

Portishead Primary School

Special Education Needs and/or Disabilities (SEND) information report

November 2022



Compliance:

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (Jul 2014) 3.66 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (Jul 2014)
- Schools SEN Information Report Regulations
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

Beliefs and values:

The purpose of our information report is to inform parents and carers about how we welcome, support and make effective provision for children with Special Educational Needs and/or Disabilities (SEND).

Portishead Primary School is an inclusive school where we value everyone as part of our whole community. We believe that every child is entitled to the opportunity to achieve the highest standards. We do this by taking account of pupils' needs, varied life experiences and educational experiences are provided which develop pupils' achievements and recognise their individuality. We offer an extensive, balanced, relevant and challenging curriculum and have high expectations of all our children. The achievements, attitudes and well-being of all our

children matter. We recognise that there are a number of pupils who may benefit from specialist intervention and support under our provision of Special Educational Needs and/or Disability.

Who are the best people to talk to about your child's difficulties with learning/Special Educational Needs and/or Disability? (SEND)

The class teacher

The class teacher is responsible for the child and will oversee, plan, work with and assess each child with SEND in their class to ensure that progress in every area is made. (Quality First Teaching) They do this by:

- The teacher is responsible for setting high expectations which inspire, motivate and challenge children
- They promote good outcomes and progress for children
- They plan and deliver a sequence of lessons which build on what your child already knows, can do and can understand and teaching the next steps
- They adapt the teaching to respond to the needs of all children
- They design a differentiated curriculum means that different ways of teaching are in place, so that your child is fully involved in learning in class. For example practical apparatus or word banks to aid learning
- They deploy support staff effectively
- They check on the progress of your child by identifying, planning and delivering any additional help your child may need (through targeted work or additional support) and informing the SENCO. They ensure that specific strategies (which may be suggested by the SENCO) are in place to support your child's learning
- Writing Pupil Progress targets/outcomes and sharing and reviewing these with parents at least 3 times a year (once a term) and planning for the next term. SEN Support – Graduated approach – Assess, Plan, Do, Review
- Personalised teaching and learning for your child as identified on the school's provision map
- Ensuring that the school's SEND policy is followed in their classrooms and for all the pupils they teach with SEND
- There may be a Learning Support Assistant (LSA) or Teaching Assistant (TA) working with your child either individually or as part of a group. This support will be explained to parents by the class teacher.

The SENCO

Responsible for

- Developing and reviewing the school's SEND policy
- Co-ordinating and providing advice for all the support for children with special educational needs and/or disabilities (SEND)
- Arranging training for individual teachers and support staff on SEND issues such as Autism Spectrum Disorder (ASD)
- Ensuring that you are -
Involved in supporting your child's learning
Kept informed about the support your child is getting
Involved reviewing how they are doing
- Liaising with outside agencies to support your child's learning e.g. Educational Psychologist, Speech and Language

- Updating the school's SEND register (a system for ensuring that all the SEND needs of pupils in the school are known) and making sure that a record of your child's progress and needs is kept.
- Providing specialist support for teachers and support staff in the school, so that they can help children with SEND in the school to achieve the best progress possible.

The SENCO works closely with the Head teacher, Governors, Senior Leadership Team (SLT), class teachers and support staff.

The Headteacher

Responsible for

- The day-to-day management of all aspects of the school: including the support for children with SEND
- Ensuring that every child's needs are met through delegating responsibility to the class teacher and the SENCO
- The Headteacher decides on the deployment of resources for Special Educational Needs and Disabilities following advice from the SENCO and Pastoral team, in consultations with the school governors
- Ensuring that the governing body are kept up to date about issues related to SEND

The SEND Governor

Responsible for

- Supporting the school to evaluate and develop quality and impact of provision for pupils with SEND across the school.

The Parent

Responsible for

- Sharing concerns about your child's progress initially speak with your child's class teacher initially
- If you continue to have concerns then you need to speak to the SENCO
- If you are not satisfied with the school response then you can contact the SEND governor.

How do we identify children with SEND?

