



PRIORY CE ACADEMY  
SEND POLICY  
Updated November 2025

1. Rationale .....	2
2. Aims .....	2
3. The Hive – Priory’s Specialist Resource Provision .....	2
4. Definition of SEND .....	3
5. Inclusion at Priory .....	3
6. Identification of Need .....	3
7. External Agency Referrals .....	3
8. The Graduated Approach .....	4
9. Provision for Pupils with SEND .....	4
10. Pupil Passports .....	4
11. Education, Health and Care Plans (EHCPs) .....	4
12. Curriculum and Teaching .....	5
13. Assessment and Progress .....	5
14. Environment and Accessibility .....	5
15. Staff Training and Development .....	5
16. Partnership with Parents .....	5
17. Pupil Voice .....	5
18. Transitions .....	5
19. Admissions .....	5
20. Monitoring and Quality Assurance .....	6
21. Complaints .....	6
Appendix 1: Priory’s Four Areas of SEND .....	7
Appendix 2: Priory’s Support Pyramid .....	8
Appendix 3: Priory’s Pathway to the SEND Register .....	9

**Rationale**

Priory CE Academy is an inclusive, nurturing and ambitious school community. We believe that every child should feel safe, understood and supported to achieve their full potential. Our role is to recognise each pupil as an individual and to provide the high-quality teaching, adaptive practice and targeted support needed for them to thrive. Children with Special

## Priory CE Academy: SEND policy

Educational Needs and Disabilities (SEND) are valued members of our school, and we work proactively to remove barriers to learning so all pupils can access a rich, broad and balanced curriculum.



This policy includes Priory's specialist resource-based provision, The Hive. Although The Hive operates from a separate, purpose-designed building on our school site, it is fully part of Priory CE Academy, sharing the same leadership, ethos, safeguarding and quality assurance systems. The Hive provides a calm, structured and communication-rich environment for pupils with medium-range Communication and Interaction (C&I) needs, allowing us to offer both specialist provision and supported inclusion within a mainstream setting.

This policy complies with the Children and Families Act 2014, the SEND Code of Practice (2015) and the SEND Regulations 2014.

### Aims

At Priory CE Academy, our aim is to ensure that every pupil feels safe, valued and able to participate fully in school life. We recognise that some pupils require additional or adapted provision to access learning, and we are committed to identifying needs early and responding with targeted, high-quality support. Central to our approach is the belief that behaviour is a form of communication; we seek to understand the underlying causes of behaviour and respond with empathy, curiosity and appropriate intervention.

We aim to remove barriers to learning through inclusive, adaptive teaching and a well-sequenced curriculum that remains ambitious for all learners. We work in close partnership with families, value pupil voice, and uphold our statutory duties, including the delivery of provision outlined in Education, Health and Care Plans. Through both our mainstream offer and the specialist provision within The Hive, we aim to help pupils develop academic confidence, independence, emotional security and the resilience to succeed.

We aim to create a school culture where:

- pupils feel known, valued and respected
- families are true partners in the process
- staff are confident and well trained
- teaching is ambitious, inclusive and adaptive
- needs are met through high-quality provision in both mainstream and The Hive
- statutory responsibilities, including EHCP duties, are upheld
- children develop independence, confidence and emotional security

### The Hive - Priory's Specialist Resource Provision

The Hive is a resource-based provision commissioned for pupils with EHCPs identifying Communication and Interaction as their primary area of need. It is part of Priory CE Academy but operates from a self-contained building, allowing us to offer a quieter, predictable and structured learning environment designed around the needs of pupils with C&I profiles.

Pupils in The Hive follow the National Curriculum, but teaching is adapted into small, well-defined steps and supported through visual aids, sensory regulation, communication strategies and a consistent, relational approach. The building includes multiple rooms, a sensory space, personal care facilities and a secure outdoor area which supports regulation and learning.

Although their daily timetable is delivered within The Hive, pupils remain fully part of Priory CE Academy. They join in play times, events, trips and whole-school opportunities where appropriate, and they access supported inclusion in mainstream lessons when it is beneficial. Staff in The Hive work closely with subject leaders, the SENCO and the Inclusion Team to ensure expectations, curriculum intent and progress remain aligned with Priory's standards.

