



# Priory CE Academy SEND & Inclusion Information Report 2025–2026

## Our Vision for Inclusion

At Priory CE Academy, inclusion is not an add-on — it is the golden thread that runs through everything we do. We are a mainstream, two-form entry Primary School in the Stoke-on-Trent locality. We believe every child deserves the right support, at the right time, from the right people. Every teacher is a teacher of Special Educational Needs and Disabilities (SEND), and every child is seen as an individual with potential to thrive.

Our approach is rooted in care, consistency, and high expectations. Children with SEND are valued members of our school community and are supported to participate fully in all aspects of school life: academically, socially and emotionally.

## Who we are

We are proud to have an in-school Inclusion Team led by Mrs Woodroffe, our Special Educational Needs Coordinator (SENCO) and Inclusion Lead. She leads the development of our school-wide SEND practice and oversees our Inclusion Hub — a space designed to support children who need time to regulate, reflect or access personalised support.

Also leading SEND across Priory is Miss Osborne, our Senior Inclusion Leader, who carries out many of the day-to-day School SEND responsibilities and works closely with families and external professionals, and Mrs Forrester, our other Senior Inclusion Leader and Designated Safeguarding Lead, ensures children's safety and emotional needs are also part of our inclusive offer.

Together, they coordinate high-quality provision, review processes, and daily support that help children feel safe, seen and supported.

## What is a SEND need?

The SEND code of practice: 0 to 25 years (updated September 2024), defines SEND needs as:

### “Special educational needs (SEN)

A child or young person has 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”

## What kinds of SEND do we support?

Our school supports children with a broad range of special educational needs, including:

- Difficulties with communication and interaction (such as speech and language needs or autism)
- Learning difficulties (such as dyslexia, working memory difficulties or slower progress in reading, writing and maths)
- Social, emotional or mental health needs (including anxiety, sensory regulation and behavioural differences)



Sensory and/or physical difficulties (such as visual or hearing impairments, or difficulties with fine or gross motor coordination)



We recognise that every child is different, and we respond to need rather than labels.

### How do we identify SEND?

We take early identification seriously. As part of our clear and structured process, teachers who notice a child is not making expected progress, or who presents with other areas of concern (for example, sensory needs, emotional regulation difficulties, or inconsistent attainment), complete a “Pupil Profile”. This is a detailed internal document outlining observations, academic information and classroom strategies already in place.

The Pupil Profile is then passed to the Inclusion Team who will triage the Pupil Profile and decide whether the child is needing “additional to and above” their peers support. If the Inclusion Team agree that the child has a possible SEND need, the Inclusion Team will carry out standardised assessments, ask for teacher input, and review intervention data to understand the child’s strengths and needs.

If a need is identified, a formal “Initial SEND concerns Meeting” takes place with parents, led by the SENCO or Senior Inclusion Leader, where we will chat to parents to gain an insight into how their child presents at home and hear any concerns they may also have. Following this, the child is added to the **SEND Register** and a **Pupil Passport** is created. This outlines the child’s strengths, needs, strategies that support them, and details of the provision they will receive.

We do not add children to the register lightly — we take great care to ensure this decision is well-evidenced, collaborative and meaningful.

We have a visual “Pathway to the SEND register” flowchart that sets this information out into a flowchart. You can find this below.

### What if my child needs extra support, but doesn’t have SEND status or a SEND need?

We also run a stage called Class Support, which is part of our graduated response. This is sometimes called Targeted Support, and it means the child is receiving additional interventions or classroom adjustments, but is not on the SEND Register. It allows us to monitor progress, offer targeted support and respond quickly if things change.

Children can move between Class Support and the SEND Register as their needs evolve. Being flexible in this way allows us to act early and avoid unnecessary delays in support and tailor children’s provision.

### What does SEND support look like at Priory?

All children receive quality first teaching. This means that lessons are adapted to meet a range of learning styles, and staff use strategies like scaffolding, visuals, flexible grouping and sensory-friendly approaches as part of everyday practice. We have a “Levels of support” Priory quick guide that expands on our support, you can find this below.

For children on the SEND Register, support may include:

- A tailored Pupil Passport created with the child, family and teaching team – this outlines the child’s provision, their views and their next steps
- Access to our Inclusion Hub for regulation or intervention time
- Targeted adult support in class or in small groups (interventions)
- Personalised resources, visual prompts, checklists or now/next boards
- Learning breaks or movement time
- Technology such as iPads for dictation, voice notes or reading support



We review support half termly, with input from staff, families and children. We are solution-focused and responsive — we do not wait for a problem to become a crisis, we keep open communication and try to fix and improve as we go.



