



# Priory School

## Special Educational Needs and Disabilities (SEND) Policy

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Signed:

Caroline Masih – Chair of Governors

Date: 31.03.25

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## Statement of intent

At Priory School, we believe every pupil is valued, every pupil has potential, and every pupil has a place in our community. Our vision is rooted in inclusion, aspiration, and the belief that all pupils with SEND can thrive with the right support.

We are committed to delivering a nurturing and ambitious education that helps all pupils with SEND achieve their best, grow in confidence, and build the skills needed to lead fulfilling lives.

Through this policy, we aim to create a school environment that is:

- **Aspirational** – celebrating strengths and personalising learning to support progress.
- **Inclusive** – where every pupil is welcomed, respected, and encouraged to participate fully.
- **Supportive** – where academic, social, and emotional needs are met through tailored approaches.
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This policy not only reflects our legal responsibilities, but also sets the foundation for a culture in which pupils with SEND flourish, developing independence, resilience, and a strong sense of belonging. We work closely with Slough Local Authority and external professionals to deliver responsive and innovative SEND provision.

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## Key Principles

Our provision for pupils with SEND is guided by the following principles:

- Pupils and their parents are active partners in decision-making and shaping support.
  - Early identification and timely intervention are prioritised to maximise outcomes.
  - Inclusion is at the heart of our practice, with barriers to learning addressed through adaptations and high expectations.
  - Collaborative working across education, health, and social care ensures a joined-up approach.
  - High-quality, targeted provision is personalised to reflect the unique needs of each pupil.
  - Pupils and families are empowered with voice, choice, and control over support and planning.
  - All pupils are prepared for the future with confidence, independence, and self-advocacy.
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## 1. Legal framework

This policy has due regard to all relevant legislation including, but not limited to, the following:

- Local Government Act 1974
- Disabled Persons (Services, Consultation and Representation) Act 1986
- Children Act 1989
- Education Act 1996
- Education Act 2002
- Mental Capacity Act 2005
- Equality Act 2010
- The Equality Act 2010 (Disability) Regulations 2010
- Children and Families Act 2014
- The Special Educational Needs (Personal Budgets) Regulations 2014
- The Special Educational Needs and Disability (Amendment) Regulations 2015
- The Special Educational Needs and Disability (Detained Persons) Regulations 2015
- The UK General Data Protection Regulation (GDPR)
- Data Protection Act 2018
- Health and Care Act 2022

This policy has due regard to statutory and non-statutory guidance, including, but not limited to, the following:

- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2015) 'Supporting pupils at school with medical conditions'
- DfE (2018) 'Working Together to Safeguard Children 2018'
- DfE (2018) 'Mental health and wellbeing provision in schools'
- DfE (2021) 'School Admissions Code'
- DfE (2022) 'Keeping children safe in education 2022'
- Equality and Human Rights Commission (EHRC) (2015) 'Reasonable adjustments for disabled pupils'

This policy operates in conjunction with the following school policies:

- Admissions Policy
- Pupil Equality, Equity, Diversity and Inclusion Policy
- Pupil Confidentiality Policy
- Data Protection Policy
- Records Management Policy
- Social, Emotional and Mental Health (SEMH) Policy
- Supporting Pupils with Medical Conditions Policy
- Child Protection and Safeguarding Policy
- Careers Policy
- Suspension and Exclusion Policy
- Behaviour Policy
- Complaints Procedures Policy
- Accessibility Policy



Under the Equality Act 2010, a disability is defined as a physical or mental impairment that has a long-term and substantial adverse effect on a person's ability to carry out normal day-to-day activities.

For the purposes of this policy, a pupil is defined as having SEND if they have:

- A significantly greater difficulty in learning than most others of the same age.
  - A disability or health condition that prevents or hinders them from making use of educational facilities available to peers in mainstream settings.
  - Special educational provision that is additional to or different from that made generally for other children or young people of the same age in mainstream settings.
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## Why This Matters at Priory

At Priory School, SEND provision is not just about access—it is about empowerment. We believe that all pupils deserve opportunities to thrive, be heard, and develop a sense of self-worth and purpose. We are committed to creating an environment where pupils with SEND are not just included but are actively encouraged to reach their full potential, contribute meaningfully, and develop the confidence to advocate for themselves.

## 2. Objectives

In line with our commitment to inclusion, high aspirations, and personalised support, Priory School will:

- Ensure that pupils with SEND receive the support and adjustments needed to access a broad, balanced, and ambitious curriculum.
- Embed inclusive practices that enable pupils with SEND to be fully involved in school life alongside their peers.
- Deliver high-quality, personalised provision that removes barriers to learning and promotes independence.
- Strengthen communication with parents to ensure a collaborative approach to supporting pupils with SEND.
- Regularly review and evaluate SEND documentation, including the SEN Information Report and Accessibility Plan, to align with the evolving needs of our pupils.
- Work proactively with external agencies, including healthcare and social care professionals, to ensure a holistic approach to SEND support.

