



SEN Information Report 2023-24

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.

How does the school know if children have special educational needs or are in need of extra help?

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

- Liaison with previous school
- Child performing 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

How will I raise concerns if I think my child has special educational needs or I am worried about their progress?

- Talk to us. Contact your child's class teacher, the SENCo or the Headteacher. This can be done in person, by email or by phone. Pupils' home-school diaries can also be used to enable effective communication.

How will school support my child?

Who will oversee, plan work with my child and how often?

- The class teacher will oversee, plan and work with each child with SEN in their class to ensure that progress is made in every area.
- The SENCo oversees the progress of any child requiring additional support across the school.
- There may be a non-class based teacher or learning support assistant (TA) working with your child either individually or as part of a group. This is normal practice within our school.

Who will explain this to me?

- The class teacher and/or SENCo will meet with you on a termly basis to discuss and review his or her needs, support and progress.
- Class teachers are happy to discuss your child's needs if you have questions or concerns either at parent teacher consultations or appointments which can be made at any time
- The SENCo is available to discuss needs and support in more detail.

How will the curriculum be differentiated to match my child's needs?

- All work within class is pitched at an appropriate level to individuals and groups of children so that all children are able to access learning. Typically this might mean that in a lesson there would be three or four different levels of work set for the class. In some situations, work may need to be individually differentiated for specific children.
- All children, including those with SEN, will have access to the appropriate resources needed to help them make progress. These may include more specialist resources such as visual communication systems or Text to Speak IT programs.
- The SENCo and SEN teacher support class teachers in ensuring that planned work is appropriately differentiated and appropriate resources and strategies are used. The SENCo along with the Head and Deputy Head will also spend time observing and monitoring SEN provision within classrooms.

How is the decision made about what type and how much support my child will receive?

- The class teacher alongside the SENCo and parents will discuss the child's needs and what support may be appropriate.
- Different children will require different levels of support at different points in time. Support can be based around their learning, speech & language, physical, emotional or social needs.
- Your child's class teacher and/or the SENCO will be happy to discuss the support your child is currently receiving.
- When a child has an EHCP, a formal Annual Review meeting will take place each year to review the support package an individual child is receiving.

How will we know if this has had an impact?

- Tracking children's academic progress against individual starting points identifies whether or not any progress has been made and how much. This will be discussed at termly meetings.
- Children are set targets which are reviewed and monitored regularly.
- Verbal feedback from the child, parents and teacher helps to build a wider picture of impact.
- Parents will always be informed if their child's progress is no longer a concern.

How will I know how my child is doing and how will you help me to support my child's learning?

What opportunities will there be for me to discuss my child's progress?

- Termly Parent Teacher Meetings offer an opportunity to discuss your child's progress with his or her class teacher.
- Impact of interventions and support is discussed at regular SEN Review Meetings
- Targets are set regularly by class teachers with input from SENCo and TAs. You are always welcome to make an appointment to meet with your child's class teacher or the SENCo to discuss how your

child is progressing. Through these meetings, we can offer advice and practical ways that you can help your child at home.

- If a child has an Education, Health and Care Plan (EHCP), a formal meeting will take place to discuss his or her progress and a report will be written at least annually.

How does the school know how well my child is doing?

- As a school, we regularly measure and track children's learning against age related expectations.
- Children with SEN have individual trackers recording progress incrementally in their specific areas of need
- Class teachers continually assess each child and note areas where they are improving and where further support is needed. As a school, we track children's progress from entry at Year 3 through to Year 6, using a variety of different methods.
- Our SENCo liaises with all teachers on a regular basis and spends time in all classes to monitor progress of all children with SEN and to develop a better understanding of their learning needs.
- Pupil Progress Meetings are held every term between each class teacher, the TA, the Headteacher, the Deputy Headteacher and the SENCo. In these meetings, a discussion takes place concerning children who are not making expected progress and possible actions are discussed.
- At Portway, we carry out a Language assessment (using *Junior language Link* and/or *GL Ready*) on any children giving cause for concern in this area; they are then reassessed at key points to enable us to monitor progress and provide relevant support.
- Where specific needs are apparent, the school has a range of assessments which can be used to explore a child's strengths and difficulties in more depth.

What support will there be for my child's overall well-being?

What is the pastoral, medical and social support available in the school?

- 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's Inclusion Team supports pupils with a wide range of social and emotional issues. They support staff and pupils in the implementation of these plans
 - ★ The school's TALA practitioner works under the direction of the Inclusion Manager, supporting vulnerable children and addressing their individual emotional issues. She also runs small groups for children with a range of SEMH needs
 - ★ Our Inclusion Officer works with children and staff to ensure that all children are supported to learn, that they enjoy school, display positive learning behaviours and make progress
 - ★ The ELSA and the Thrive practitioner both work 1:1 and with small groups of children focussing on specific areas of social or emotional need
 - ★ The school's Family Support Worker works closely with school staff and supports families. She also offers a weekly informal 'Pop in' service and runs evening parenting classes.

