

# SEND Policy 2022



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| Author                                 | Claire Hardwidge   |
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| Approved by Local Governing Body:      | 18 May 2022  |
| Chair of Governors:<br>Mrs Helen Dawes | H Dawes  |
| Headteacher:<br>Mr Richard Riordan     |  |

## **Portishead Primary School beliefs and Values:**

This Inclusion Policy has been approved by the staff and governors of Portishead Primary School. Portishead Primary School values the individuality of all children. Diversity is valued as a rich resource which supports the learning of all. We are committed to giving all our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs and educational experiences are provided which develop pupils' achievements and recognise their individuality. We offer a broad, balanced, relevant and challenging curriculum and have high expectations of all our children. The achievements, attitudes and well-being of all our children matter. This policy helps to ensure that the school promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background.

## **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

## **SENCo:**

The SENCo for Portishead Primary School, with responsibility for overseeing school aged children from Reception to Year 6, is Claire Hardwidge. Claire successfully completed the NASENCo award in 2016. The SENCo is a member of the school's Senior Leadership Team. The SENCo is non-teaching and offers an open-door policy for parents / carers should they need to contact her about any concerns or difficulties they are experiencing.

## **Aims**

Portishead Primary School aims to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils or groups of pupils and to raise the aspirations and expectations of all learners. This means that equality of opportunity must be a reality for all our children. We make this a reality through providing a focus on outcomes for children and young people and not just on hours of provision / support and through the attention we pay to the different individuals and groups of children within our school:

- girls and boys;
- minority ethnic and faith groups;
- children who need support to learn English as an additional language (EAL);
- children with additional learning needs;
- more able children;
- children who are at risk of disaffection or exclusion;
- travellers;
- Asylum seekers.

## OBJECTIVES

- To work within the guidance provided in the SEND Code of Practice, 2014.
- Ensure the school's inclusion policy is implemented consistently by all staff.
- Ensure any discrimination or prejudice is addressed and eradicated.
- Identify barriers to learning and participation, and provide appropriately to meet a diversity of needs.
- Ensure all pupils have access to an appropriate differentiated curriculum.
- Recognise, value and celebrate pupils' achievement, however small.
- Work in partnership with parents/carers in supporting their child's education.
- Guide and support all school staff, governors and parents in inclusion issues.
- To operate a "whole pupil, whole school" approach to the management and provision of support for children with additional needs and disabilities.
- To provide a SEND Coordinator (SENDCo) who will work with the SEN Inclusion Policy.

## IDENTIFYING SPECIAL EDUCATIONAL NEEDS

'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. Our staff have high levels of skills, knowledge and expertise in providing first class education for children with a range of needs. This includes:

### 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

- Attention Deficit Hyperactivity Disorder (ADHD)
- Eating Disorders
- Depression

### 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.

The purpose of identification is not to fit children into one of these categories but to work out what action the school needs to take in order to address a child's particular needs. Our staff work closely with parents / carers, the child and external professionals to ensure a clear picture of the whole child, not just the special educational needs of the child. This allows the school to put the best provision in place to meet the needs of each individual child.

### **What is NOT SEND but may impact on progress and attainment:**

- 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.

