



SEN policy and information report

Approved by: Governing Body

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1. Aims

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND
- Enable early identification of children with SEND in order to ensure that their needs are met.
- Establish an entitlement of access to the whole National Curriculum for all pupils.
- Establish expectations for all teaching staff to provide adequately for children with SEND.
- Promote continuity and coherence of SEND provision across the school.
- Record the strategies used to meet the objectives outlined in the rationale.
- Record the strategies used to fulfil the expectations of the SEND Code of Practice.
- Establish an understanding of what we mean by ‘Special Educational Needs and Disabilities’.

Portway Junior School is an inclusive school where pupils are seen as individuals. All children have the capability to learn and as a school we endeavour to find an approach that works for each pupil to enable them to reach their potential. We are a school which prides itself on fostering a nurturing approach to all pupils. We recognise that children learn best when they are happy and they feel safe and valued within a rich learning environment.

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) (January 2015) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools’ responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools’ responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

3. Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Roles and responsibilities

4.1 The SENCo

The SENCo is Katie Norton

She will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEN support
- Alongside the headteacher, will advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with previous and potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

4.2 The SEN governor

The SEN governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCo to determine the strategic development of the SEN policy and provision in the school

4.3 The headteacher

The headteacher will:

- Work with the SENCo and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Keeping Provision Maps, Pupil Passports and Pupil Progress Trackers up to date for each child on the SEN register
- Working with the SENCo to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

5. SEN information report

5.1 The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum condition, speech and language difficulties
- Cognition and learning, for example, dyslexia, poor working memory,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD), autistic spectrum condition
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties,
- Moderate and multiple learning difficulties

5.2 Identifying pupils with SEN and assessing their needs

At Portway, children are identified as having SEN through a variety of means, usually a combination of some of the following:

- Liaison with previous school
- Child performing significantly below age related expectations
- Concerns raised by parent
- Concerns raised by teachers
- Liaison with external agencies
- Children with an EHCP (Education and Health Care Plan) will already have many of their needs clearly identified

5.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents. We will formally notify parents when it is decided that a pupil will receive SEN support and each term, will invite them to join school staff for a Plan Do Review Meeting

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

Class and support teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national standards
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

5.5 Supporting pupils moving between phases

We work closely with all feeder primary and infant schools and with receiving secondary schools, sharing information with them and holding transition partnership meetings for those children for whom transition is likely to prove most challenging. Often children will make several extra familiarization visits.

5.6 Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

Quality first teaching is our first step in responding to pupils who have SEN. Most children learn in the classroom, with their peers, with tasks adapted, differentiated and scaffolded as required.

We will also provide the following interventions:

- Phonics based reading and spelling programmes: RWI, Nesy, Catch Up
- Precision Teach
- Junior Language Link
- Body breaks and sensory integration support
- Pastoral and emotional support
- Individual programmes such as Lego Therapy, Nurture group, *The Homunculi Approach*

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, radio aids etc.
- Differentiating our teaching, for example, giving longer processing times, use of Widgit visuals, pre-teaching of key vocabulary, reading instructions aloud, etc.
- The school site is wheelchair and sight-impaired accessible

5.8 Additional support for learning

We have at least one teaching assistant to support learning in each classroom every morning.

We work with the following agencies to provide support for pupils with SEN:

- Primary Behaviour Service
- Educational psychologists
- Specialist advisory teachers
- Health Services including: CAMHS, GPs, school nurse, clinical psychologists, paediatricians, speech and language therapists, occupational therapists and physiotherapists

5.9 Expertise and training of staff

- The SENCo is a qualified teacher with 23 years of experience, twenty of which have been as a class teacher. She has an expertise in literacy.
- The Inclusion Manager has completed a wide range of courses over the years focusing on autism, dyslexia, speech and language, pastoral support, managing behavioural issues, visual and hearing difficulties, Numicon, Read Write Inc.
- We have a member of staff trained as a FEIPS practitioner. She receives regular supervision and support.
- One TA is trained to deliver Speech & Language programmes from our speech and language therapist.
- Many of our TAs have received training in running intervention programmes such as Read Write Inc., Catch Up, Numicon, Literacy and Occupational Therapy interventions, etc.
- We have three members of staff who are Team Teach trained to support children with behavioural difficulties.
- All TAs are trained to deliver reading and phonic programmes.