## 3. Roles and responsibilities

### Governing Board

- Ensures that the school complies with its statutory responsibilities regarding SEND.
- Monitors the effectiveness and impact of SEND provision across the school.
- Ensures that a qualified SENCO is in post and that sufficient resources and time are allocated to the role.

### Headteacher and Deputy Headteacher

- Provide strategic leadership for SEND, ensuring it aligns with the school's vision and values.
- Ensure inclusive teaching and learning is embedded across the school.
- Work with the SENCO to evaluate the effectiveness of SEND provision.

### Special Educational Needs Coordinator (SENCO)

- Oversees the day-to-day operation of SEND provision.
- Coordinates additional support for pupils with SEND.
- Ensures accurate record keeping, including the SEND register, provision maps, and EHCP reviews.
- Liaises with staff, parents, and external agencies to plan and review personalised support.
- Provides training and guidance to staff on effective strategies and inclusive practice.

### Class Teachers

- Are responsible for the learning, progress, and wellbeing of all pupils in their class, including those with SEND.
- Use adaptive teaching strategies to make learning accessible and engaging.
- Implement and review Individual Provision Maps (IPMs) in collaboration with the SENCO.
- Maintain high expectations and promote independence, confidence, and resilience in all learners.
- Communicate regularly with parents and involve them in reviewing support and progress.

## 4. Identifying SEND

At Priory School, we understand that early identification of SEND is vital to improving long-term outcomes. Class teachers regularly assess all pupils' progress, working closely with the SENCO to identify those making less than expected progress given their age and circumstances.

Progress is considered 'less than expected' when it:

- Is significantly slower than that of peers starting from the same baseline.
- Fails to close, or begins to widen, the attainment gap between the pupil and peers.
- Does not match or improve on the pupil's previous rate of progress.

The identification process is informed by:

- Assessment data, teacher observations, and work scrutiny.
- Discussions with parents or carers.
- Use of the SEND Concern Form to collect information on needs.
- Consideration of a pupil's progress across the four broad areas of need:
  - Communication and interaction
  - Cognition and learning
  - Social, emotional and mental health
  - Sensory and/or physical needs

Priory School follows a Graduated Response to SEND as outlined in our SEN Information Report. The SENCO oversees the process, and parents are included at every stage of assessment, planning, and reviewing support.

We also recognise that additional needs such as English as an Additional Language (EAL) are not the same as SEND. However, pupils with EAL may also have SEND, and we carefully assess their needs to avoid assumptions based solely on language acquisition.

## 5. Safeguarding

Priory School recognises that pupils with SEND can face additional safeguarding challenges and may be more vulnerable to abuse, neglect, and exploitation. We are committed to ensuring that all staff are aware of these increased risks and respond to concerns swiftly and appropriately.

Staff remain especially vigilant to the following:

- Bullying (including online bullying), grooming, and peer-on-peer abuse
- Barriers to reporting concerns, especially for pupils with communication difficulties
- Changes in behaviour, mood, or physical presentation being wrongly attributed to a pupil's SEND rather than potential safeguarding concerns

To keep our pupils safe, we:

- Ensure all staff receive regular safeguarding training, including specific guidance on safeguarding pupils with SEND
- Highlight these risks within our Child Protection and Safeguarding Policy
- Maintain strong partnerships with external agencies including health, social care, and Early Help services
- Investigate any safeguarding concerns thoroughly, working in close partnership with families and professionals
- Apply our Physical Intervention Policy with particular care for pupils with SEND, ensuring any use of reasonable force is documented and reviewed with the SENCO and DSL
- Proactively review attendance, wellbeing, and behaviour data to spot early signs of concern

All staff are expected to follow Priory School's safeguarding procedures and report any concerns to the Designated Safeguarding Lead (DSL) without delay.

## 6. SEND support

At Priory School, high-quality, inclusive teaching is the foundation of effective SEND support. Teachers are responsible for the progress and development of all pupils in their class, including those who access additional support from teaching assistants or specialist staff. All teachers are expected to:

- Set high expectations for every pupil, including those with SEND
- Plan and deliver lessons that are accessible, engaging, and appropriately challenging
- Use formative and summative assessment to inform adaptive teaching
- Remove barriers to learning through carefully selected strategies and resources
- Collaborate with the SENCO and support staff to ensure effective delivery of interventions

The Graduated Approach We use a four-part cycle – Assess, Plan, Do, Review – to support pupils identified with SEND:

- Assess: Gather a clear understanding of the pupil's strengths and difficulties through observation, assessment, and discussion with staff, parents, and the pupil.



