



Portishead Primary School SEND information Report

Academic Year: 2025–26

Date of last review: September 2025

Next review: September 2026

This SEND Information Report is published in accordance with:

- Section 69 of the Children and Families Act 2014
- Regulation 51 and Schedule 1 of the Special Educational Needs and Disability Regulations 2014
- The SEND Code of Practice: 0–25 years (2015), sections 6.79–6.82

Our SEND Ethos

At Portishead Primary School we are committed to providing an inclusive, nurturing education where all pupils are supported to achieve their best possible outcomes. We place pupil wellbeing at the heart of our decision-making and work in close partnership with parents, carers and external professionals to remove barriers to learning.

We recognise that SEND is a continuum and that pupils' needs may change over time. Our approach focuses on identifying needs early and providing timely, appropriate support.

Types of SEND We Support

We support pupils across the four broad areas of need identified in the SEND Code of Practice (2015):

- Communication and Interaction (including Speech, Language and Communication Needs and Autism)
- Cognition and Learning (including specific learning difficulties such as Dyslexia)
- Sensory and/or Physical Needs (including hearing or visual impairment)
- Social, Emotional and Mental Health (SEMH) needs

The purpose of identification is to determine the appropriate support required, not to place pupils into fixed categories.

How We Identify and Assess SEND

SEND may be identified prior to a child joining our school through liaison with pre-schools, previous schools and the Local Authority. Where needs emerge later, identification is led by the class teacher through ongoing assessment and observation.

If a pupil is not making expected progress despite high-quality, adaptive teaching, concerns are discussed with parents and raised at pupil progress and SEND meetings involving the SENDCo and Senior Leadership Team.



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Where needs can be met through adaptations to our Universal Provision, a pupil may be placed on our **SEND Monitoring List**. A child on our monitoring list will be reviewed after 12 weeks. If making appropriate progress, we may continue to monitor or remove them from the monitoring list. If they are not making sufficient progress despite interventions, we may move them to our SEND register.

If a pupil requires provision that is **additional to or different from that normally available**, they will be identified as receiving **SEN Support** and recorded on the SEND Register.

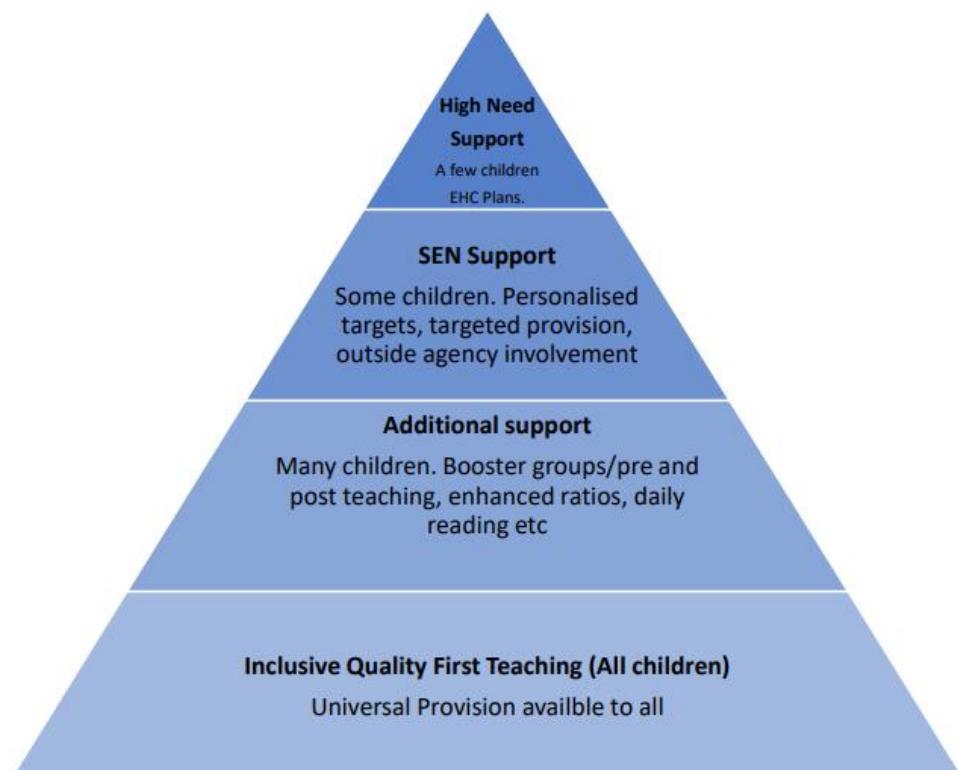
We follow a **Graduated Approach** of **Assess – Plan – Do – Review**, working in partnership with parents and pupils at every stage.