5.10 Securing equipment and facilities

All decisions regarding provision of equipment and facilities to support children with SEND will be on an individual basis, in consultation with the headteacher and the administration officer alongside external agencies.

5.11 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their targets each term
- Termly meetings between parents, teachers and SENCo to discuss progress
- Reviewing the impact of interventions after not more than 8 weeks
- Monitoring by the SENCo and members of SLT – class visits, book looks and discussions with children
- Using provision maps and progress trackers to record and measure progress
- Holding annual reviews for each pupil with an EHC plan

5.12 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

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 plan for the necessary support to be provided to ensure that this is successful and involve parents in this process.

A risk assessment is carried out prior to any off site activity to ensure everyone's health and 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 will be provided in school.

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to take part in sports day/school plays/special workshops

5.13 Support for improving emotional and social development

We are an inclusive school that holds a child's emotional well-being as a priority. Emotional, social and medical needs can be a barrier to a child learning and their progress. We have a caring, understanding and flexible inclusion team who aim to work in partnership with parents when it comes to meeting a child's needs.

- The class teacher has overall responsibility for the pastoral, medical and social care of every child in his or her class. This teacher should always be a parent's first point of contact. If further support is required, the class teacher will liaise with the Inclusion Manager for further advice and support. This may involve working with outside agencies, such as health and social services and/or the Primary Behaviour Service.
- The school also has a FEIPS (Framework for Enhanced Individual Pastoral Support) practitioner; she works under the direction of the Inclusion Manager, supporting vulnerable children and addressing their individual emotional issues.

- The school's Inclusion Support Workers are involved in planning for pupils with a wide range of social and emotional issues. They support staff and pupils in the implementation of these plans.
- The school has a Family Support Worker who supports parents and carers on an individual basis, works closely with school staff and runs evening parenting classes.

We have an anti-bullying policy which can be found on our website.

5.14 Working with other agencies

We work closely with any external agencies that we feel are relevant to individual children's needs within our school. These agencies include:

- Primary Behaviour Service
- Educational psychologists
- Specialist advisory teachers
- Social Services and locality teams
- Health Services including: CAMHS, GPs, school nurse, clinical psychologists, paediatricians, speech and language therapists, occupational therapists and physiotherapists
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5.15 Complaints about SEN provision

Concerns about SEN provision in our school should be made to the class teacher in the first instance but may then be passed to the SENCo.

The school has a complaints policy if appropriate and needed.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.16 Contact details of support services for parents of pupils with SEN

- Contact the Support4SEND (formerly Parent Partnership Service) 01962 845870 - support4SEND@hants.gov.uk
- Contact Hampshire SENDIASS <https://www.hampshiresendiass.co.uk/>
- Contact IPSEA (Independent Parental Special Education Advice) www.ipsea.org.uk

5.17 Contact details for raising concerns

The first point of call should be the child's class teacher. Contact can also be made to:

- | | |
|-------------------------|---------------|
| - Inclusion Manager | -Evelyn Smith |
| - SENCo | -Katie Norton |
| - Headteacher | -Tim Deery |
| - Family Support Worker | -Gemma Sacree |

5.18 The local authority local offer

Our contribution to the local offer can be found on the Hampshire local offer which is published here: [Hants Local Offer](#)

6. Monitoring arrangements

This policy and information report will be reviewed by Katie Norton and Tim Deery **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. Links with other policies and documents

This policy links to the following documents:

- Teaching , Learning and Curriculum Policy
- Accessibility Policy
- Behaviour Policy
- Single Equality Scheme
- Supporting pupils with medical conditions Policy
- SEN Information Report