SEND Information Report

Updated: June 2026

Written By: Ricky Emms

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The name of the SEN co-ordinator: Charlotte Roseblade Contact – 01327 260527 or email the school office.
The name of the Designated Teacher for Looked After Children: Ricky Emms
The name of the Head Teacher: Ricky Emms
The name of our Chair of Governors: Rachel Hemelryk
The name of our Governor responsible for children with SEN: Leigh Wells
The name of our Governor responsible for safeguarding: Leigh Wells

As a school we are committed to: equal rights, mutual respect, and shared responsibility in our school, our local community and globally.

At The Priors we strive to create a sense of community and belonging for all our pupils. We have an inclusive ethos with high expectations and suitable targets, a broad and balanced curriculum for all children and systems for early identification of barriers to learning and participation.

The Priors is a school where we are committed to getting the best out of each other. We aim to ensure that ALL pupils achieve the highest standards possible.

At The Priors School the basis of our provision for children with special educational needs is that we fundamentally believe:

– All children are valued equally regardless of their abilities and behaviours.

– All children are entitled to a broad, balanced and relevant curriculum which is differentiated to meet their individual needs.

What types of Special Educational Need do we cater for?

As an inclusive school we do not seek to closely define the special educational needs for which we will make provision. Historically we have had success in providing for a wide range of different needs, when budget, resources and availability of expertise has allowed. This has included pupils with:

- Dyslexia
- ASD
- ADHD
- SEMH
- Anxiety
- Speech and language difficulties, including mutism
- Visual Impairment
- Dyscalculia

In admitting pupils with special educational needs we would expect to have informative discussions with both the pupil's family and the local authority to ascertain the suitability of our provision. We understand that it is initially our responsibility to make provision for a pupil with special educational needs through the school's devolved SEN budget. Thereafter we are aware of the process of applying for High Needs Funding if the pupil's and the school's needs make that a necessity. As a mainstream school, it would clearly be difficult for us to make provision for pupils whose needs and/or demands are significant, severe or profound – to the extent that it could be argued that they would be most appropriately placed in a special school. However, we do not rule this out and would make a careful assessment of the needs of each pupil in constructive conversation with other agencies.

How does The Priors School know if children need extra help and what do I do if I think my child has special educational needs?

We have a range of ways we identify children who may need extra help with their learning or may have additional needs. These include:

– On entry observations. All children will complete assessments when they start in Reception Class which will form part of their Early Years monitoring.
– Half termly monitoring of progress in Reading, Writing and Maths. We will quickly be able to spot any child who is not making the progress we would expect for their age.
– Regular assessments of reading and spelling age. At least twice a year your child will be tested on their reading and spelling skills to give them an 'age'. Your child's ability to recognise or read the sounds which make up a word is tested in Key Stage One.
– Use of specialist Diagnostic screeners for a range of difficulties – GL Assessment Toolkit, Wellcomm.
– Concerns raised by your child's Class Teacher or Learning Support Assistant. At The Priors we pride ourselves on the relationships which are formed between your child and their teaching team.
– Concerns raised by you. We value the relationship you have with your child and your knowledge of them. Our open door policy means we are always happy to work in partnership with you and hope you will be confident to share information which could have an impact on your child's performance.
– Professional Diagnosis and Outside Agencies We work closely with our School Nurse on any medical issues your child may have, as well as having close relationships with a range of external experts who can support both in school and you at home.

How will The Priors and I know how my child is doing at school?

Your child's Class Teacher will 'Assess, Plan, Do and Review' the learning for every child with additional needs in their class. The Teacher will regularly observe and assess your child, and will then plan an engaging and challenging curriculum accordingly. We believe in high quality teaching where by your child's Class Teacher is best placed to plan and guide your child's learning.

The Priors School also has a Special Educational Needs Co-ordinator who has the responsibility of making sure that children with additional learning needs make progress. It is his job to oversee all the additional support given, monitor the impact of this support and to review, where necessary.

The Class Teacher will work along a Teaching Assistant, yourself and your child, along with guidance from the Special Educational Needs Co-ordinator, to write an individual pupil profile. This will be shared with yourself and your child so that we are all aware of the targets which your child is working towards. This is a working document and is under constant review and subject to be updated at any time.

How will you help me support my child's learning?

Class Teachers are more than happy to speak to parents at regular points throughout the year. Teachers will give parents of children with SEND an opportunity to meet early in the school year.

In the Autumn Term and Spring terms we hold a Parents' Evening where we report on progress across the academic year and next steps. This is a good time for you to speak to the class teacher.

If we believe your child may need additional support, we will contact you to hold an individual meeting with you. If your child is on the SEN register, the class teacher and SENCo will meet with you to discuss your child's Pupil Profile.

Every child will receive a written report giving you a clear indication of the progress they have made both academically and in a wider contribution to school life. For all pupils this will be sent home in the Summer Term.

How will the staff at The Priors School support my child?

Your child's Class Teacher will plan activities and lessons based on the support identified in your child's Pupil Profile, which will enable the children to work at a suitable level with an appropriate amount of challenge. Standards of teaching are monitored regularly to ensure that it is of a high quality and meets the needs of all pupils.

The school's Special Educational Needs Co-ordinator will work alongside the Class Teacher to arrange any additional provision for the children with special educational needs.