- Plan: In consultation with the pupil and parents, agree clear outcomes, support strategies, and adjustments. Set a review date.
- Do: Implement the agreed support. The class teacher retains responsibility for the pupil, working closely with teaching assistants and the SENCO.
- Review: Evaluate the impact of the support and revise the plan accordingly. Parents are involved throughout this process.

**Individual Provision Maps (IPMs)** For pupils receiving SEND support, we create an Individual Provision Map (IPM) to document needs, provision, and progress. IPMs:

- Are developed by class teachers with SENCO support
- Identify key areas of need and specific targets for the term
- Outline support strategies, interventions, and responsibilities
- Are reviewed termly to track progress and adapt provision
- Link directly to EHCP outcomes (where applicable)
- Are shared with parents, ensuring a collaborative and transparent approach

**Interventions** In addition to quality first teaching, we offer a range of targeted, research-led interventions tailored to pupils' specific needs. These may focus on:

- Speech, language, and communication
- Literacy and numeracy support
- Emotional regulation and social skills
- Sensory integration or motor skills

All interventions are time-limited, measurable, and reviewed regularly to ensure impact. Interventions are carefully matched to the provision set out in pupils' EHCPs or IPMs and are overseen by the SENCO.

**When Additional Support is Needed** If a pupil's needs cannot be fully met through SEND support, we may consult with external professionals such as educational psychologists, speech and language therapists, occupational therapists, or behaviour specialists. Their expertise helps inform further personalised provision.

Where appropriate, and in consultation with parents, we may request an Education, Health and Care Needs Assessment (EHCNA) from the Local Authority to determine whether additional statutory support is required.

## 7. Early years pupils with SEND

Priory School recognises the importance of early identification and intervention for pupils in the Early Years. We are committed to meeting the needs of our youngest learners by working closely with families and professionals to ensure that all pupils make a confident and inclusive start to their education.

In line with the Early Years Foundation Stage (EYFS) framework, we:

- Monitor and review the development of all pupils to identify emerging needs
- Respond promptly to concerns raised by parents, carers, or staff
- Ensure that staff working in the Early Years are trained to recognise and support SEND
- Promote equality of opportunity and remove barriers to learning from the earliest stage

Where SEND is identified, we will:

- Listen carefully to parents and consider their concerns
- Discuss observations with relevant staff and involve the SENCO in reviewing the pupil's needs
- Use the Graduated Approach (Assess, Plan, Do, Review) to deliver targeted support
- Provide high-quality teaching with suitable adaptations, in line with the pupil's developmental needs

We will also:

- Inform parents when special educational provision is being made for their child
- Share Individual Provision Maps (IPMs) to ensure transparent and collaborative planning
- Ensure that pupils with SEND engage in all activities alongside their peers, with adjustments as needed
- Coordinate support from external agencies, such as Early Years SEND advisory teams, speech and language therapists, or health visitors

In addition, Priory School will publish and update information on:

- Our arrangements for admitting pupils with SEND
- The steps we take to prevent less favourable treatment
- The facilities and resources we provide for pupils with SEND
- Our Accessibility Plan and how it improves access over time

The Early Years SENCO works in close partnership with the school SENCO to maintain a consistent and strategic approach to early intervention.

## 8. Admissions

Priory School is a fully inclusive setting and welcomes applications for all pupils, including those with Special Educational Needs and Disabilities (SEND). We are committed to ensuring that pupils with SEND are not disadvantaged in the admissions process and that their transition into our school is carefully planned and supported.

In line with the Department for Education's School Admissions Code, we:

- Do not refuse admission based on a pupil's SEND or on the grounds that SEND assessment is needed
- Do not refuse admission to any pupil named in an Education, Health and Care Plan (EHCP)
- Consider all applications fairly, including those for pupils with SEND but without an EHCP
- Ensure reasonable adjustments are made to remove barriers to admission, including for school visits or assessments
- Avoid any discriminatory practices in our admissions, uniform, or behaviour policies that may exclude or disadvantage pupils with SEND

Admissions to Woodlands and Orchard Provision Admissions to our specialist Resource Base (Woodlands) and SEND Unit (Orchard) are managed through the Slough Local Authority consultation process for pupils with an EHCP. Priory School does not directly accept applications for these provisions from parents.



For pupils with an EHCP, Slough Local Authority will:

- Issue consultations to Priory School as part of the placement process
- Review the EHCP to determine suitability for a specialist provision
- Make the final decision regarding placement, informed by the school's response

If Priory School is named in a pupil's EHCP, we will:

- Support a smooth transition through communication with the current setting and family
- Develop a bespoke transition plan to ensure the pupil feels safe, welcomed, and supported
- Assign a key adult or familiarisation programme where needed to ensure success

Our admissions policy, including criteria for over-subscription, is published on our website. All policies are reviewed to ensure they remain inclusive and fully compliant with the Equality Act 2010.