Admissions to The Hive are managed solely by Stoke-on-Trent Local Authority through the statutory EHCP consultation process and do not follow the school's general admissions route.

### Definition of SEND

A pupil is considered to have SEND if they have a learning difficulty or disability that requires provision which is additional to, or different from, that ordinarily available within high-quality teaching. Needs may fall into one or more of the following areas:

- Communication and Interaction



- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical needs

We are mindful that pupils may also face challenges such as EAL, disadvantage, attendance issues or health needs, but these factors do not necessarily constitute SEND. Our focus is on understanding the underlying need and responding appropriately.

### **Inclusion at Priory**

Inclusion is central to our school ethos, it is the golden thread that runs through our School. Every teacher is a teacher of SEND, and every pupil is a valued part of our community. We maintain high expectations for all learners, while acknowledging that some pupils will require additional or adapted provision to access learning. Priory's inclusive approach is supported by our Inclusion Hub, which provides a space for regulation, reflection, intervention and emotional support as part of our trauma-informed practice.

The Hive enhances our inclusive model by offering a specialist pathway for pupils whose C&I needs require more structured environments, smaller groups and enhanced communication support. We work collaboratively to ensure that pupils feel a sense of belonging, whether they are learning in mainstream, The Hive or a combination of both.

### **Identification of Need**

Identifying a pupil's needs early and accurately is essential. Concerns may relate to progress, behaviour, communication, attention, sensory regulation or emotional wellbeing. When a member of staff has a concern, they complete a detailed Pupil Profile, gathering observations, academic information and strategies already attempted.

The Inclusion Team reviews the Pupil Profile, carries out standardised assessments or classroom observations, and meets with parents to explore concerns further. Following this, a pupil may receive Class Support (Targeted Support) or be added to the SEND Register, depending on the level of need. A Pupil Passport is then created, outlining strengths, strategies, provision and targets.

Assessment is ongoing through a graduated cycle of Assess–Plan–Do–Review. Where needs remain significant or progress is limited despite intervention, external specialists may be involved. If required, the SENCO may request a statutory EHCP assessment.

### **External Agency Referrals**

Priory CE Academy works closely with a wide range of external professionals to ensure pupils receive the most appropriate support. Where the Assess-Plan-Do-Review cycle indicates that specialist input is required, the SENCO or Senior Inclusion Leader may make a referral to an external agency, with parental consent.

External referrals may be made to:

- Educational Psychology
- Speech and Language Therapy
- Occupational Therapy
- CAMHS or Wellbeing Services
- Paediatricians or Community Health Teams
- Caudwell Children
- Family Support services or Early Help teams
- Specialist outreach services (e.g. ASD outreach, behaviour support)

Referrals are made following discussion with families, review of existing provision and evidence of need. Recommendations from professionals are integrated into Pupil Passports, teaching strategies and intervention planning, both in mainstream and within The Hive.

The SENCO ensures that all external advice is followed, monitored and reviewed, and that staff delivering strategies receive appropriate guidance or training. Copies of reports are shared with parents and placed securely on the school system for staff to access.

### **The Graduated Approach**

Priory follows the SEND Code of Practice graduated response, ensuring support becomes increasingly personalised as needs are better understood. High-quality teaching is the foundation of all provision, with adaptation and additional support built in as needed.



The graduated approach includes:

Universal provision through high-quality teaching

Class Support (Targeted Support) with additional strategies or interventions

SEND Support with personalised planning and external advice

EHCP assessment where needs are persistent and complex

This cycle is reviewed regularly with pupils, parents and staff so adjustments can be made promptly and effectively.

### **Provision for Pupils with SEND**

Provision is tailored to the individual and may include adaptive teaching, small-group work, personalised resources and targeted interventions. Pupils may access support in class, through group sessions, or via the Inclusion Hub.

