



Portishead Primary School SEND Information Report

Academic Year: 2026–27

Date of last review: September 2026

Next review: September 2027

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, and 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, belonging and participation at the heart of our decision-making and work in close partnership with parents, carers and external professionals to identify and remove barriers to learning.

We recognise that SEND is a continuum and that pupils' needs may change over time. Our approach focuses on early identification, high-quality inclusive teaching and timely, evidence-informed support. During 2026–27 we are continuing to strengthen our universal provision, the deployment of Learning Partners, speech, language and communication provision, targeted interventions and systems for monitoring the attendance of pupils with SEND.

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, families and the Local Authority. Where needs emerge later, identification is led by the class teacher through ongoing assessment, observation and discussion with parents/carers.

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

Where needs can be met through adaptations to our Universal Provision, a pupil may be placed on our SEND Monitoring List. Pupils on the monitoring list are reviewed after approximately 12 weeks. If they are making appropriate progress, we may continue to monitor or remove them from the list. If they are not making sufficient progress despite appropriate support and intervention, we may identify them as requiring SEN Support.

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

During 2026–27 we are strengthening the range and use of SEND assessment tools available to staff. Additional assessment is used purposefully alongside teacher assessment, observation, pupil and parent voice and, where appropriate, specialist advice. Assessment findings are used to identify barriers and inform provision rather than as an isolated activity.

Supporting Pupils with SEND

Support is tailored to individual needs and may include:

- High-quality, inclusive and adaptive classroom teaching
- Reasonable adjustments, scaffolding and appropriate adaptations
- Small-group or targeted interventions
- In-class support from Learning Partners
- 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 reviewed three times a year.



During 2026–27 we are developing a more consistent approach to Wave 2 and 3 interventions. Learning Partners are receiving training and coaching in effective intervention delivery, baseline and entry assessment, progress tracking, clear exit criteria and evaluation of impact. Interventions are reviewed so that provision can be continued, adapted or stopped in response to evidence of pupil progress.

Learning Partners

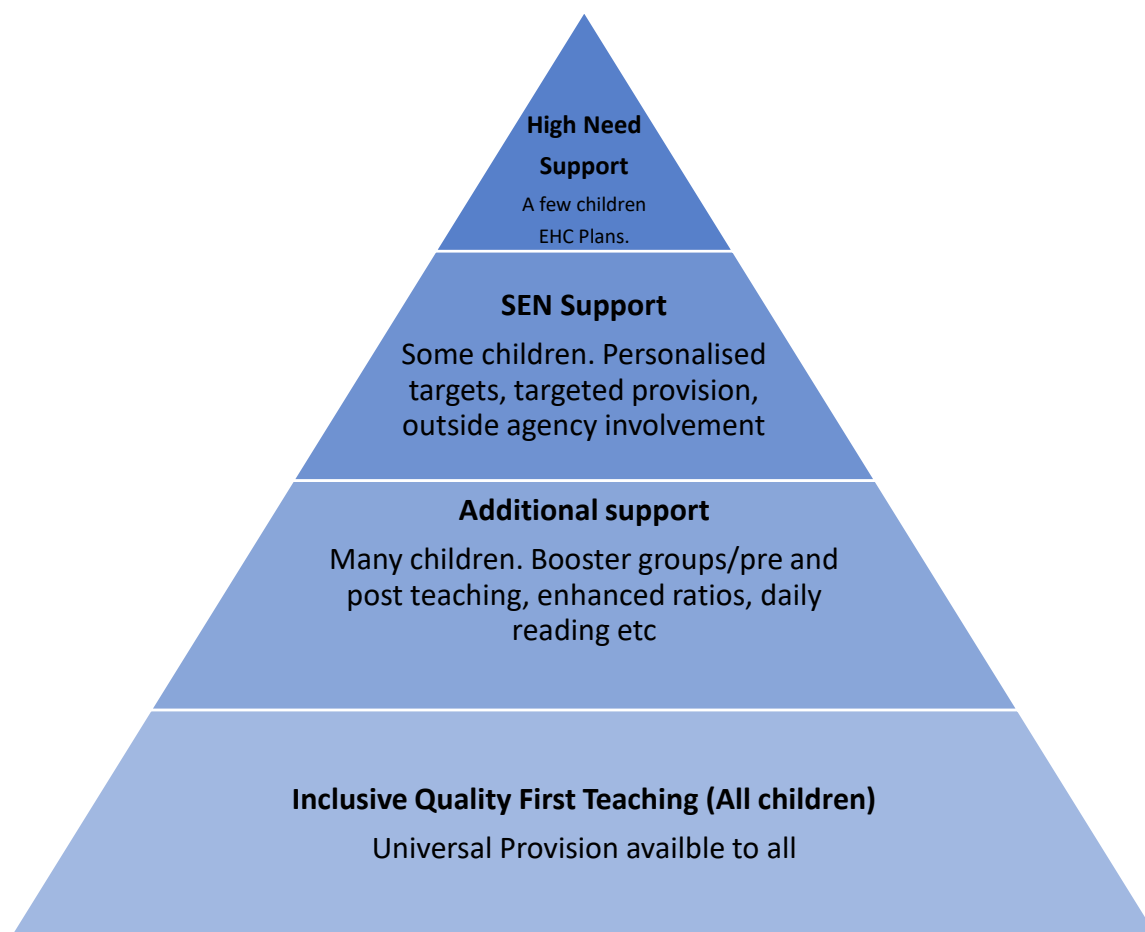
From September 2026 we are developing the role of Learning Partners across the school. The model is intended to ensure that additional adult support complements high-quality teaching, promotes pupil independence and is deployed in response to identified need.