'A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. Making higher quality teaching normally available to the whole class is likely to mean that fewer pupils will require such support. Such improvements in whole-class provision tend to be more cost effective and sustainable.' (SEND Code of Practice 2014, 6.15)

At Portishead Primary School we recognise the importance of early identification of needs to ensure that children are able to reach their full potential. There is a continuous review and updating of school processes to ensure the early identification and assessment of SEND in order to follow a graduated approach. (Assess, Plan, Do and Review)

If a child has a specific learning difficulty or disability and finds it significantly harder to learn or to do activities which children the same age are able to achieve the teacher and the SENCO may identify them as needing extra support. These children may require extra provision to enable them to access the learning or use the same facilities as other children of the same age.

- We listen to concerns raised by the parent

- We listen to concerns raised by the teacher
- We listen to concerns raised by the child
- We consider if the progress that the child is making is slower than that expected for their age
- We work together with external agencies
- We work closely with nursery schools/previous schools

- In the first instance teachers will discuss any concerns with you and work in partnership to help your child to make the appropriate progress. This could involve some short term intervention work in small groups.

Areas of Special Educational Need:

If your child has special educational needs and/or disabilities their needs will fall into one or more of the four main areas of SEN;

1. Communication and Interaction

- Speech, Language and Communication Needs (SLCN)
- Autism

2. Cognition and Learning

- Specific Learning Difficulty (SpLD)
- Moderate Learning Difficulty (MLD)
- Severe Learning Difficulty (SLD)
- Profound and Multiple Learning Difficulty (PMLD)

3. Social, emotional and mental health needs

4. Physical and Sensory

- Visual Impairment (VI)
- Hearing Impairment (HI)
- Multi-Sensory Impairment (MSI)
- Physical Disability (PD)

Children whose needs fall into a mixture of these four categories have **complex** needs. A child is described as having mild or severe learning difficulties depending on the degree of their needs and the impact the needs have on their lives.

A child has learning difficulties if he or she:

Has a significantly greater difficulty in learning than the majority of children of the same age.

Has a disability which prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age in other mainstream schools.

What should I do if I think that my child has special educational needs?

You know your child better than anyone else. Therefore, if you have any worries or concerns about your child, please speak to their class teacher and/or the school's SENCO, Louisa Merriam who organises extra support for children with SEND.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught. At Portishead Primary School we strive to include all children regardless of their needs and/or disabilities.

What is NOT SEN but may impact on progress and attainment:

- Disability, including some medical conditions (the Code of Practice outlines the “reasonable adjustment “ duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- EAL (any child with English as an additional Language)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman
- Behaviour difficulties unless these are an underlying response to an additional need.

How will the school support my child?

All staff ensure that the children receive Quality First Teaching however there are times when the children will require some targeted intervention to overcome any barriers to learning and close the gap. Some children will require specialist support and will be identified by the class teacher as **SEN support**.

SEN provision is that which goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality personalised teaching and uses appropriate evidence based interventions.

SEN support in schools is based on the 4 part cycle of action – assess, plan, do, review

When the SENCO and the child's class teacher decide that your child needs **SEN support** then a graduated approach is taken to support them. We will offer your child extra provision and/or resources, with the possibility of further support if needed.

Some of things may include

- Access to a supportive environment –
 - ✓ ICT to support learning (maths programs, spelling programs)
 - ✓ Key text enlarged where necessary
 - ✓ Specialist equipment to access curriculum
 - ✓ Use of visual timetables/word banks
 - ✓ Interactive whiteboards and banks of computers/ I Pads in every classroom
 - ✓ Pre-teaching of strategies and vocabulary
 - ✓ Resources such as Numicon
- Interventions – 1:1 support or small group support delivered by Teaching Assistants, Learning Support Assistants and Higher Learning Teaching Assistants working with either individual children or small groups.
- Interventions from Speech and Language Therapy Services
- Access to programmes to support Occupational Therapy/Physiotherapy need
- Strategies to promote social, emotional and mental health concerns (including working with parents)
 - ✓ Access to interventions to work in small group or 1:1
 - ✓ Referral to outside agencies i.e. VLS small group support for social and emotional needs
 - ✓ Access to a Safe Haven at lunchtimes

What specialist services and expertise are available at or accessed by the school?