### **Examples of provision include:**

- visual schedules, now/next boards and structured supports
- sensory tools and regulation strategies
- adapted texts, scaffolds and modelling
- speech and language programmes
- working memory and literacy interventions
- maths fluency programmes such as Number Stacks and Power of 2
- Zones of Regulation
- Drawing and Talking
- Attention Autism
- targeted wellbeing and emotional support sessions

The Hive provides enhanced provision characterised by small-step learning, explicit communication teaching, sensory regulation, structured routines and supported inclusion into mainstream lessons.

### **Pupil Passports**

A Pupil Passport is created for all pupils on the SEND Register. It outlines the child's strengths, needs, strategies that support learning, and SMART targets. Pupil and parent voice form an important part of the Passport, ensuring the views of the child and family are central to planning. Passports are reviewed termly and updated to reflect the child's progress. Passports are live documents that all class Teachers have access to, ensuring consistency in provision and ensuring every member of staff knows every child's needs.

### **Education, Health and Care Plans (EHCPs)**

Some pupils require provision that goes beyond what can be provided through SEND Support. In such cases, the SENCO may request an EHCP needs assessment, supported by evidence from professionals, school assessments, interventions, Pupil Passports, observations and family input.

EHCPs outline specific outcomes and provision and guide the support delivered in both mainstream and The Hive. Annual Reviews evaluate progress, provision and the continued appropriateness of the plan.

### **Curriculum and Teaching**

All pupils at Priory access an ambitious and engaging curriculum. Teachers adapt planning and teaching to ensure pupils with SEND can participate fully and make progress. Adaptations may include pre-teaching, overlearning, scaffolded resources, visuals, repetition, sensory breaks or additional modelling.

The Hive follows the National Curriculum but adapts it through small steps, visual supports, structured communication work and multisensory learning. Subject leaders work alongside Hive staff to ensure curriculum coherence and progression across both buildings, with high expectations maintained for all pupils.

### **Assessment and Progress**



Pupil progress is assessed using a range of measures including teacher assessment, standardised tests, small-step assessment tools and intervention data. The Hive uses the same assessment principles as mainstream, supplemented with communication, interaction and regulation measures that reflect pupils' individual needs.

Regular review ensures provision remains effective, appropriate and aligned with EHCP outcomes where applicable.

### **Environment and Accessibility**

Priory is committed to providing an accessible learning environment. The school building includes ramps, a lift and accessible toilets. Adaptations such as sensory-friendly spaces, adjusted lighting, ear defenders, overlays and enlarged print are used where needed.

The Hive's dedicated building includes multiple rooms, a sensory room, calm spaces and a secure outdoor area designed specifically to support pupils with Communication and Interaction needs.

### **Staff Training and Development**

Staff at Priory receive ongoing training to ensure they are confident in meeting a wide range of needs. Training includes autism strategy, sensory needs, speech and language approaches, trauma-informed practice, literacy and working memory support, and behaviour as communication. Hive staff receive additional specialist CPD related to communication, interaction and structured teaching.

All staff are supported through coaching, modelling and collaborative planning.

### **Partnership with Parents**

We value the knowledge and insight families bring and see parents as partners in the SEND process. We maintain regular communication, provide opportunities for structured review meetings, and offer support with referrals and external advice. We encourage parents to share their views and collaborate closely with them in decision-making.

### **Pupil Voice**

Pupil voice is central to SEND practice at Priory. Children contribute to their Pupil Passports, review meetings and wider decisions about their support. Their lived experiences, preferences and strengths shape our planning and provision.

### **Transitions**

Transitions - whether between year groups, into The Hive, into mainstream lessons or to new schools - are carefully planned. Support may include additional visits, social stories, photo books, staff handovers and graduated transition plans. We work closely with families and future settings to ensure transitions are positive, predictable and well managed.

### **Admissions**

Admissions to Priory's mainstream follow the school's published admissions arrangements.

Admissions to The Hive are separate and managed exclusively by Stoke-on-Trent Local Authority through the statutory EHCP consultation process. Parents cannot apply directly to The Hive. Places can only be offered where The Hive can meet the child's identified needs and where cohort balance and capacity allow.