We run SEND interventions and support on a 10 week cycle and pre-assess and post-assess either side of this window. Support doesn't stop outside of this time, but this is our formal assessment cycle. We do, however, assess throughout our interventions to ensure that they're impactful and appropriate.

### How is the curriculum adapted to ensure every child can thrive?

All teachers adapt the curriculum to make it accessible and inclusive for all. This might include, but is not limited to,:

- Extra time for tasks
- Pre-teaching vocabulary or key concepts
- Practical and hands-on learning
- Scaffolded writing frames or models
- Technology support (e.g. iPad dictation, coloured overlays)
- Differentiated tasks
- Subtly planned, integrated learning support notes on tasks or voice recordings explaining concepts)
- 1:1 teaching or small group teaching

We make sure every child can access a broad and balanced curriculum at their level, subtly and supportively. We also keep this support flexible and listen to feedback from the child.

### What Interventions do we offer?

Our school offers a wide range of evidence-based interventions, selected based on each child's need. These include:

- **Early TalkBoost** – for language and understanding development in Early Years
- **Phonics interventions** - Boosts spelling accuracy and fluency through repetition
- **TalkBoost** – for language and understanding development in Year 1 & 2
- **SALT Individual Programme (speech and language service directed)** - Improves speech, language, and communication skills
- **Precision Teaching** – to build fluency and accuracy in key skills (spelling & reading)
- **Boosting Reading Potential (BRP)** - Develops independent reading and comprehension
- **Literacy Gold** - Develops spelling, reading, and writing skills
- **Working Memory and Listening Skills programmes**
- **Zones of Regulation** – a visual programme to help children understand and manage their emotions
- **Drawing and Talking** – for emotional expression and therapeutic support
- **Wellbeing groups** – to offer children the chance to discuss, create, decompress and “just be”, whatever they need right at that moment
- **Power of 2** – supports maths fluency and builds maths skills



**Number stacks** - Helps with number sense and mathematical concepts

**Occupational Therapy Programmes** - Supports fine and gross motor skills



- **Write from the start** - Supports fine motor skills
- **Cool Kids** - Supports fine and gross motor skills
- **The Homunculi Approach** - Helps children with ASD or anxiety understand social situations
- **Friendship Terrace** - Encourages friendship skills and peer relationships
- **Attention Autism** - Builds attention, engagement, and communication

Each provision is tracked for impact using our provision map, and children's progress is reviewed regularly. You can find a more detailed breakdown in our "Priory Interventions Quick Guide" attached below.

### [How are SEND children included in School Life?](#)

Inclusion is part of our everyday practice. Children with SEND take part in all activities, including clubs, assemblies, trips and special events. We carry out risk assessments and offer extra adult support or adjustments if needed.

Children with physical needs are supported with ramps, a lift and accessible toilets. We provide sensory-friendly resources, visual timetables and tools like pencil grips or wobble cushions to help children feel confident and comfortable in school.

### [How Will I Know How My Child Is Progressing?](#)

You will be kept fully informed through:

- Termly review meetings for your child on the SEND Register with the Class Teacher
- Copies of your child's Pupil Passport
- Regular conversations with class teachers, formally and informally
- Record of Achievement (ROAs) at the end of the school year (a school report)
- Informal check-ins at the gate or by appointment

We see parents as partners in the process, and you are the expert of your child. If you need help understanding how to support your child at home, we will offer resources, strategies or meet to talk things through.

### [How is my child involved in their SEND plan?](#)

Children with SEND have a voice, and it's the most important input we can get. They help create their own Pupil Passport, sharing what helps them and how they feel about school. They contribute to their review meetings where appropriate, and are invited to take on roles across school, including school council, worship team and peer mentoring.

They are not defined by their difficulties — they are celebrated for their strengths.

### [What about transitions?](#)

We know moving classes or schools can be a big step. To support smooth transitions, we:

- Hold a whole-school transition week



Prepare photo books and social stories

Arrange additional visits or meet-the-teacher sessions

- Share all key documents with new settings
- Arrange SEND transition meetings between current and future SENCOs
- Offer graduated transition plans for children with higher levels of need
- Hold SEND Team Around the Child (TAC) meetings between previous and future teachers to relay all information



We also support internal transitions and changes in daily routine to help reduce anxiety and promote independence. We're a close team at Priory, and often most Teachers know the school community well and will have already spent time with your child in one capacity or another before they're in their class.

### What if my child has a disability?

Our building is fully accessible, with ramps, a stair lift between Key Stages, and accessible toilets. We make physical adjustments where needed, such as large print materials, coloured overlays, or room changes. We also monitor how children with disabilities are included in trips, clubs and wider school life, no child is left behind. If a child is moving classes and their new classroom may be upstairs, we would make adjustments and move the whole classroom downstairs.