## 9. Transition

At Priory School, we understand that transition points can be especially challenging for pupils with SEND. Whether a pupil is joining our school, moving to a new class, or preparing to leave for another setting, we take proactive steps to ensure they feel safe, supported, and ready for the change.

### Transition into Priory School

When a pupil with SEND joins Priory School, we work closely with families and previous settings to gather information and plan a tailored transition. Depending on the pupil's needs, this may include:

- Meetings with parents and professionals to understand the pupil's profile
- Visits to the current setting by Priory staff
- Short, supported visits to Priory School
- Social stories or visual guides about the school environment
- A phased or flexible start to ease the pupil into the new routine

### In-Year Transitions

Transitions between year groups or classes are carefully planned and supported. We:

- Share detailed handover information between teachers and support staff
- Arrange transition sessions for pupils to meet new adults and explore new spaces
- Use social stories, visual timetables, and personal introductions where appropriate
- Involve parents and carers in the planning process to reduce anxiety and build confidence

### Transition to Secondary School or New Settings

We are committed to supporting successful onward transitions for all pupils with SEND. This includes:

- Sharing information with the receiving school, including support strategies, EHCP outcomes, and successful interventions
- Inviting the new setting to Annual Reviews or transition meetings
- Organising supported visits with key staff

- Helping families navigate the transition process and offering reassurance throughout

#### For Pupils with EHCPs

We ensure that EHCP reviews take place in advance of key transition points so that necessary planning and amendments can be made. Transition planning is aligned with Section F of the EHCP and includes input from all relevant professionals.

All transitions are led in partnership with pupils and their families, recognising that a successful transition lays the foundation for long-term confidence and progress.

## 10. Involving pupils and parents in decision-making

At Priory School, we believe that meaningful collaboration with pupils and their families is key to effective SEND provision. We are committed to listening to pupils' voices, working in genuine partnership with parents, and making sure that both are fully involved in every stage of decision-making.

Pupils and parents are involved through:

- Regular reviews of Individual Provision Maps (IPMs) or EHCPs, with clear opportunities to contribute to targets and feedback on support
- Termly meetings (at a minimum) between the class teacher and parents of pupils receiving SEND support
- Use of plain, accessible language in all communication, avoiding unnecessary jargon
- Encouragement for pupils to express their preferences, views, and aspirations in ways appropriate to their age and understanding
- Support for parents in preparing for meetings, completing paperwork, or accessing services
- Use of SEND Concern Forms to capture family insights early in the identification process

For pupils with EHCPs:

- We ensure that pupils and their families are actively involved in annual reviews
- Pupils are supported to contribute their views directly or through an advocate or trusted adult
- Outcomes in EHCPs are co-produced and regularly reviewed with families

We also provide:

- Parent Forums and SEND training sessions across the year
- Signposting to support groups, advocacy services, and external agencies
- Opportunities for parents to suggest training topics or areas for school improvement

We understand that strong, trusting relationships with families lead to better outcomes for pupils. Communication with families is always welcomed, and parents are encouraged to speak first with the class teacher, followed by the SENCO where needed. We are committed to working together, every step of the way.

## 11. EHC needs assessments and plans

While most pupils with SEND have their needs met through high-quality teaching and SEND support, a small number may require a higher level of provision. Where appropriate, Priory School will consider requesting an Education, Health and Care Needs Assessment (EHCNA) from the Local Authority (LA) to determine whether an Education, Health and Care Plan (EHCP) is necessary.

Before making a request, we will:

- Review the pupil's progress and current provision through the Graduated Approach
- Ensure that relevant and purposeful actions have already been taken to identify and meet the pupil's needs
- Collect evidence, including assessment data, observations, and reports from external professionals (e.g., speech and language therapists, educational psychologists)
- Hold a meeting with parents to discuss the rationale and next steps

If a request is made:

- The SENCO will coordinate the application, gather supporting evidence, and liaise with parents throughout the process
- The LA will decide whether to carry out an EHCNA within six weeks of receiving the request
- If an assessment proceeds, all professionals involved with the pupil will be asked to provide written advice

If an EHCP is issued:

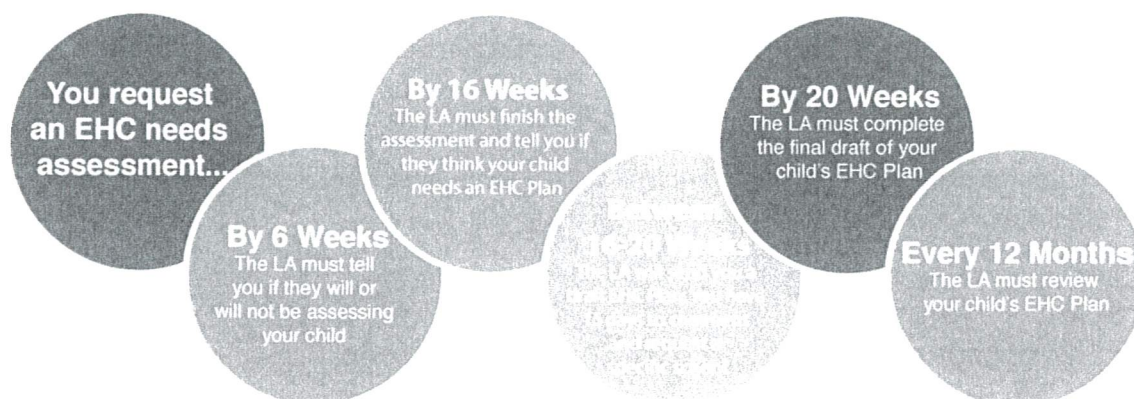
- The school will work with the LA and the pupil's family to co-produce the final plan
- Staff will be informed of the EHCP and the required provision (Section F)
- Provision will be implemented, monitored, and reviewed regularly in line with the EHCP outcomes
- The EHCP will be reviewed annually, or more frequently if needed

If an EHCP is not issued:

- The school will continue to support the pupil through SEND support, informed by the advice received during the EHCNA process
- Parents will be informed of their rights to appeal the decision and will be supported as needed



Our aim is always to ensure that the right level of support is in place for each pupil at the right time, whether through SEND support or statutory provision.



## 12. Reviewing EHC plans

Once an Education, Health and Care Plan (EHCP) is in place, Priory School ensures that the provision and outcomes are regularly monitored and reviewed in partnership with parents, pupils, and external professionals.

**Annual Reviews** We hold a formal Annual Review for every pupil with an EHCP at least once per academic year. This process includes:

- Gathering information from all relevant parties, including parents, class teachers, and external professionals
- Seeking the views of the pupil, using accessible formats suited to their communication needs
- Reviewing progress towards the EHCP outcomes and the effectiveness of the provision
- Making recommendations to the Local Authority about any required changes to the EHCP

The SENCO coordinates the Annual Review process and ensures:

- Invitations are sent to all relevant professionals at least two weeks in advance
- Reports are shared with attendees ahead of the meeting
- A summary report and any recommended amendments are submitted to the LA within two weeks of the review meeting

**Early or Emergency Reviews** If significant changes occur in a pupil's needs or circumstances, we will request an early review of the EHCP. This ensures the provision remains appropriate and effective.

**Looked After Pupils (LAC)** Where a pupil with an EHCP is also looked after, we aim to combine the Annual Review with one of their statutory care planning meetings, such as their Personal Education Plan (PEP), where appropriate.

**Maintaining Clarity and Accountability** All staff working with pupils who have an EHCP are expected to:

- Be familiar with the content of the EHCP, particularly the outcomes and provision listed in Section F
- Contribute to the review process with relevant updates and evidence
- Implement agreed strategies consistently and review progress regularly

Where appropriate, Priory School will facilitate access to an advocate for either the pupil or the parent to ensure their voices are heard and reflected in the process.

### 13. Supporting successful preparation for adulthood

At Priory School, we recognise that preparing for adulthood begins early and is a crucial part of support for pupils with SEND. We aim to build pupils' independence, confidence, and readiness for the next stage of their education and life beyond school.

Our approach includes:

- Supporting pupils to identify and work towards personal aspirations
- Promoting independence in learning, communication, mobility, and self-care where appropriate
- Ensuring that pupils have opportunities to engage in inclusive activities, form friendships, and contribute to the school community
- Encouraging self-advocacy and involvement in decision-making about their education and support

We tailor this preparation to each pupil's developmental stage and individual needs, using strategies that are relevant, accessible, and meaningful.

Transition to Key Stage 3 and beyond In Year 5 and 6, we begin to plan for transition to secondary education in close partnership with families and receiving schools. This includes:

- Early review of the EHCP, ensuring outcomes and provision are appropriate for secondary transfer
- Involvement of external professionals as needed
- Personalised transition plans and supported visits to the new setting
- Liaison with the SENCO and staff at the receiving school

Skills for the Future Where appropriate, pupils are supported to:

- Learn life skills such as organisation, time management, and problem-solving
  - Understand their own needs and how to express them constructively
  - Engage in activities that promote responsibility and resilience
- Preparing for adulthood is an ongoing process, and we are committed to helping each pupil take confident steps toward their next chapter.

### 14. Managing complaints

Priory School's Complaints Procedure Policy is available on the school website.



Priory School is committed to working in partnership with families and ensuring that concerns or complaints about SEND provision are listened to and resolved quickly and effectively.

In the first instance:

- Parents and carers are encouraged to raise concerns with the class teacher
- If further support is needed, the SENCO will meet with the parent to discuss the issue and identify a resolution
- Where necessary, the Deputy Headteacher or Headteacher may be involved to ensure a satisfactory outcome

Most concerns can be addressed informally. However, if a concern cannot be resolved in this way, parents may follow the school's formal Complaints Procedure, which is available on the school website or upon request from the school office.