### **Monitoring and Quality Assurance**

SEND provision is monitored through lesson observations, book looks, intervention evaluations, Pupil Passport audits, attendance data, behaviour and safeguarding information, and regular discussions with pupils and families. Governors and senior leaders oversee the quality of SEND provision, including The Hive, to ensure statutory duties are met and provision remains effective.

SEND is a standing item in leadership and governance discussions and is integrated into the School Evaluation Form (SEF) and School Development Plan.

### **Complaints**

Concerns relating to SEND should be raised in line with the school's complaints policy. Where a concern relates to EHCP processes or decisions made by the Local Authority, families may seek support from SENDIASS or pursue formal routes

through the Local Authority. As a school, we will always support parents to find support through the correct avenues if we cannot help.





## Inclusion at Priory

Special Educational Needs and Disabilities (SEND) encompass a wide range of areas that affect children and young people's ability to learn and participate fully in school life. The key areas of SEND are typically categorised into four broad groups:

### 1. Communication and Interaction (C + I)

This category includes difficulties with speech, language, and communication. Children with needs in this area may struggle with:

- Speech, Language and Communication Needs (SLCN): Difficulties in understanding and using language.
- Autism Spectrum Disorder (ASD): Challenges with social communication, social interaction, and repetitive behaviours or interests.

### 2. Cognition and Learning (C + L)

These needs affect a child's ability to learn and process information at the same rate as their peers. They include:

- Specific Learning Difficulties (SpLD): Such as dyslexia (difficulty with reading and spelling), dyscalculia (difficulty with math), and dysgraphia (difficulty with writing).
- Moderate Learning Difficulties (MLD): General learning difficulties affecting all areas of the curriculum.
- Severe Learning Difficulties (SLD): Significant difficulties in learning and needing a high level of support.
- Profound and Multiple Learning Difficulties (PMLD): Severe and complex learning needs, often alongside physical disabilities or sensory impairments.

### 3. Social, Emotional and Mental Health (SEMH)

Children with SEMH needs may exhibit behaviour, emotional, and social difficulties that affect their ability to engage with education. This can include:

- Behavioural Issues: Persistent disruptive or withdrawn behaviour.
- Emotional Difficulties: Anxiety, depression, or other emotional disorders.
- Mental Health Conditions: Such as Attention Deficit Hyperactivity Disorder (ADHD), eating disorders, or self-harm.

### 4. Sensory and/or Physical Needs (PSM) or (PD)

This category includes children with physical disabilities or sensory impairments that require additional support or equipment to access the educational curriculum. These can be:

- Physical Disabilities (PD): Conditions that affect movement, coordination, or stamina.
- Hearing Impairment (HI): Partial or total hearing loss.
- Visual Impairment (VI): Partial or total vision loss.
- Multi-Sensory Impairment (MSI): Combined visual and hearing impairments.



# LEVELS OF SUPPORT

## A Priory Quick Guide

### EHCP

Bespoke, legally required support package based on assessed needs

### Specific

Behaviour Phase 3/4 support (SUCCESS Model)  
Formal SEND interventions  
Referrals to outside professionals  
School Support level on SEND register  
Support from external agencies  
Regular SEND reviews and pupil voice engagement  
Increased parental collaboration and structured review meetings

