

Under section 65(3) (a) of the Children and Families Act 2014, a school must publish its statement containing SEN Information and make it available on the school website. The report will be updated annually to reflect changes and plans within the school. This document describes the current provision Priory School, and outlines the ways in which Priory School ensures that students with Special Educational Needs are supported to maximise their opportunities, realise their aspirations and keep safe both in and out of school.

This policy should be read in conjunction with the following documents:

1. Behaviour Policy
2. Equalities Policy
3. Assessment Policy
4. Safeguarding Policy
5. Attendance Policy
6. Accessibility Plan

What are the kinds of special educational needs for which provision is offered at Priory School?

Priory School is a maintained Community Special School for students aged 11-19 with moderate to severe learning difficulties and/or disabilities, as well as students with Autistic Spectrum Disorder. Many of our pupils have additional speech and language needs. All students have an Education Health and Care Plan. The School employs a comprehensive team of therapists including specialist behaviour support practitioners, Speech & Language therapists, an Occupational Therapist, Complementary, Music and Art therapy professionals.

The Governors and staff of Priory School believe in equality of opportunity for all people with a learning difficulty or disability and will ensure that it utilises its resources to maximise these in all possible situations and circumstances. Priory is fully accessible for wheelchair users. Specialist teaching rooms are available for food technology, music and drama, P.E., science and art. A fully accessible Forest School is available to all students.

Admission arrangements for our students can be found on the school website:
www.priorycroydon.org.uk.

General Principles

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Teaching and Learning

Priory School provides its students with a broad and balanced curriculum, which reflects their individual abilities, preferred learning styles and aspirations. The curriculum draws on the National Curriculum, whilst also ensuring that it is tailored to individual needs and the broader needs of an LDD/ASD cohort. All lessons are planned and delivered to ensure appropriate differentiation. All students have an appropriate level of challenge within lessons to maximise their individual progress. Staffing levels for each class reflect the individual needs of every student in that class. All lessons will use a range of appropriate teaching materials and resources, including computers, interactive whiteboards and iPads, to engage students, develop independence and make learning more accessible.

The school is structured into a Pathway model of grouping students to ensure we meet all the needs of our learners, and offer an inclusive environment. We have a diverse student population, ranging from those with moderate learning needs, sensory learners, Autism, behaviours that challenge, communication needs or physical needs. There is complete flexibility in the pathways and it may be possible for students to change, as their learning needs change. We operate 5 discrete learner pathways and these are largely based on learning style rather than cognitive ability. More information on our Learning Pathways can be seen on our website: [Priory School - Learning Pathways \(priorycroydon.org.uk\)](http://priorycroydon.org.uk)

All staff have clear job descriptions, which detail the required qualifications for each post in school. All staff participate in regular professional development sessions relevant to their role and the needs of the pupils, as well as receiving additional training on our planned training days. Any newly qualified teachers appointed to the school receive additional training and support.

What are the school's arrangements for assessing and reviewing pupil progress and Achievement?

All Students will have an Education Health and Care Plan (EHCP). Students are baseline assessed on entry to the school. Assessment can take the form of Teacher Assessment (including Assessment for Learning, quantitative and qualitative assessment). Individual targets are set for each student in each lesson that reflect the targets agreed in Annual Review. Long-term targets for students support the outcomes and destinations for students beyond school and reflect their individual aspirations. Additional targets relevant to each student are set within subject areas. Students undertake national accreditations (e.g. ASDAN) where it is relevant to achieving their long-term outcomes.

Students are actively supported to maximise their voice within school, through formal structures such as the Student Council and through the preferences they state in relation to their learning. They are also supported to maximise their self-advocacy in the wider community (e.g. Partnership Board, work experience etc.)

Further details of our school curriculum, including policies, are available on the school website (www.priorycroydon.org.uk).

Behaviour and Safety

Priory School recognises that some of its students present behaviours that may challenge others. Staff recognise behaviours that challenge as a valid form of communication and will always use their skills and knowledge of students to accurately interpret that communication. Staff always review possible triggers for challenging behaviour, including their own actions, to ensure further challenges are minimised. The School has developed a specialist Behaviour Management Team, including Maybo and ELSA (Emotional Literacy Support Assistants). All staff are trained regularly by our in house trainers in Maybo techniques to diffuse challenging situations and minimise risk to students, staff and others.

The School operates a robust system of Risk Assessment in terms of individual students, activities, places and equipment. All staff, including agency staff, are expected to be familiar with Risk Assessments relevant to students they are working with, activities they are supporting students in and the places they are working, either with students or independently.

The overriding responsibility of every staff member at Priory School is the Safeguarding of all students. Priory School has robust policies, procedures and strategies to ensure all staff are clear about their reporting responsibilities with regard to Safeguarding.

The School maintains excellent working relations with other agencies and partners to ensure effective and responsive multi-disciplinary teamwork at all times.

Leadership and Management

The SENCO for Priory School is the Head Teacher, supported by the Senior Leadership Team. They are all qualified teachers, and due to the nature of the school being an SEN specific provision, are not required to undertake the National Award for SEN Co-ordination.

The Senior Leadership Team (SLT) work with Governors to ensure that the vision, ethos and strategic direction of the School constantly improves outcomes and the learning experience for all students.

The SLT support all staff, through line management, observations, appraisal and mentoring to deliver the best possible learning experience and outcomes for students.

The School pro-actively establishes nurtures and values partnership work with parents, stakeholders, education providers and other agencies to improve outcomes and destinations for students.

The SLT and Governors

- monitor the achievement and progress of students to ensure they maximise the impact of their learning
- encourage and facilitate the continuous professional development of staff to improve the learning experience for students and maximise opportunities for staff.
- constantly scrutinise the financial robustness of the School and ensure systems are in place for Priory to offer value for money.

Roles and Responsibilities

Governors will:

- ensure this statement is reviewed and updated annually
- ensure that other School policies and procedures reflect and support the principles embodied in this SEN Report

The Senior Leadership Team will:

- establish with students, staff, Governors and stakeholders core values that create and sustain a positive ethos
- ensure it delivers all of the Principles stated below

Teachers will:

- ensure they work in partnership with SLT, external agencies and other Priory staff to deliver the Principles below
- carry out their duty of care to safeguard students at all times

Learning Support Staff (TAs) will:

- support students, in partnership with other staff to maximise their achievements and opportunities
- carry out their duty of care to safeguard students at all times
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Croydon Council Special Educational Needs

You can read more about the **Special Educational Needs Local Offer** from Croydon Council here: <https://localoffer.croydon.gov.uk> here: <https://localoffer.croydon.gov.uk>