How are decisions made about what type of support my child will receive and how often this will be completed?

All children at The Priors are entitled to inclusive high quality teaching. Should your child require additional support the Class Teacher will discuss the child's needs with the Special Needs Co-ordinator. Different children will require different levels of support in order to narrow the gap between your child and their peers. This may include small group work or focused tasks, or more personalised learning delivered on a one-to-one basis.

These decisions are made on a case by case basis, and we will keep you informed about any decisions we make.

How will the curriculum at The Priors be matched to my child's needs?

All our Class Teachers use regular assessment opportunities (both formal and informal) to judge how your child is doing and will plan lessons which meet the needs of all pupils. We have high expectations of all our learners in all areas of the curriculum. Some of this support may be completed on a 1:1 or small group basis. This may sometimes be outside of the classroom to provide focused support.

A broad curriculum is delivered to all our children and there may be opportunities to work with specialist teachers for Art, Music and P.E. All classes have off site visits throughout the year to bring their learning alive in an engaging and purposeful way. During years 5 and 6 there is a two yearly residential school trip.

How will my child be included in activities outside of the classroom?

Your child will be fully integrated into the life of the school and curriculum, recognising the strengths of every child as an individual and ensuring they contribute to the social and cultural activities in school.

We will work closely with specialist teacher advisors to complete risk assessments for children with physical disabilities, and in advance of any off site activity, such as swimming, a school visit or residential trip.

What support will there be for my child's overall well-being?

We are an inclusive school; we welcome and celebrate diversity. Our team of staff believe in building high quality relationships with the children in order to develop high self-esteem. We offer many activities such as Friendship Group for children which social and emotional needs, which include role models, School Council to listen to all pupil views and provide solutions and implement change if possible, provision of a counsellor for individual children when required, PSHCE lessons for all pupils and teacher/TA mentoring if needed, establishment of the Protective Behaviours Framework and use of Worry Boxes

The Class Teacher has overall responsibility for your child's wellbeing whilst in School, and as such will be your first point of contact. The Class Teacher can liaise with the Special Educational Needs Co-ordinator for additional support with any pastoral, medical or social care. On occasion it may be appropriate to contact outside agencies such as Health and Social Services, or Primary Support Team for guidance and we will work alongside them where necessary.

What training is provided for the staff at The Priors who are working with children with additional needs?

At The Priors School we have a dedicated Special Educational Needs Co-ordinator, Mrs Roseblade. She is a fully qualified teacher, with the relevant SEND qualifications. Mrs Roseblade works as SENCO across a number of schools in the Trust.

Mr Emms is responsible for attending regular update meetings and briefings, and shares these will all members of staff in school. Key messages and essential information are communicated and shared through meetings regarding key pupils, intervention strategies, and relevant research and policies.

At The Priors we are committed to ensuring that staff are trained to meet the needs of pupils with additional needs and their knowledge is updated when necessary.

As a school we work closely with a range of external specialist services which are relevant to our pupils' needs. These may include Speech and Language Therapists, Behaviour Support Workers, Parent Support Advisors, Social Workers, Paediatricians and Educational Psychologists. In addition the Special Educational Needs Co-ordinator is able to consult with Warwickshire County Council for advice and support.

What specialist services can The Priors access?
Where appropriate, The Priors are able to access expert advice in a range of areas, including health through our School Nurse, Educational Psychology, Occupational Therapy, Speech and Language Therapy, Primary Behaviour Support, and Childrens' Mental Health Services, counselling, early help support amongst others. Referrals to these outside agencies and support services are subject to their own guidelines and time frames.
How accessible is The Priors School?
The Priors School is a single storey building with all the classrooms having easy access to indoor communal areas (such as the library or hall) and outdoor provision. An accessible toilet is available on the ground floor along the main corridor of our school.
How are your parents and carers currently involved in The Priors School? Who can I contact for further information about getting involved?
At The Priors we strive to create a sense of community and the parents/carers of our pupils are a key part in this. Prior to joining our school parents are invited to visit, and for those with children starting in Reception a New Parents' Evening is held annually. There are two formal parents' evening where you and your child have a chance to meet with the Class Teacher We work closely with all parents to listen to their views so as to build on children's previous experiences, knowledge, understanding and skills so that they develop in all areas of the curriculum. If your child has additional needs we will share information informally throughout the year, and you may be asked to contribute towards the targets which are set for your child. Your first point of call, if you wish to get involved at the Priors, is to speak to Mr Emms. Furthermore, there are two parent governors, Mrs Rachel Hemelryk and Mr Leigh Wells, who are more than happy to talk to you.
How will we support children moving on to a new school?
For pupils moving to Secondary Schools or transferring to other Primary schools during their time at The Priors., we work closely with that school to ensure that all relevant information is shared, and follow any transition plan they may have in place.
What steps should I take if I have concerns about SEN provision at The Priors?
If you have any questions or concerns your first point of contact should be to speak informally with that member of staff, usually your child's Class Teacher. If you do not feel satisfied after this initial contact we have a clear complaints structure in place which is agreed with our Governing Body. Please refer to Complaints Policy for further information.

Where can I get further information about support for my child?
As part of Warwickshire County Council, the Warwickshire Local Offer should be your first point of reference for any further information. This can be found at: https://www.warwickshire.gov.uk/send