



This SEND Information Report was last updated in September 2025 and will be reviewed and updated annually.

"A child has a special educational need if they have a learning difficulty or disability which requires special educational provision to be made which is different from or additional to that normally available to pupils of the same age." SEND Code of Practice 2015

What Special Educational Needs and Disabilities (SEND) do we support at Portishead Primary School?

The 0-25 SEND Code of Practice (2015) identifies 'four broad areas of [special educational] need and support' (see section 6 for detailed descriptions)

- Communication and Interaction (Speech language and communication difficulties, including Autism)
- Cognition and Learning (Specific learning difficulties, including Dyslexia)
- Sensory (Hearing and Vision) and Physical difficulties/ disabilities
- Social, Emotional and Mental Health difficulties

The 0-25 SEND Code (2015) emphasises: 'The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. In practice, individual children or young people often have needs that cut across all these areas and their needs may change over time...' (section 6.27)

This SEND Report has been written in-line with legislation from [section 69 of the Children and Families Act 2014](#), [regulation 51 and schedule 1 to the Special Educational Needs and Disability Regulations 2014](#) and [The 0-25 SEND Code of Practice \(2015\)](#)

Further detailed information can be found by reading our SEND Policy and Accessibility Plan, both available on our school website.

At Portishead Primary School we aim to provide an inclusive education for all of our pupils which meets their individual needs and removes barriers to learning. We are a nurturing school which places pupil wellbeing at the heart of all our decision making. We provide a broad and balanced curriculum which both inspires and encourages independent learning. Within this curriculum we support all of our children, no matter their level of ability. Whether they have exceptional abilities and talents, face particular challenges in their learning, or have medical or emotional needs, everyone is included at an appropriate level. Our staff aim to develop excellent working relationships with pupils and parents, which enables them to encourage our pupils to aim high and achieve their very best.

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How do Portishead Primary School identify if my child has a Special Educational Need or Disability (SEND)?

SEND can be identified at an early age and for some of our pupils their needs may have been identified prior to them attending our school. In this instance detailed liaison with the child's Pre-school or transfer school, if moving from another school and the North Somerset SEN Team, is conducted by the SEND co-ordinator (SENDCo). At the point of admission, it is vital that as a school we are fully prepared so that we are able to meet a child's needs appropriately and to the best of our ability.

However, for some pupils their Special Educational Needs or Disabilities can emerge later. At Portishead Primary School, in-line with the 0-25 SEND Code of Practice, the class teacher is responsible for their pupils' education. Class Teachers will observe and monitor assessments of pupils regularly, to identify students who may be making less progress than expected given their age and individual circumstances. Persistent withdrawn and disruptive behaviours can also be taken into consideration. High quality first teaching is differentiated for individual pupils within each class. If a pupil is not making the expected progress and is performing below Age Related Expectations (ARE) they will be raised at Pupil Progress Meetings and SEND meetings held with the Senior Leadership Team which includes the SENDCo. Concerns might also be raised to the schools by a parent or guardian and the first point of contact should be the Class Teacher.

Teachers will discuss any concerns with parents, and what can be done to assist children in getting back on track. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND. When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our Universal Provision offer, or whether something different or additional is needed. If a child's needs can be met through our Universal Provision offer, they may be placed on our SEND monitoring list which is informally reviewed by teachers regularly. If something different or additional is needed, a pupil will be recorded as "SEN Support" and recorded on our SEN register

A Graduated Approach will be taken which may lead to targets being written for the child. This follows the four steps (Assess, Plan, Do, Review). Teachers will meet with parents at the end of Terms 1,3 and 5 to discuss these targets. At the second "review" stage, if concerns continue or if progress is not made, liaison with external agencies or health professionals such as Speech and Language therapists, Community Paediatricians, Occupational Therapists and Educational Psychologists may be considered.