Supporting Pupils with SEND

Support is tailored to individual needs and may include:

- High-quality, inclusive classroom teaching
- Reasonable adjustments and differentiation
- Small group or targeted interventions
- In-class support and scaffolding
- Use of assistive technology
- Short-term or targeted 1:1 support where appropriate
- Specialist advice from external professionals following graduated cycles

Details of targets and interventions are recorded through target support plans, which are co-produced with parents, and are written and reviewed three times a year.





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Specialist Services We Access

Where required, and with parental consent, we may involve external professionals such as:

- Educational Psychologists
- Speech and Language Therapists
- Occupational Therapists
- Behaviour Support Services
- Specialist Advisory Teachers

Referrals are made following at least two cycles of the graduated approach unless needs are complex or urgent.

Training 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 activity 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.

Involving Parents and Carers

We work in partnership with parents and carers and involve them in all decision-making processes. This includes:

- Regular discussions with class teachers
- Termly parents' evenings
- Target review meetings for pupils receiving SEN Support three times a year
- Meetings with the SENCo and/or Headteacher
- Annual review meetings for pupils with EHCPs

Parents' views are recorded and considered as part of all reviews.



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Involving Pupils

Pupils are encouraged to share their views about their learning and support. This may include:

- Discussions about targets and progress
- One Page Profiles
- Contribution to reviews and transition planning

Assessing and Reviewing Progress

Progress is monitored through:

- Ongoing classroom assessment
- Review of SMART targets
- Formal termly reviews for pupils on the SEND Register
- SENDCo oversight of progress and provision
- Annual EHCP reviews where applicable

Adjustments to provision are made in response to progress and need.

Curriculum Access and Inclusion

All pupils with SEND are supported to access a broad and balanced curriculum. Adaptations may include:

- Differentiated tasks and resources
- Visual supports and scaffolds
- Physical aids or specialist equipment

We aim to include all pupils in school trips and activities, with reasonable adjustments and risk assessments completed where necessary.

Accessibility and Specialist Equipment

Our school site is accessible, including level access, disabled toilets and a lift. Where specialist equipment or adaptations are required:

- Needs are identified through assessment and professional advice
- Decisions are made by the SENCo in consultation with parents, staff and external professionals
- Equipment is sourced, adapted or purchased as appropriate

Further details are available in our Accessibility Plan.



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Supporting Wellbeing

Pupils' emotional wellbeing is supported through:

- Our PSHE curriculum
- Our whole school Nurture approach
- Targeted social and emotional interventions
- Access to trained mentors
- Mental Health First Aid trained staff
- Individual behaviour, medical or care plans where required

Supporting Transitions

We provide enhanced transition support when pupils:

- Move between year groups
- Join the school
- Transfer to secondary education or another setting

This may include additional visits, transition meetings and information sharing with receiving schools, in line with GDPR.

Funding for SEND

The school receives a **notional SEN budget** to support pupils with SEND at SEN Support level. This funding is used to provide additional staffing, interventions, resources and training.

Where a pupil's needs are significant and cannot be met through the school's resources, the school may request an **Education, Health and Care Needs Assessment** from the Local Authority. Pupils with an EHCP may receive additional top-up funding to support their needs.

Funding decisions are based on assessed need and reviewed regularly.

Evaluating SEND Provision

The effectiveness of SEND provision is evaluated through:

- Regular SENDCo and Senior Leadership reviews
- Monitoring of pupil progress and outcomes
- Feedback from parents and pupils
- Governor oversight of SEND provision

The SEND Governor meets regularly with the SENDCo and reports to the Governing Body.



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Raising Concerns or Making a Complaint

If you have concerns:

1. Speak to your child's class teacher
2. Contact the SENDCo – (sendco@portisheadprimary.co.uk / 01275 843360)
3. Contact the Headteacher – (school.office@portisheadprimary.co.uk)
4. Refer to the school's [complaints procedure](#)

You may also seek independent advice through the Local Authority Local Offer.

Local Offer

North Somerset's Local Offer provides information about SEND services, support and provision available locally, including health and social care services.

Further Information

Additional relevant policies include:

- SEND Policy
- Accessibility Plan
- Supporting Pupils with Medical Needs

Copies are available on the school website or from the school office.