- Staff in school are trained in the following areas:
 - ASD
 - Dyslexia (schools are expected to meet the needs of Dyslexia within the school budget)
- As a school, and where specialist support is required, we are able to access:
 - Support of Advisory Teachers and Educational Psychologists
 - Speech and Language
 - Occupational Therapy
 - Physiotherapy
 - Social Service

You will be asked to give permission for the school to refer your child to a specialist professional. They will observe your child and offer support, advice and strategies to support them with their learning. Where specialist support is required, the professional will work with your child to assess your child's needs and will make recommendations, which may include:

- Making changes to the provision they need
- Make suggestions about the strategies that may support them in their learning
- Set targets which will include their specific needs
- Suggest group or individual programmes under the guidance of the professional

What support will there be for my child's overall wellbeing?

The emotional health and well-being of children is paramount to their happiness and success in learning.

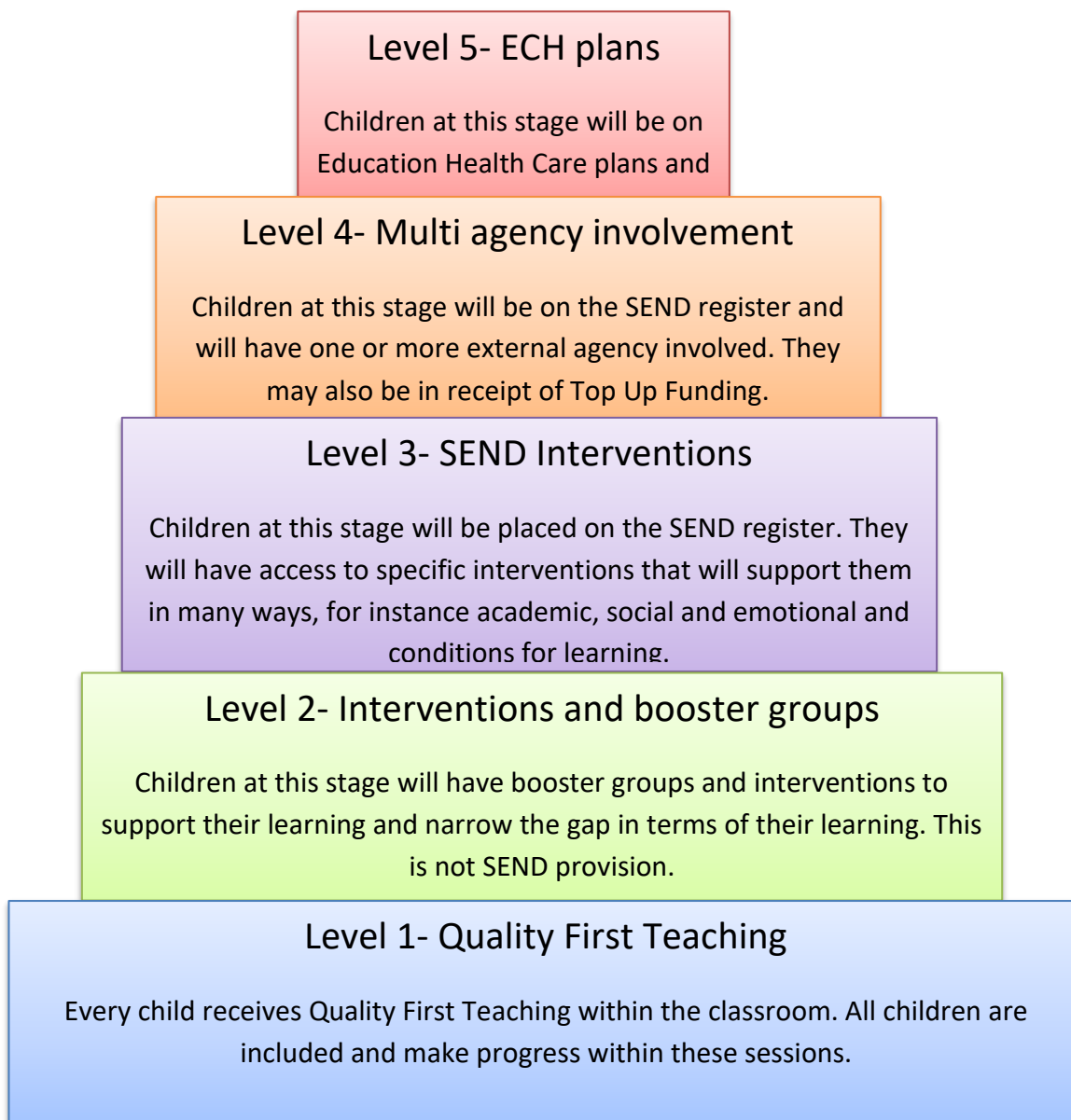
We will support the overall wellbeing of your child by:

- Ensuring we follow procedures set out by the 'Supporting pupils at school with medical conditions' policy

- Access to a 'Rainbows' group
- Referring to the advisory teachers where appropriate

The graduated approach to SEND support:

Pyramid of Provision at Portishead Primary School



How will the curriculum be matched to the needs of my child?