Our Accessibility Plan is published on our website and reviewed regularly.

### How do you train staff and access specialist support?

All staff receive regular training led by the Inclusion Team or outside professionals. This includes, but is not limited to:

- Autism-friendly classrooms
- Understanding attention and sensory needs
- Speech and language strategies
- Trauma-informed approaches
- Supporting literacy and working memory
- Teaching children with SEND

Support staff also receive training to deliver high-quality interventions. Our SEND up-skilling plan is responsive, if staff request training or we see an area of development highlighted, we will plan and train to our needs.

### What outside services do you work with?

- Educational Psychology
- Speech and Language Therapy
- Occupational Therapy
- Autism Outreach
- CAMHS (Child and Adolescent Mental Health Services)



SEND Services from the Local Authority

Any other professional services that we need to



Referrals are made in partnership with families and reviewed regularly.

### Where is the School's SEND Policy?

Our school's full SEND Policy is available on our website under the **Inclusion Hub** section:

<https://prioryceprimary.org.uk/inclusion-hub/>

We can also provide a printed copy if needed, please just ask any member of the Priory Team.

### What support do you offer for Looked After Children with SEND?

Children who are looked after by the Local Authority and have SEND are carefully supported by our Designated Teacher, (Mrs Woodroffe) and Inclusion Team. They have a Personal Education Plan (PEP) and SEND provision tailored to their individual needs. We work closely with social workers, carers and virtual school teams.

### What do you contribute to the Local Offer?

As part of Stoke-on-Trent's Local Offer, we provide:

- A detailed SEND Information Report and Policy
- Early identification and intervention
- A highly trained Inclusion Team
- Specialist resources and facilities
- Full inclusion in all school life

We work with other schools, the Local Authority and families to support city-wide SEND priorities. Stoke-on-Trent's Local Offer can be found here: [SEND Local Offer – SEND Local Offer](#)

### What happens if I am concerned or unhappy?

If you are concerned about your child's provision:

1. Speak to your child's class teacher
2. If needed, arrange a meeting with Mrs Woodroffe (SENCO), Miss Osborne or Mrs Forrester. This can be done via Dojo or you can find a member of the Inclusion Hub on the gate most days.
3. If the issue is unresolved, you can follow our school's Complaints Policy, available on our website

We will always try to work with you respectfully and promptly to resolve concerns.

### What services are available for Families in Stoke-on-Trent?

Here are local services that can support you:

- **SENDIASS** – impartial advice for families  
(Tel: 01782 234701, Web: [sendiass-stoke.co.uk](http://sendiass-stoke.co.uk))



**The Local Offer** – full information on what’s available in the city  
([www.stoke.gov.uk/localoffer](http://www.stoke.gov.uk/localoffer))



- **Special Educational Needs Assessment and Monitoring Service (SENMAS)**
- **Educational Psychology Service**
- **Autism Outreach**
- **CAMHS (Child and Adolescent Mental Health Services)**
- **Occupational Therapy and Physiotherapy Services**
- **Speech and Language Therapy**
- **Sunflower Centre (Early Help)**
- **Dove Service (Bereavement support)**
- **Younger Minds (Mental Health support)**
- **Aiming High (Short breaks and inclusive activities)**
- **Carers Hub**
- **Family Support Services (including Action for Children)**

We can refer or signpost you to these services at any time, regardless of whether your child is on the SEND register.

### Glossary of Terms

- **SEND** – Special Educational Needs and Disabilities
- **SENCO** – Special Educational Needs Coordinator
- **EHCP** – Education, Health and Care Plan
- **PEP** – Personal Education Plan for looked after children
- **CAMHS** – Child and Adolescent Mental Health Services

We try avoid jargon wherever possible, but sometimes it slips back in out of habit. If you’re unsure about a word or service, please ask.

This report is reviewed and updated every year. If any key information changes during the year, the report will be updated as soon as possible.

### Useful documents:

Inclusion at Priors – What are the 4 areas of SEND?

Priors Interventions Quick Guide

Priors Speech and Language advice pathway (SALT)

Priors SEND Pathway to the SEND Register

Priors Support pyramid



**Contacts:**

Mrs Woodroffe – 01782 234953 or through your Child’s Dojo account

Miss Osborne – 01782 234953 or through your Child’s Dojo account

Mrs Forrester – 01782 234953 or through your Child’s Dojo account

Email address: [Prior@poryce.sbmat.co.uk](mailto:Prior@poryce.sbmat.co.uk) – please address to “The Inclusion Hub”

Alternatively, you can catch Mrs Forrester on the main car park gate most days.