If the concern relates specifically to EHCP provision or local authority decisions:

- The school will support families to access guidance on disagreement resolution and mediation through the Local Authority
- Parents also have the right to appeal to the SEND Tribunal if they disagree with decisions made about their child's EHCP

For Early Years pupils:

- Ofsted can consider complaints relating to the SEND provision in early years settings if internal procedures have not resolved the issue

We value open and respectful communication with families and always aim to work collaboratively to resolve concerns in the best interests of the pupil.

## 15. Staff training and improving practice

Priory School is committed to the ongoing professional development of all staff to ensure the highest standards of inclusive teaching and SEND provision. We understand that confident, well-informed staff are key to ensuring all pupils with SEND can thrive.

Our approach to staff training includes:

- A clear programme of Continuing Professional Development (CPD) for teachers, teaching assistants, and leaders
- Induction training for all new staff on inclusive teaching strategies and SEND processes at Priory
- Regular training sessions led by the SENCO or external specialists on topics such as:
  - Adaptive teaching
  - Supporting pupils with autism, ADHD, or speech and language needs
  - Mental health and emotional regulation

- Working with pupils with EHCPs
- Access to external courses and specialist networks where needed

Monitoring and support:

- The SENCO supports colleagues through coaching, modelling, and resource sharing
- SEND is a focus within learning walks, lesson observations, and book looks
- Staff are encouraged to reflect on their practice and contribute to whole-school improvement

Developing a reflective culture:

- SEND provision is regularly reviewed and adapted based on pupil outcomes, staff feedback, and new research
- Staff are empowered to take initiative in personalising provision and sharing best practice

Our aim is to build an inclusive culture where all staff feel equipped, supported, and confident to meet the needs of every pupil.

## 16. Use of data and record keeping

Priory School maintains accurate, confidential, and up-to-date records for all pupils with SEND, in line with our Data Protection Policy and Records Management Policy.

Key responsibilities include:

- Maintaining a secure and regularly updated SEND register
- Recording the provision and interventions delivered to each pupil and their impact
- Tracking progress using formative and summative assessment data to inform reviews and future planning
- Keeping detailed notes of meetings, reviews, and communications with parents and professionals
- Ensuring that documents such as Individual Provision Maps (IPMs), EHCPs, and external reports are accessible to relevant staff while protecting pupil privacy

Information management systems: We use our internal management systems to:

- Monitor the attainment, progress, and behaviour of pupils with SEND
- Generate reports for the Senior Leadership Team (SLT), Governors, and the Local Authority
- Evaluate the effectiveness of SEND provision across the school

Data sharing and confidentiality: All data is stored securely, and access is restricted to authorised staff. Information may only be shared:

- With consent from parents or carers (unless there is a legal requirement or safeguarding concern)
- As part of statutory duties (e.g. to the Local Authority, Ofsted, SEND Tribunal, or the Secretary of State)
- During transitions to new settings

We are committed to transparency and accuracy in our record keeping and ensure that all systems are GDPR-compliant and reflect best practice.

## 17. Publishing information

Priory School is committed to transparency and accountability in the way we communicate our SEND provision. We ensure that up-to-date information about our SEND policies and practices is easily accessible to families and stakeholders.

SEND Information Report: We publish an annual SEND Information Report on our school website. This report:

- Complies with paragraphs 6.79 to 6.83 of the SEND Code of Practice (0-25 years)
- Outlines the school's approach to identifying, assessing, and supporting pupils with SEND
- Provides information on how SEND provision is implemented and reviewed
- Details arrangements for involving parents and supporting transitions
- Is reviewed and updated annually or sooner if significant changes occur

Additional published documents include:

- The school's SEND Policy
- The Accessibility Plan, which sets out how we are improving access over time
- Our Local Offer contribution to the Local Authority's published SEND services and provisions
- Admissions information, including arrangements for pupils with EHCPs

All information is written in accessible language and reviewed regularly to ensure accuracy and relevance. For further support, parents can contact the SENCO or school office, and paper copies are available on request.

## 18. Joint commissioning, planning and delivery

Priory School works collaboratively with education, health, and social care services to ensure a joined-up approach to meeting the needs of pupils with SEND. We actively support the Local Authority in fulfilling its statutory duties under the Children and Families Act 2014.