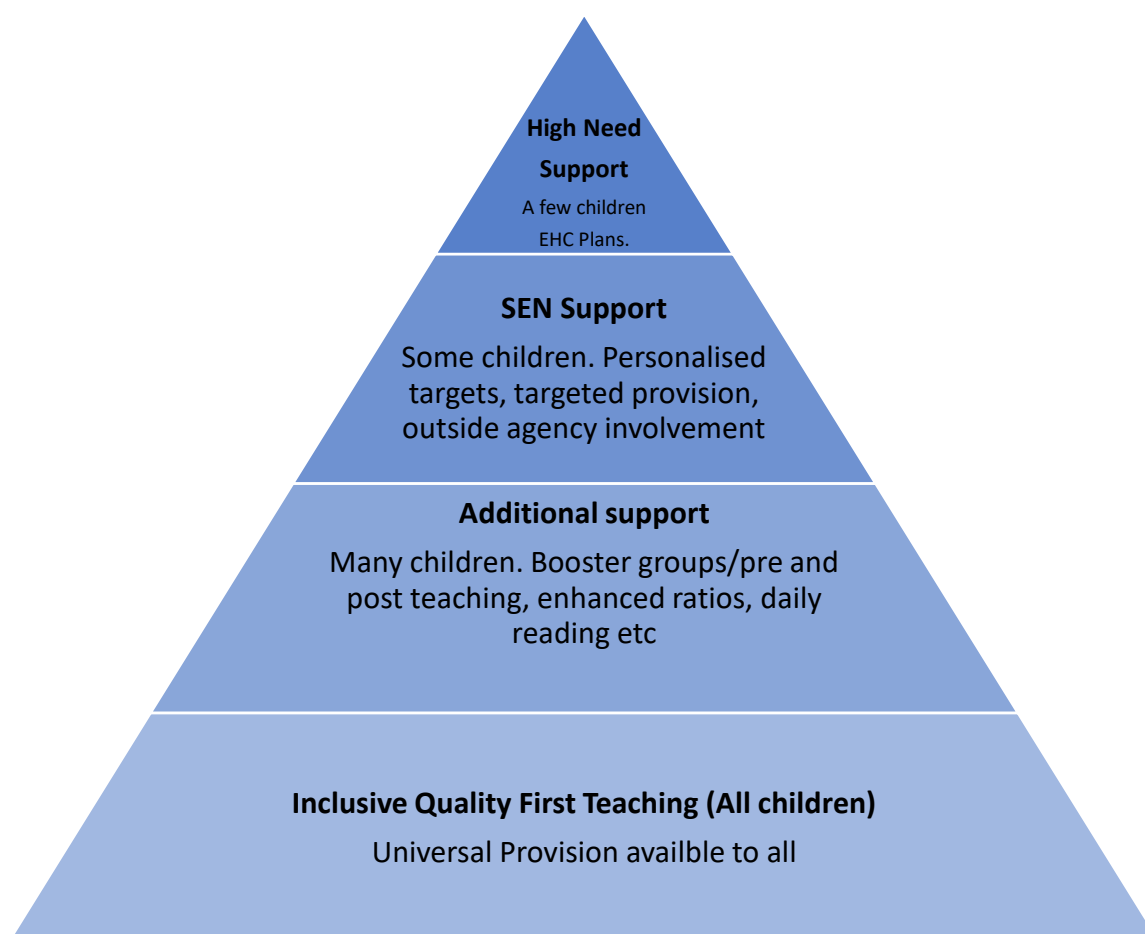
Open communication with parents and guardians through all stages is vital in supporting the pupil.

What are the different types of support available for my child?

We provide a wide range of supportive strategies at Portishead Primary School, dependant on the level of need and for pupils with or without an Education Health and Care Plan (EHCP). These strategies and interventions are outlined in detail in our Provision Maps, which are available from class teachers. A brief, and by no means exhaustive, description of the support available is:



- High quality first teaching, following an Explicit Instruction approach.
- Universal provision offer (reasonable adjustments to normal classroom practice to ensure inclusion of all pupils)
- Intervention groups — tailored support for small groups.
- Targeted support within class e.g. differentiated tasks, spelling support, use of ICT, Learning Support Assistant in small groups, scaffolding, assistive technologies.
- Where appropriate, some 1:1 support for personal targets.
- Specialist support from external agencies that will be accessed after two Graduated Approach cycles have been completed.



What are the specialist services that Portishead Primary School can access?

When a pupil has a specific need, we can access support from specialists such as Educational Psychologists, Speech and Language Therapists, Occupational Therapists, Behaviour Support, SEN Advisory Teachers etc. Parents' consent is always required before any referral can be made and we will complete two cycles of the Graduated Approach to determine if a need cannot be met by our own expertise.



What training is provided for staff ?

We ensure that our staff have regular training and professional development related to Special Educational Needs and staff are able to access a range of support from professionals with a wide range of expertise. Staff work in teams to share knowledge, expertise and best practice. Senior Leaders offer staff advice and training on quality first teaching, differentiation and scaffolding within the classroom and strategies for supporting individual needs. External specialists may be used to deliver additional specific training when required as part of our staff's continuing professional development. Our most recent training has been related to specific educational needs associated with "Dyslexia", "Autism", "Attachment", "ADHD", "Speech and Communication" and "Trauma informed practice".

Our staff have regular training during staff meetings and INSET days but are actively encouraged to complete online training courses to further develop their own skills and knowledge related to pupils with SEND. In order to ensure compliance with Local Authority standards our staff working with pupils with ASD, attend Autism training at least every 3 years.

How do you involve my child?

Pupils are encouraged to talk about their learning and future outcomes particularly their targets. Pupils are involved in reviewing their personalised, SMART targets. Opportunities to talk about what works well for them and what could be even better – "One Page Profiles" are produced for our SEN Support pupils and also incorporate parental views and contributions. These profiles enable staff to have a picture of the needs associated with a pupil and ensure that transitions run as smoothly as possible.

How will I know about my child's progress?

At Portishead Primary School we have a wide range of ways of communicating with parents. Just a few of the opportunities would be:

- Discussions with class teachers
- Parents' evening consultations
- Annual reports
- Home-school communication books
- Discussions with SENDCO and/or Head Teacher
- Annual review meetings for pupils with EHCPs.
- Multi-agency review meetings
- Target review meetings (If your child is on the SEN register, their class teacher will set personalised targets; which are informally monitored every three weeks and then formally reviewed bi-termly by the Class Teacher as well as being monitored using the school's assessment system by the SENDCO. The targets set are SMART (Specific, Measurable, Achievable, Realistic, Time scaled).