A Learning Partner Development Team will support implementation during 2026–27. Training, coaching and monitoring will focus on effective scaffolding, communication, targeted intervention and supporting pupils to access classroom learning. This is an implementation and refinement year; the school will evaluate the model throughout the year and use the findings to inform further development in 2027–28.

Speech, Language and Communication

Speech, language and communication are central to pupils' learning, relationships and ability to express their needs. During 2026–27 the SENDCo and EYFS Lead are undertaking the Speech & Language Essentials for Every School programme and will use this learning to strengthen whole-school practice.

Alongside WellComm screening, the school will use a communication audit and staff development to establish more consistent communication-friendly approaches in classrooms. Screening and assessment information will be used to identify pupils who may benefit from targeted support and, where appropriate, to provide evidence for referral to specialist services.



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 normally made following graduated cycles of Assess – Plan – Do – Review unless needs are complex or urgent.

Training for Staff

We ensure that staff have regular training and professional development related to SEND and are able to access support from professionals with a range of expertise. Staff work in teams to share



knowledge, expertise and effective practice. Senior Leaders and the SENDCo provide advice, training and coaching on inclusive and adaptive teaching, scaffolding and strategies for supporting individual needs.

External specialists may be used to provide additional training where required. Recent and planned development includes Dyslexia, Autism, Attachment, ADHD, Speech, Language and Communication, trauma-informed practice, Learning Partner deployment and the effective delivery and evaluation of targeted interventions.

Staff receive development through staff meetings, INSET, coaching and appropriate online learning. Staff working with pupils with autism access relevant training in line with local expectations and identified need.

Involving Parents and Carers

We work in partnership with parents and carers and involve them in decision-making. 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 SENDCo and/or Headteacher
- Annual review meetings for pupils with EHCPs

Parents' views are recorded and considered as part of reviews. Where attendance is a concern, we work with pupils and families to understand barriers and agree appropriate support.

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
- Pupil voice about the support and adjustments that help them to participate and learn

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, provision and intervention impact
- Entry and exit assessment for targeted interventions where appropriate
- Annual EHCP reviews where applicable

Adjustments to provision are made in response to progress and need. During 2026–27 the school is strengthening the consistency with which targeted interventions are evaluated so that decisions about provision are informed by evidence.

Curriculum Access and Inclusion

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

- Adapted tasks and resources
- Visual supports and scaffolds
- Pre-teaching or additional practice where appropriate
- Physical aids, assistive technology or specialist equipment
- Support from Learning Partners where this helps pupils access teaching and develop independence

We aim to include all pupils in school trips, clubs 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 SENDCo in consultation with parents, staff and external professionals, and equipment is sourced, adapted or purchased as appropriate. Further details are available in our Accessibility Plan.

Supporting Wellbeing, Attendance and Belonging

Pupils' emotional wellbeing and sense of belonging are 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



During 2026–27 we are implementing a strengthened SEND attendance review system. Attendance information for pupils with SEND is reviewed regularly to identify emerging patterns and persistent absence. Where concerns are identified, staff work with pupils and families to understand barriers, agree targeted support and review the impact of actions taken.

The additional implementation work during 2026–27 is intended to establish sustainable systems for SEND attendance analysis, early identification and review within the school's normal attendance processes.

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, visual information and appropriate information sharing with receiving schools, in line with data protection requirements.

Funding for SEND

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

During 2026–27 the school is also using time-limited Inclusive Mainstream Fund investment to strengthen inclusive provision and build sustainable capacity. This includes Learning Partner development, speech and language screening and training, SEND assessment, targeted intervention systems, SEND leadership implementation activity and SEND attendance systems.

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, participation and outcomes



- Review of targeted intervention entry, progress and exit information
- Developmental Drop-Ins and review of Learning Partner deployment
- WellComm screening and re-screening information where appropriate
- Half-termly review of SEND attendance patterns and identified pupils
- Feedback from parents, pupils and staff
- Governor oversight of SEND provision

The SEND Governor meets regularly with the SENDCo and reports to the Governing Body. Formal implementation reviews will take place in December 2026, April 2027 and July 2027. The July 2027 review will identify which approaches are sufficiently embedded to move towards sustain and which require continued implementation and refinement during 2027–28.

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 education, health and social care services.

Further Information

Additional relevant policies include:

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

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

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