Our joint working approach includes:

- Sharing local data to help forecast future needs, including:
  - Demographic trends
  - Prevalence of different types of SEND

- Numbers and needs of pupils with EHCPs
- Participating in strategic planning of services through contributions to the Local Offer
- Working in partnership with local health services, therapists, and social care teams
- Ensuring integrated support for pupils with complex or multiple needs

Commissioned support includes:

- Educational Psychology
- Speech and Language Therapy (SALT)
- Occupational Therapy
- Early Help and Family Support Services

Outcomes and monitoring: We contribute to the monitoring of local services by:

- Evaluating the impact of commissioned services on pupil progress and wellbeing
- Feeding into reviews of joint commissioning arrangements through meetings and reports
- Ensuring effective use of public resources to secure positive, measurable outcomes for pupils with SEND

Provision for pupils with medical needs is carefully coordinated with health professionals and aligned with EHCPs where applicable. Our aim is to deliver seamless, holistic support for every pupil.

## 19. Local Offer

### Our Commitment to Inclusive Education

Priory School is a highly inclusive three-form entry Primary and Nursery school. We are proud to provide tailored support for a wide range of learners through our integrated model of provision. Our goal is to ensure that every pupil with SEND has access to high-quality, inclusive teaching, and where appropriate, targeted or specialist support.

We contribute to and help shape Slough Borough Council's Local Offer by sharing accurate information about our SEND provision, resources, and processes. We also work with families and external professionals to ensure the information remains relevant, accessible, and reflective of our current practice.

### Three Levels of Provision at Priory School:

- Mainstream Provision – High-quality, inclusive teaching with adaptations and interventions to meet individual needs
- Woodlands Resource Base (30 places) – Targeted support in a small, structured setting with access to mainstream lessons where appropriate
- Orchard SEND Unit (50 places) – Specialist provision for pupils with complex needs requiring an alternative curriculum and learning environment

### Our Approach to Teaching and Learning:

- Inclusive and aspirational curriculum designed to meet the needs of all learners
- High emphasis on play, communication, social interaction, and emotional wellbeing
- Creative and structured teaching practices that make learning accessible and enjoyable



#### Our Core Values:

- Curiosity – Inspiring a love of learning
- Hope – Building confidence and resilience
- Opportunity – Ensuring every pupil can achieve their full potential
- Trust – Fostering strong, respectful relationships with families and pupils

#### Access and Engagement:

- Our Local Offer is reviewed regularly and published on our website
- We provide clear information for families and professionals about our admission processes, including access to our Resource Base and SEND Unit via the EHCP consultation process
- We welcome parent feedback and use it to improve our SEND services

We are proud of our inclusive ethos and remain committed to ensuring that every pupil receives the support, challenge, and opportunity they need to thrive at Priory School.

## 20. Woodlands Admissions

### Overview

The Woodlands Resource Base at Priory School is a targeted provision for pupils with significant learning needs who benefit from structured, small-group teaching. The base is commissioned by Slough Local Authority and offers 30 specialist places for pupils with Education, Health and Care Plans (EHCPs).

### Admissions Process

Admission to Woodlands is managed through the EHCP consultation process led by the Local Authority. Priory School does not accept direct applications from parents. When a consultation is received, we assess whether our provision can effectively meet the pupil's needs based on:

- The content of the EHCP
- Reports from professionals involved in the pupil's care
- Potential for inclusion in mainstream lessons with support

### Placement Considerations

Pupils admitted to Woodlands typically:

- Have significant learning needs in areas such as reading, writing, and maths
- Benefit from an autism- and dyslexia-friendly structured learning environment
- May require support with communication, social skills, and emotional regulation
- Do not require high levels of crisis intervention to ensure safety
- Can access mainstream classes for part of the school day, where appropriate

### Decision-Making

Following a review of the consultation, EHCP, and professional reports, Priory School provides a formal response to the Local Authority. If the placement is deemed suitable:

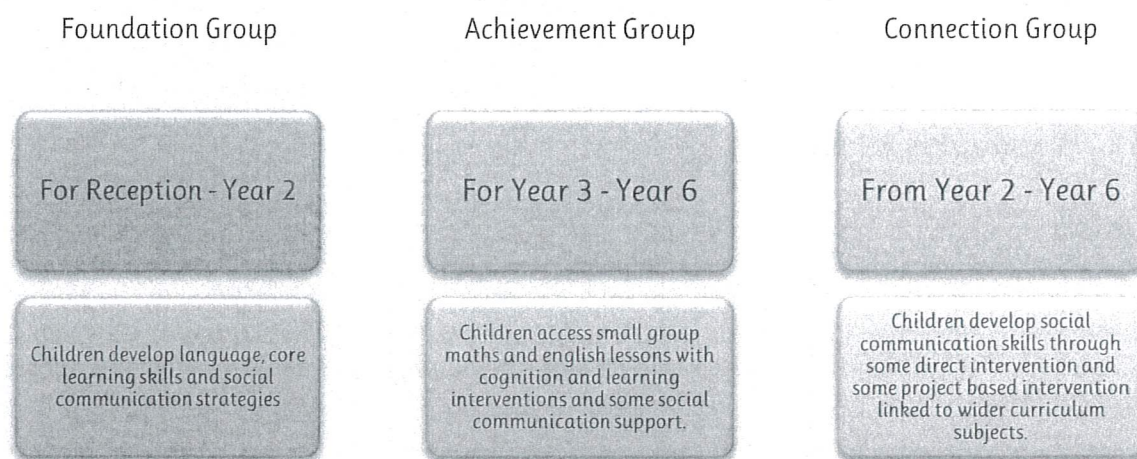


- The pupil will be placed in one of the Woodlands groups based on their individual profile
- A transition plan will be developed in collaboration with the current setting and family