- All work within the classroom is pitched at an appropriate level so that all children are able to access according to their specific needs. The benefit of this type of differentiation is that all children can access a lesson and learn at their level. This may involve things like more practical learning with first hand experiences.

- **Specific group work, with your child working in a small group to focus on a specific target.**

These groups can be taught by Teachers or Teaching Assistants (TAs). Your child would have been monitored by the class teacher/ SENCO and they will have decided that your child needs some additional support in order to close the gaps in their learning.

- **Individual support**

Your child may have been identified by their class teacher/ SENCO as needing more specialist support, instead of or in addition to, small group interventions and will follow a 1:1 literacy or maths programme. This can be delivered by the class teacher, TA or SENCO. Your child's progress will be discussed with you and ways of helping them to move forward.

- Specially trained support staff can adapt the teachers' planning to support the needs of your child where necessary.

- Specific resources and strategies will be used to support your child individually and in groups.

- Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs.

- Where further support is still required, you may be asked to give your permission for the SENCO to refer your child to a specialist professional. E.g. Speech and Language. This will help the school and yourself to understand your child's needs better in school.

Specified Individual Support

This is to support children whose learning needs are severe, complex and lifelong. This is usually provided by an Educational, Health and Care Plan (EHCP). This means that your child has been identified by professionals as needing a particularly high level of individual or small-group teaching. This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups. Your child will need specialist support from a professional outside the school.

This is a legal process for which you can find out more from the [Local Authority's 'Local Offer'](#). After the school has sent in a lot of information about your child, including some from you, they will then decide if the child's needs are complex enough to carry out a full assessment. If so, more information/reports will be gathered from various professionals (which would usually already be involved with the child's needs). The authority will then review the case again and decide if an EHCP (Educational, Health and Care Plan) needs to be written.

- The EHCP will outline the number of hours of support your child will receive from the LA (local authority) and how that support should be used and what strategies must be put in place. It will have long and short-term goals for your child.

If the child does not meet the criteria for an EHC Plan the panel will ask the school to continue with the current level of support and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.

An additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child.

How is extra support allocated to children?

- The school budget, received from North Somerset Council, includes money for supporting children with SEND.
- The head teacher decides on the budget for special education needs in consultation with the school governors, on the basis of needs within the school.
- The Head Teacher and the SENCO discuss all the information they have about SEND in the school including children which need or are getting support and children which are not making expected progress. They then decide what resources/training are required. This is reviewed regularly.

The child's level of need, and support required, is taken into consideration to ensure that they are able to access the curriculum. It will also depend on your child's level of need and how they manage in school. Programmes of work and interventions are planned and monitored for their impact and effectiveness. Advice can be sought from outside support on how best to meet your child's needs and how to help them reach their full potential. Additional funding is sometimes needed in order to support complex needs. There is a team of LSAs who are funded from the SEND budget and deliver programmes designed to meet the needs of groups of children.

How will I know what progress my child is making and how I can support my child's learning? What opportunities will there be for me to discuss my child's progress?

- Appointments can be made to see the class teacher or the SENCO to discuss how your child is getting on and any concerns. We can offer advice and practical ways that you can help your child at home.
- We work in partnership with parents and teachers. Consultation meetings with parents take place twice a year (October and March) and end of year reports are published in July.
- Children who are on the SEND register will have a pupil progress book with personalised outcomes that will be reviewed and changed every three weeks. This book will be shared with parents termly so that parents can give their viewpoint on the outcome that the child has been working on.

Training:

- The school has a training plan for all staff to improve the teaching and learning of children including those with SEND. This includes whole school training on SEND issues such as ASD and Speech and Language difficulties.
- Individual teachers and support staff are supported by attending training led by local authority professionals. E.g. ASD, Visual Impairments, Dyslexia and attachment.

