and learning skills, physical skills and independence with an eye always on preparing for adulthood.
- As a specialist arts college we specialise in the delivery of arts subjects and actively promote the development of creativity.
- Thrive is an integral element to the ethos and practice in school. Some students access Thrive individually, as small groups or as part of a larger group. A Friday afternoon is dedicated to Thrive across Lower and Upper school.

Tutor time is used in part to helping pupils review their progress towards independence, PSHE and

personal development towards their Thrive profile.

6. ASSESSMENT, RECORDING AND REPORTING

At Priory Woods we believe there are different purposes for assessment. These include:

- Careful and collaborative planned discussions to establish progress made against a pupil's own personal learning intentions, i.e. ipsative assessment and planning the next steps in learning.
- Analysis of personal progress, examining if this is the expected achievement and, if not, giving consideration to potential barriers to learning and addressing these.
- Being able to report to parents on individual achievement and progress.
- Supporting and informing the EHCP process and planning for the future.

Assessment at Priory Woods is threefold and linked to the recording process and curriculum planning.

1. Baseline Assessment

- Baseline assessment is carried out in accordance with statutory/LA guidelines.
- Pupils in lower school are assessed within 7 weeks of starting school using the EYFS Development Matters.
- Students who transfer to Priory Woods in Y7 or during the school year are baselined and assessed, in the core curriculum areas, in their first term and the information inputted into MAPP2.

2. Formative Assessment

- Formative assessment is ongoing and used to inform;
 - Pupils' MAPP learning intentions
 - Learning intentions in teachers' planning.
 - Annual Reviews /EHCP Outcomes and Targets
- Assessment for the curriculum areas of problem-solving, communication, physical and sensory, social and emotional, thinking and learning and creative and is carried out using MAPP2 for our curriculum model and PIVATS where appropriate to do so
- Assessment data is inputted into MAPP and analysed so ipsative progress can be monitored
- Pupils following the formal curriculum pathway are also assessed in English and maths using PIVATS
- In Post 16 students progress is assessed using a system based on functional milestones and entry level criteria
- Assessment is moderated/interrogated in regular learning and progress teacher meetings

Additional assessments can be used to inform pupils' learning intentions and EHCP outcomes. These can include:

Speech Therapist Reports
Physiotherapist Reports
Occupational Therapist Reports
Treetops reports
CAMHS reports
Educational Psychologist's reports

Pupils' achievements are celebrated, this could be in a whole school or phase assembly. Each pupil selected by the class teacher receives their 'Star of the Week' certificate with details of their success.

3. Summative Assessment

- This takes the form of reports to parents and other professionals. Every student who leaves Priory Woods School takes with them a record of their achievements.
- Accreditation - as far as possible we recognise pupil attainment through nationally recognised accreditation schemes e.g. ASDAN, AQA, City and Guilds, Arts Award, BADT

6. RESOURCES

Priory Woods is a purpose-built special school and the accommodation offers high quality resources including appropriate specialist teaching rooms: art, dance and drama studios; food technology room; hydrotherapy pool; sensory room; rebound therapy room and excellent staff facilities. Careful design and planning have ensured that a distinctive primary and secondary school ethos exists. Post 16 students access our purpose designed Priory 16 building which allows them to work towards their preparation for adulthood outcomes. Here students access the commercial kitchen and café that is open to the public.

Priory Woods school has a good staff / pupil ratio. We also enjoy the active involvement of parents.

7. INCLUSION

The Head Teacher, SENDCo and the senior leadership team oversee the school's approach to inclusion and are responsible for ensuring that it is implemented effectively throughout the school. The school curriculum is regularly reviewed to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom. The school will seek advice, as appropriate, around individual pupils, from external support Services.

8. STAFF PROFESSIONAL DEVELOPMENT

Priory Woods school endeavours to encourage and aid the professional and personal development of all staff, so that as a school we are able to offer the pupils high quality teaching. We have reached the standard of 'Investors in People' and have been granted this award several times. Opportunities exist for in-service provision from within school, LA and, where appropriate, outside providers. Our CPD plan is linked to the School Improvement Plan in terms of identifying and prioritising need.

Through professional development conversations teaching and classroom support staff identify areas where they may require further training, either to fulfil curriculum responsibilities or to further a particular area of expertise.

9. HOME / SCHOOL PARTNERSHIP

Priory Woods is striving for a true partnership with parents, developing a genuine dialogue and interaction. We share a common purpose, educating their children, and so are working towards a more participative approach for those parents who wish to be engaged in school matters, at whatever level. We have a, full-time family liaison officer and she offers a link between school and home and a flexible response to individual parents / families in order to meet their individual needs. Some parents may require a home visit or telephone call to discuss a particular issue; others may need extensive ongoing support. Some parents may need offers of transport or creche facilities to enable them to attend a school event. We ensure that parents have open access to:

- reports concerning their child
- the governing body
- policy documents

- the school website
- Twitter and Facebook
- Evidence for Learning
- Class Dojo to share regular updates and photographs

We endeavour to ensure that each pupil has the most appropriate specialist provision, however, parents are asked to contact the head teacher if they have any concerns about the provision of their child's education.

10. LINKS WITH OTHER AGENCIES:

Priory Woods works closely with a number of other agencies in order to enhance the pupils' education.

These include:

Local authority SEND team

Educational Psychology Service

Children's Learning Disability Middlesbrough community (CLD)

Social Services

LD CAMHS

School nursing

Local Health Authority & Trusts

Treetops

Local FE colleges and Post 19 providers

The Tess Valley Combined Authority/ Careers and Enterprise Company

OT Service

Speech and Language

Physiotherapy Service

11. COMPLAINTS PROCESS

It is hoped that all situations of concern can be resolved quickly through discussion and early action. If at any point a parent/carer has concerns about how their child's needs are being met they should contact the class teacher initially. However, if a parent/carer feels that their concern or complaint has not been dealt with satisfactorily our Complaint Policy can be found on the website [here](#).

12. HOW WILL WE EVALUATE THE SUCCESS OF THE SEN POLICY?

We need to ask ourselves the following questions:

Have the admissions procedures been implemented?

Have we met our legal requirements with regards to EHCPs of individual pupils?

Have the objectives from the Annual Review report been met?

Have we kept to target times for transitional and other annual reviews?

Have our pupils made progress as a result of our curriculum offer?

Have pupils and families been supported to ensure the best outcomes for our learners?

This policy is to be read alongside the Safeguarding Policy