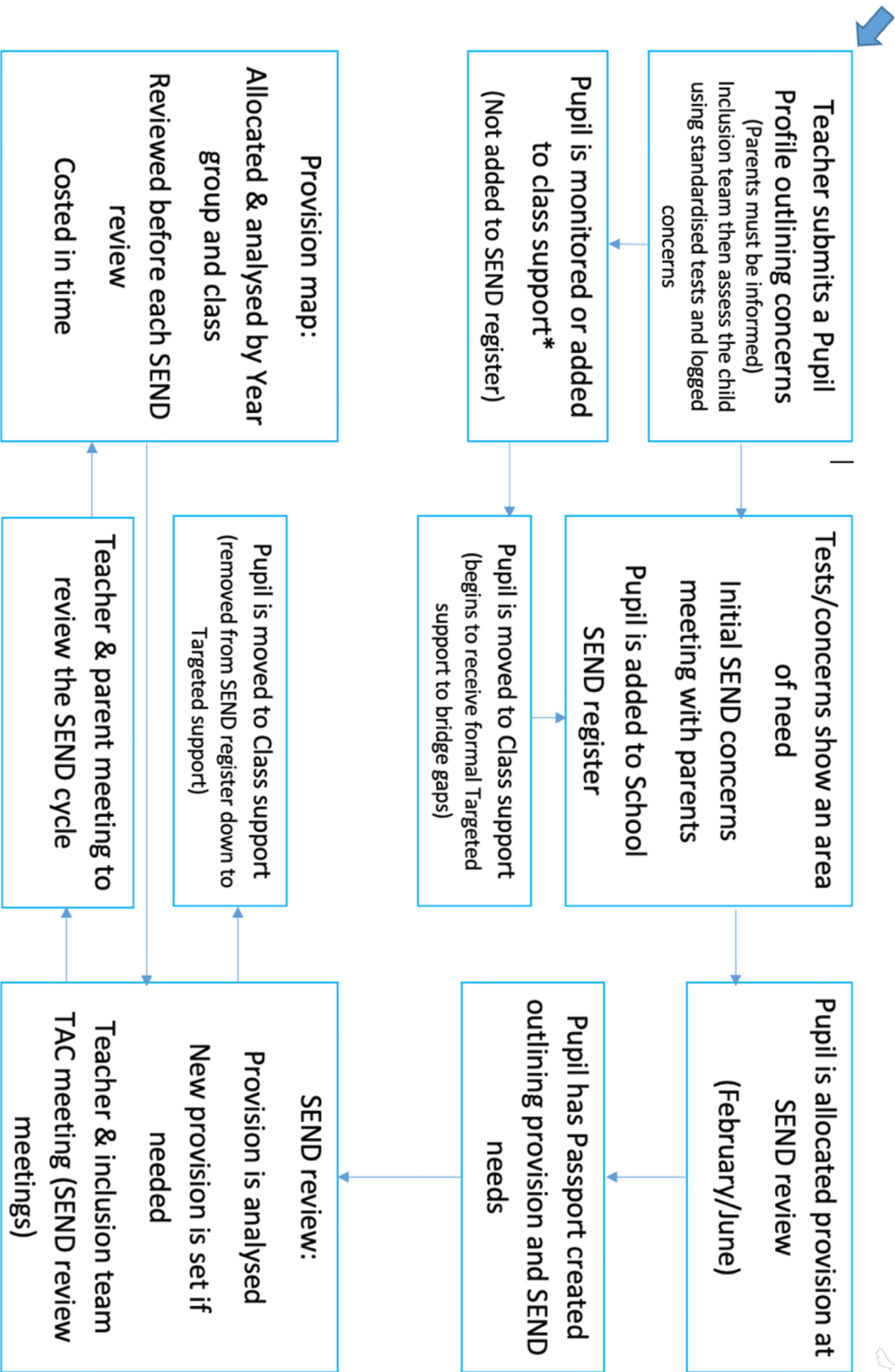
### Targeted

Pastoral support  
Behaviour Phase 2 support (Integrated Behaviour Analysis and interventions)  
Pupil Profile and reasonable adjustments tailored to needs  
Class-based interventions (e.g. small group literacy/numeracy, social skills groups)  
SEND concerns discussed at Pupil Progress Meetings  
Inclusion Hub involvement and advice  
Reasonable adjustments in class  
Parental liaison

### Universal

High-quality, inclusive teaching for all  
Differentiation and scaffolding in all lessons  
Reasonable adjustments (e.g. seating plans, access to resources)  
Trauma-informed and attachment-aware practices  
TOGETHER values embedded in teaching  
Behaviour regulation strategies (Phase 1)  
Whole-school pastoral support  
Inclusive classroom environments

Priory CE Academy SEND Pathway & Cycle



\* Class support is reasonable adjustments and additional in-class interventions, such as reading. This is a monitoring stage, also called Targeted support.