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How will my child be included in the school curriculum?

All children are included and considered in all areas of the curriculum, through differentiation of tasks and where appropriate the use of physical aids, scaffolds and resources aimed at improving the accessibility for all pupils whatever their needs. We aim to include all children on school trips, making alternative provision, where necessary, to enable this to happen successfully. Risk assessments are carried out prior to any off site activity ensuring everyone's health & safety is considered. Where your child is supported by additional adults, they will continue to have this support whilst out of school on a trip or working outside the classroom. All necessary resources and medical equipment will be taken on the trip and staff trained accordingly.

How accessible is Portishead Primary School to pupils with SEND?

Our school is accessible for anyone with physical difficulties or disabilities. We are wheelchair accessible with level access to buildings and disabled toilets are easily accessible. We have a lift for accessing the first floor. Specialist equipment can be adapted or purchased for individual pupils if required. We liaise with EMAS (Ethnic Minority Achievement Service) and SSE (Support Services for Education—Somerset County Council) who assist us in supporting our families with SEND and / or with English as an additional language. Our Accessibility Plan is available on our website and contains further detail and information.

How will Portishead Primary School support my child's transitions to their schools or moving on to a new setting?

Pupils with additional needs have an enhanced transition programme when transferring between settings or Year Groups. This can be discussed with your child's class teacher and/or the SENDCO. We would encourage all new children to visit the school prior to starting when they will meet their new Class Teacher and to be shown around the school. When children are preparing to leave us for a new school, typically to go to Secondary education, we arrange additional visits and a planned programme of "Enhanced Transition Visits". We liaise closely with Staff when receiving and transferring children to different schools ensuring all relevant paperwork is passed on, in-line with GDPR, and that all needs are discussed and understood.

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

Our PSHE curriculum (Jigsaw) promotes all pupils to develop a healthy social and emotional wellbeing as well as appreciating diversity. For some pupils there are opportunities for enhanced learning to further develop their social and emotional skills. Individual pupils can talk with a trained mentor about any concerns or anxieties. Specific plans will be put into place for pupils experiencing difficulties with behaviour and those needing medical support or intimate care. A number of our staff are trained as "Mental Health First Aiders" and we have children's mental health as a priority within our staff training

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and development. If you require further information, support or guidance, this can be found on our school website or by contacting the relevant agencies:

- SHOUT - text 'Shout' to 85258 for 24/7 crisis text support
- Childline - under 19s can call 0800 1111 for free, confidential support
- Kooth - go to Kooth.com
- The Mix - call 0808 808 4994 for free – lines are open from 11am to 11pm every day or go to www.themix.org.uk

How are resources allocated and matched to pupils' SEND needs?

The SENCO, Senior Leadership Team and class teachers meet regularly to discuss, review and deploy staff and resources as appropriate to best meet the needs of the pupils. All support and additional resources are allocated on a needs basis and each pupil will be considered individually so that a personalised programme can be provided. Some pupils have a very high level of need and may require additional support from adults. This is usually provided with the additional financial support from North Somerset. This additional funding must be applied for from the Local Authority. To receive Funding a pupil must have an Education Health and Care Plan (EHCP.)

How do we assess the effectiveness of our SEND provision?

- The Governor with responsibility for SEND is Mr Adam Bishop.
- The Governor with responsibility for SEND meets regularly with the SENDCO to discuss the needs of the children in school and to evaluate the provision. They also report to the Governors.
- The SENCO meets regularly with the Head teacher to monitor provision and progress in place for children with SEND as well as assessing the impact of provision and next steps.

Who can I contact if I have concerns about my child or would like to make a complaint?

1. Your first point of contact should be your **child's class teacher**.
2. Make an appointment with Mrs Louisa Merriam (SENDCO) she can be contacted on school.office@portisheadprimary.co.uk or by telephone on 01275 843360.
3. Make an appointment with Mrs Lucy Sargent, our Headteacher, to discuss your concerns.
4. Refer to our complaints policy on our school website.
5. Refer to [North Somerset Local Offer](#).

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Who should I contact if I am hoping to send my child to Portishead Primary School?

Contact the school office (01275 843360) to arrange to meet the Head teacher Mrs Lucy Sargent or the SENCO Mrs Louisa Merriam. We would love to welcome you for a tour of our school so that you can see it in action!

Who can I contact for additional support?

- [SEND and YOU](#) (Formerly Supportive Parents)
- North Somerset's [Local Offer for Special Educational Needs and Disability](#).
- [Contact a family](#) - For families with disabled children. Access to over 170 languages

Where can I find additional information relevant to Portishead Primary School?

You can read our school policies on relevant issues and find out more information from our website. Some of the most relevant policies include:

- Special Educational Needs policy
- Supporting pupils with medical needs
- Accessibility Policy (Plan)