## **A GRADUATED APPROACH TO SEN SUPPORT**

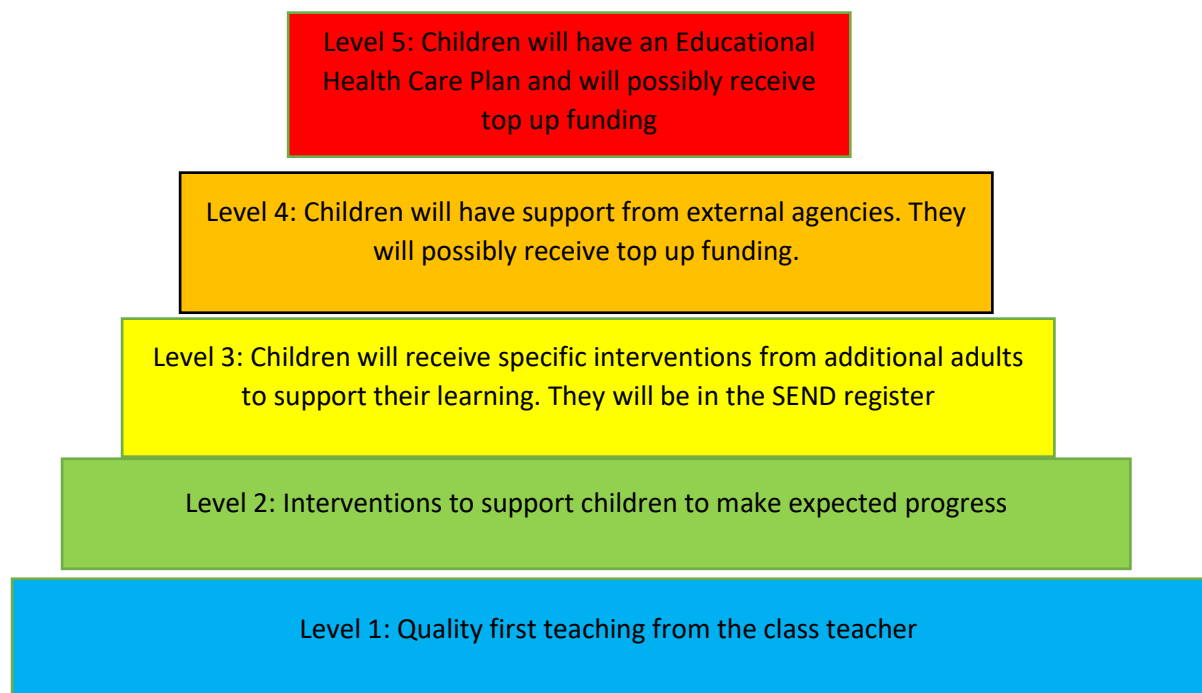
Staff at Portishead Primary School have high levels of skills, knowledge and expertise in providing first class education for all children, regardless of need. The school believes in a graduated approach to SEN. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN before they are put onto the SEN register. If a child continues to have difficulties or to make inadequate progress, a referral is made to the SENCo for more specific and individual support. Whilst this is the aim, there may be children who needs present at a high level and need to be placed upon the register immediately. Any child requiring support within school from an external agency will be placed upon the register as SEN Support. Parents will always be contacted and consent obtained before any referrals to external agencies are made. Parents will be informed if their child needs to be placed on the SEN register.

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. As a school we regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving teachers' understanding of strategies to support vulnerable pupils and their knowledge of the SEN most frequently encountered. As a school we firmly believe that additional intervention and support cannot compensate for a lack of good quality teaching.

The decision to make special educational provision is made by the SENCo. The teacher and SENCo consider all the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This will include high quality and accurate formative assessment, using effective tools and early assessment materials. For children with higher levels of need, the school works closely with external agencies and professionals through regular meetings and reports. We encourage parents and, where appropriate, children to contribute to these meetings as we believe it is important to gather a picture of the child as a whole. Parents / carers, as well as the child, are invited to provision meetings at least 3 times a year where targets can be reviewed and new targets set. We value the contribution of parents / carers at these meetings and believe that they help to provide a more holistic support for the child.

## MANAGING PUPILS NEEDS ON THE SEN REGISTER

There is now a single category of support, SEN SUPPORT, replacing the old School Action and School Action+ categories. In order to ensure that the school are effectively managing a graduated response, a level system has been put into place as illustrated by the pyramid below:



Children on the register are recorded as SEN SUPPORT with the interventions that support them throughout the year. This allows the school to continue to monitor the numbers of children requiring additional support from external agencies and the number supported in school. It also helps to identify trends in need which may be able to be addressed without the need for SEN support.

## SEND provision

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 and SENCO as **SEN support**.

SEND 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 Inclusion Leader and the child's class teacher decide that the child needs **SEN support** then a graduated approach is taken to support them. The child is offered 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. Advisory teacher
  - ✓ Access to a Safe Haven at lunchtimes

Whilst there are some interventions such as Reading partners and 1st class @ numbers which are regularly used to support children, other interventions are responsive to the needs of the child and specifically managed to meet those needs. These interventions are given agreed timings and are reviewed halfway through by the teacher and the intervention teacher / TA to ensure that the intervention is effective and working in class. If not, the intervention is adapted or alternative provision sought. The person delivering the Intervention is responsible for maintaining and updating the records / plan for the intervention in collaboration with the class teacher and the intervention manager. The class teacher continues to hold responsibility for evidencing progress according to the outcomes described in the plan. Information received from intervention tutors feeds in to pupil progress meetings and discussions with parents.

If the school identifies we are unable to meet the needs of a pupil through our own provision arrangements, a referral to an external agency will be considered. Again, this involves discussion between the class teacher and the SENCo and, where appropriate, parents / carers, the child and other adults who have worked with the child. Evidence from school-based interventions will be considered as the basis for seeking further support.