### Woodlands Groups and Access Pathways

Woodlands operates across multiple access pathways, allowing flexible and responsive support. Pupils may move between groups or spend part of the day in mainstream classes depending on readiness and targets. Provision is personalised and regularly reviewed.

We are committed to ensuring that every pupil placed in Woodlands receives an education that enables them to thrive, grow in independence, and make meaningful progress.



Children may require varying levels of access to the Woodlands Resource Base, and some may participate in more than one group to ensure their individual needs are fully met. The different pathways within the resource are illustrated in the chart below.

Mainstream majority	Mainstream and Resource	Resource Majority
<ul style="list-style-type: none"> <li>•Children access most lessons in mainstream with support, where necessary</li> <li>•Some interventions are delivered in mainstream</li> <li>•Some interventions are delivered in the resource base</li> <li>•Children spend break and lunchtime with their mainstream year group</li> </ul>	<ul style="list-style-type: none"> <li>•Children spend approximately 50% of their time in mainstream</li> <li>•Children spend approximately 50% of their time in the resource base</li> <li>•Children spend break and lunchtime with their mainstream year group</li> </ul>	<ul style="list-style-type: none"> <li>•Children spend a majority of their day in the resource base</li> <li>•Children access the achievement group and the connection group for part of their day - decided on a case by case basis</li> <li>•Children access some sessions in their mainstream classroom - this is decided on a case by case basis</li> <li>•Children spend break and lunchtime with their mainstream year group</li> </ul>

## 21. Orchard Admissions

### Overview

The Orchard SEND Unit at Priory School provides specialist provision for primary-aged pupils (Reception to Year 6) with complex needs, primarily related to autism spectrum condition (ASC). It offers a highly structured, low-arousal learning environment tailored to pupils who require significantly more support than can be provided in a mainstream classroom.

### Admissions Process

Admissions to Orchard are managed exclusively through the Slough Local Authority EHCP consultation process. Parents cannot apply directly to the school. When a consultation is received, we assess whether Orchard can meet the pupil's needs based on:

- The pupil's EHCP and supporting professional reports
- Observations, discussions with current settings, and meetings with families (if needed)
- Whether the learning environment and staffing model can safely and effectively support the pupil

### Placement Considerations

Pupils typically suited for Orchard:

- Have a formal ASC diagnosis or are awaiting assessment
- Are pre-verbal or require significant intervention to develop language and communication skills
- Need consistent support to engage in learning due to sensory, social, or emotional needs
- Are working significantly below age-related expectations in core subjects
- Require individualised teaching and alternative curriculum delivery
- Are unlikely to make expected progress in a mainstream environment, even with adaptations

### Decision-Making and Transition

Following review of the consultation and relevant information:

- Priory will respond formally to the Local Authority within 15 days
- If a place is offered, a bespoke transition plan will be co-developed with the current setting and family
- A member of the SEND team may visit the current setting and meet the pupil prior to transition

### Integration and Flexibility

Where appropriate, pupils in Orchard may:

- Access mainstream activities (e.g., assemblies, playtimes, or lessons) on a trial basis
- Join their peers in the school hall for lunch
- Transition to Woodlands or mainstream classes if progress and readiness indicate this is appropriate

## Access to Mainstream

We recognise that pupils can make rapid and sustained progress when they are in the right environment, and this may lead to a change in their needs. Where this change suggests a pupil may benefit from accessing mainstream lessons for part of their day, this will be discussed with relevant professionals and parents. If all parties agree, the pupil will access a mainstream classroom for the agreed time and subject on a trial basis. The pupil's progress and wellbeing will be monitored closely by the SENDCO and adjustments made as needed.

All pupils in Orchard have lunch in the mainstream hall. Playtimes are usually held in a separate playground to support sensory regulation and supervision. However, pupils may join their mainstream peers at playtime when they have demonstrated readiness for integration.

We are committed to providing a safe, nurturing, and ambitious setting for every pupil placed in Orchard. Provision is regularly reviewed and adapted to meet the evolving needs of each learner.

## 22. Monitoring and review

The policy is reviewed on an annual basis any changes made to this policy will be communicated to all members of staff, parents of pupils with SEND, and relevant stakeholders.

All members of staff are required to familiarise themselves with this policy as part of their induction programme.

The next scheduled review date for this policy is March 2026.