How will my child be included in activities outside the classroom including school trips?

- All children are included in all parts of the school curriculum and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful.
- A risk assessment is carried out prior to any off site activity to ensure everyone's health & safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities which will cover the same curriculum areas will be provided in school.

- Where your child is supported by a 1:1 LSA, they will continue to have this support whilst out of school on a trip or working outside the classroom
- Where appropriate, social stories can be written to prepare your child for a change in routine, an out of school activity or a trip
- Discussions with parents will be held to ensure everything has been considered

How accessible is the school environment?

Portishead Primary School is committed to providing an environment that allows all children full access to all areas of learning, including those with physical and sensory needs or where English is not a first language.

- The school site is wheelchair accessible with four disabled toilets large enough to accommodate changing.
- There is a lift which is for use to access the upper floor
- There is disabled parking available for visitors and staff

Access to Medical Interventions

- Staff trained in First Aid
- Implementation of Health Care Plans
- Staff who have attended specialist healthcare training (e.g. Type 1 diabetes)
- Advice from the school nursing team

How will the school prepare and support my child to join the school or transfer to a new school?

We recognise that transitions can be difficult for a child with SEND and we work together with the child, parents and staff to ensure that the transition is as smooth as possible

Joining from other schools

- Foundation Stage Teachers visit nurseries and pre-schools where possible
- Your child will be able to visit and meet their new Class Teacher and to be shown around the school.
- Social stories can be written with the children if transition is potentially difficult
- When leaving to go to a new school the SENCO will contact the school and pass on records
- Planning meetings are arranged for new staff to discuss individual needs
- In year 6 the SENCO will arrange for a transition review meeting which parents are invited to with the SENCO from the new school
- Where possible, your child will visit their new school on several occasions and on some occasions the staff from the new school will visit the children at our school
- In some cases a book/passport can be made to support your child with understanding moving on to a new school

How will my child be able to contribute their views?

- We value and celebrate each child being able to express their views on all aspects of school life. This is usually carried out through the School Council which has an open forum for any issues or viewpoints to be raised.
- Children that have pupil progress books have a pupil passport which is the voice of the child. This includes the child's likes, dislikes, strengths and things they need to work on. The child works with the class teacher to create new outcomes that the child feels will stretch them but

are achievable at the same time. Children are present during meetings (not always the entirety) so they are aware of their needs and how they are being met but also can provide their voice and take ownership of their provision.

- There are also worry boxes in every classroom and the teachers check them on a regular basis and seek support from adults when necessary.

How are parents involved in the school? How can I be involved?

- During parents evenings there is an opportunity for you to discuss any concerns with the class teacher

The SENCO will invite parents for three additional meetings a year to review progress and outcomes and there is also the opportunity to book appointments with the SENCO to discuss any concerns and support available.

- Where a child has an EHCP the parent's views are taken into consideration before any review meetings and it is possible that if appropriate they will attend the beginning of a review meeting.

Who can I contact for further information?

- First point of contact would be your child's class teacher to share your concerns.
- You could also arrange to meet Louisa Merriam (SENCO)

Who should I contact if I am considering my child joining the school?

- Contact the school Admin office to arrange to meet the Headteacher **Lucy Sargent** who would willingly discuss how the school could meet your child's needs.

Who can I contact for additional support?

- North Somerset Supportive Parents - <http://www.supportiveparents.org.uk/services-in-n-somerset/>
- National Autistic Society – North Somerset Branch - www.nas-northsomerset.co.uk

Our school has a range of policies regarding Child Protection, Equal Opportunities, Assessment, Behaviour Management, Risk assessments, Administration of Medicines policy, Accessibility plans and SEND to keep our children safe and well. These are all accessible on the website.

How can I make a complaint about provision made at Portishead Primary School?

The first point of contact for complaints is always the person concerned – this may be the class teacher or the SENCO. Explain your concerns to them first. If you are not satisfied that your concern has been addressed, speak to the Headteacher then ask for the Chair of Governors.

If you do not feel the issues have been resolved, and your child has SEND, then you can contact the Special Needs Officer. Please contact the SENCO for the contact details.

If your concern is with the local authority, contact the Special Needs Officer or the North Somerset Supportive Parents for advice.

If you feel you would like support with this, then the Supportive Parents are an independent organisation that can offer parents additional advice.