The SENCo is responsible for engaging additional support / specialist services. Many of these services are paid for by the Local Authority, where this is not the case, money from the SEN budget will be used, where appropriate, or discussions held with the Local Authority re: funding. The SENCo is also responsible for applying for and managing additional or 'Top-Up Funding' for those children with very high levels of need. This is done on three occasions a year using information gathered by the teacher, parents / carers, additional staff who have worked with the child and external / specialist agencies working or who have worked with the child. Parents are informed of the outcome and how this support will be used in school.

For further information, please see the Local Authority's Local Offer:

<http://www.nsomersetcsd.org.uk/kb5/northsomerset/fsd/family.page?familychannel=5000>

The SEN register is regularly reviewed (a minimum of 3 times a year) and children no longer requiring additional support will be removed from the register. It is important to us as a school that the SEN register reflects the level of need within the school and that children do not remain on the register if they no longer have additional needs. Once a child has been taken off of the register they can be put back on at any time if their needs change.

## **SUPPORTING PUPILS AND FAMILIES**

Portishead Primary school values the contribution and support from parents / carers and recognises the importance of working with parent / carers to support a child with additional needs. The school website has a detailed SEN section which is regularly updated. The school SEN information report can be found here along with links to the Local Authority local offer which will help to signpost parents / carers. Portishead Primary School accept admissions throughout the year dependent on numbers on roll. Children with Statements / EHC plans are considered in collaboration with the Local Authority SEN team. For full details on the admissions process, please see the school website or contact the school direct. [www.portisheadprimary.co.uk](http://www.portisheadprimary.co.uk)

We regularly work with a variety of external agencies including: Community Paediatrics, Social Care, OT, Speech and language, Educational Psychologists, Advisory teachers, Disabled Children's Team, the Voyage Learning Campus, PSCOs and the local Police force. This allows us to ensure that we are able to provide or to signpost the best possible support for children and families.

## **TRANSITION AND EXAMS**

The Head in liaison with the SENCo is responsible for access arrangements for exams and assessments. In collaboration with external agencies, children requiring additional support are identified early and the appropriate access arrangements made including: extra time, use of a parenthesis, larger print exam materials and readers.

We know that a good transition between the stages of a child's education helps them to feel safe and to continue to progress. We plan carefully for:

- School entry from home or Nursery
- Movement between key stages and between classes
- Movement to Secondary Schools
- Movement between primary schools for children who enter or leave at different times.

The school works closely with previous schools and future schools to ensure that transitions between providers are as smooth as possible. Transition is personalised to meet the needs of individual children but may include: extra visits, shared provision or additional meetings including parents / carers and children. Transition within school is also considered and some children will have additional transition arrangements for movement between year groups or key stages. Parents are involved in this process which also helps us to identify needs for holidays and extended periods of absence from school. These programmes are personalised to meet the needs of the children and families.

## **SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS**

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some children may also have special educational needs (SEN) and may have a statement, or Education Health and Care plan (EHC) which brings together health and social care needs as well as their special education provision. For more information, please see the school's policy on supporting pupils with medical conditions which can be found on the school website.

## **MONITORING AND EVALUATION SEND**

Monitoring and evaluation of SEND practices and provision is taken very seriously at Portishead Primary School and forms part of the school's main Monitoring and Evaluation Cycle which takes place 3 times a year. In addition, both SEN and Intervention are monitored independently 3 times a year through observations, learning walks, parent, pupil and staff views, scrutiny of planning and work. Findings are fed back to staff with future outcomes identified. Data is also closely scrutinised by both the SENCo and the teacher to ensure that SEN learners are making good progress and that interventions are providing good results. As part of the school's Assess-Plan-Do-Review approach, the effectiveness of interventions is continually adapted and updated to ensure the needs of the children are met. Provision is flexible to allow the results of these evaluations to have an impact. Reports are produced at least annually and shared with the SLT and Governors. This promotes an active process of continual review and improvement of provision and ensures that we are consistently providing high quality provision to all our pupils.

## **TRAINING AND RESOURCES**

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff undertake regular training and development. This includes weekly staff meetings with internal and external trainers, attendance on network and cluster meetings and training outside of school provided by highly qualified trainers. The SENCo maintains a log of the training attended by staff and is responsible for arranging or providing specific training for any member of staff who needs it. This includes support staff as well as teachers. Training needs are identified through staff questionnaires, appraisals and through discussions with staff. This is an ongoing process which is responsive to the needs of staff who can ask for support and training at any time. Training is funded through either the SEN budget or the designated CPD budget.



All new members of staff undertake induction on taking up a post and this includes explanation of the systems and structures in place around the school's SEND provision and practice. If appropriate, this will include a meeting with the SENCo to discuss individual children. All staff, at the start of the new school year, meet with the SENCo to discuss any children with additional needs in the class. Through meetings and questionnaires, additional resources that are needed are identified and purchased using the designated SEN budget. Resources suggested by external agencies and professionals are, within reason, also purchased through this budget.

The SENCo is a member of the LSP SENCo network and attends meetings, which take place a minimum of three times a year, in order to keep up to date with local and national updates in SEND.

## **ROLES AND RESPONSIBILITIES**

### **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 children by identifying, planning and delivering any additional help may be needed (through targeted work or additional support) and informing the Inclusion Leader. They ensure that specific strategies (which may be suggested by the Inclusion Leader) 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) working with the child either individually or as part of a group. This support will be explained to parents by the class teacher.

### **The Inclusion Leader**

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 parents are -  
Involved in supporting your child's learning  
Kept informed about the support their child is getting  
Involved reviewing how they are doing
- Liaising with outside agencies to support children'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 Inclusion Leader 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 Inclusion Leader
- The Headteacher decides on the deployment of resources for Special Educational Needs and Disabilities following advice from the Inclusion leader, 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.
- Meeting regularly with the SENCO to discuss provision
- They are responsible for ensuring that SEN provision is effective and adhering to relevant legal policies and practices.

## STORING AND MANAGING INFORMATION

The school undertakes to ensure the security of personal data to prevent unauthorised individuals and staff from gaining access to personal information.

- The school building is fully alarmed whenever unoccupied, the alarms being set by the Caretaker or Main Key holder.
- During school hours external gates are locked and access to the building is only through the security door at reception.
- All personal data on paper is kept in the Admin or Headteacher's office in filing cabinets. The office doors are lockable when staff are not in them.
- Personal data on the computer can be accessed only by authorised personnel using individual passwords. Passwords are changed regularly.

In addition, SEN records are kept locked securely in a filing cabinet in the SENCo office. All staff use encrypted flash drives to protect child information stored on them. When a child leaves the school, all SEN information is passed on, securely, to the next school, nothing is kept at Portishead Primary. For more information please see the school's data protection policy.

## ACCESSIBILITY

Portishead Primary school is on two levels with several disabled access toilets. Wide corridors a lift and doorways allowing easy access for anyone in a wheelchair. For further information on accessibility, please see the school's accessibility policy.

Through regular training and high-quality teaching, barriers to learning are quickly removed and identified. When children with potential access difficulties start school, the SENCO and teachers work closely with external agencies to ensure appropriate training, modifications to the environment and provision is in place to support that child. Delivery of information to both parents and children is adapted, as necessary, on an individual basis. The school is developing a positive discrimination approach to all children including the use of personalised learning packs, increased visual and non-verbal information, including visual timetables and instructions, and modifications to the classroom environment. Parents / carers are also able to access written information through alternative means if requested.

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. If a 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 a 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.

## **DEALING WITH COMPLAINTS**

We have policies in place that aim to resolve problems swiftly, fully and efficiently. For further information please see our complaints policy and the section on the website. If parents / carers of children with SEN are not satisfied that the school has resolved their complaint they can contact Anthony Webster, the SEN Officer for the school (Anthony.webster@n-somerset.gov.uk, 01275 888 299) or contact a member of the SEN team at the Town Hall by calling 01934 888888. SENDIASS can also provide support if parents / carers feel the complaint has not been resolved. They can be contacted on 0117 989 7725.

## **BULLYING**

The school has a detailed Anti Bullying policy which can be found on the website. This details the schools approach and response to bullying. As a school we do not discriminate between any type of bullying and bullying of a child due to SEN or disability will be treated in the same way as the bullying of a child without SEN or disability. The school holds an anti-bullying week once a year involving parents/carers to raise awareness of the issues surrounding bullying and the school's approach to tackling the issue. The school has anti-bullying ambassadors who listen to concerns of pupils and raise them with the appropriate adults.

The school curriculum through e-safety, circle time, citizenship and individual lessons promotes inclusion and addresses the specific needs of some children across the school. All accusations of bullying are taken seriously and the school works hard, in liaison with parents / carers and external professionals, to address any issues as they arise.

## **FURTHER INFORMATION**

For further information, please consult the school website [www.portisheadprimary.co.uk](http://www.portisheadprimary.co.uk) which includes a list of the policies referred to and further information relating to SEND including the SEN Information report.