How does the school manage the administration of medicines?

- The school has a policy regarding the administration and managing of medicines on the school site. This is available to parents on the school's website.
- Parents need to speak to the office if health professionals recommend that medication should be taken during the school day. There is a form to fill in to ensure all the relevant details are passed to the school.
- On a day-to-day basis, the administrative staff oversee the administration of any medicines.
- All staff have regular training and updates on conditions and medication affecting individual children so that they are able to manage medical needs.
- First aid training for staff is regularly updated.

What support is there for behaviour, avoiding exclusion and increasing attendance?

- At Portway, we have a positive approach to behaviour management with a clear reward and sanction system in place in all classrooms.
- If a child has significant behaviour difficulties, an Individual Behaviour Management Plan (IBMP) is written to identify the specific issues and to set targets. This support is managed by the inclusion officer and overseen by the Inclusion Manager and/or SENCo.
- Attendance of every child is monitored on a daily basis by the school. The Headteacher, senior admin assistant and Family Support Worker meet every three weeks to track and monitor attendance. The school offers parents support from the Family Support Worker if attendance is a concern.

How will my child be able to contribute their views?

- Progress and targets are discussed with all children as routine practice. Children are encouraged to identify their own next steps with guidance from their teacher.
- If your child has an EHCP, their views will be sought as part of the annual review process.

How are the governors involved and what are their responsibilities?

- A named Governor is responsible for SEN and meets regularly with the SENCo. SEN reports are shared regularly with the Governing Body.

How are parents involved in the school? How can I get involved?

- We work closely with parents to ensure the best outcomes for each individual child. Parents are asked to get involved in their child's learning through homework tasks set by class teachers each week.
- Assuming the correct DBS checks are in place, we are happy for parents to volunteer to help within school, under the guidance of a teacher. This could be helping with hearing individual readers, or more general classroom activities. If you are interested in volunteering your help, then please make your interest known to our office staff, who will pass this on to the relevant member of staff.
- Parents are welcome to support the school during outside visits and school trips. If you are able to get involved with these, then please speak to your child's class teacher.

What specialist services and expertise are available at or accessed by the school?

- 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 (HIEP)
 - Specialist Teacher Advisory Service
 - Children's Services and locality teams
 - Health Services including: GPs, school nurse, clinical psychologists, paediatricians, speech and language therapists, occupational therapists and physiotherapists

What training have the staff supporting children with SEN had or are currently having?

- The SENCo is a qualified teacher with 28 years of experience, twenty of which have been as a class teacher. She has an expertise in literacy.
- We have a member of staff trained as a TALA practitioner. She receives regular supervision and support.
- The SEN teacher has expertise in delivering speech, language and communication programmes. She teaches in The Hive, a cross age group class for children with significant SLC needs. She is trained in using Makaton and delivering Shape Coding (T)
- Many of our TAs have received training in running intervention programmes such as Read Write Inc., Catch Up, Junior Language Link and precision teach.
- We have a number of members of staff who are Team Teach trained to de-escalate situations when children may have heightened behaviours
- All TAs are trained to deliver reading and phonic programmes.

How will my child be included in activities outside the classroom including school trips?

- 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.
- 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 which will cover the same curriculum areas will be provided in school.

How accessible is the school environment?

- The school site is wheelchair accessible with a disabled lavatory large enough to accommodate changing. The school is all on one level.
- We liaise closely with EMTAS (Ethnic Minority and Traveller Achievement Service) who regularly assist us in supporting our families with English as an additional language.

How will the school prepare and support my child when joining the school or transferring to a new school?

- We encourage all new children to visit the school prior to starting.
- For children starting in Year 3, we have a series of visits planned through the second half of the Summer Term to help children, parents and staff to get to know each other.

- We can write social stories with children if transition is potentially going to be difficult.
- Teachers liaise closely with Portway Infant School staff and key staff from local secondary schools.
- When children with SEN at the end of Year 6 are preparing to leave us for a new school, we arrange additional visits for them. The SENCo from both schools meet to 'handover' SEN responsibility for these children, discussing all relevant information. For some children a transfer partnership agreement meeting will be held between staff from both schools and parents.
- We liaise closely with the staff when receiving and transferring children to and from different schools ensuring all relevant paperwork is passed on and all needs are discussed and understood. On receiving a child, we ensure that all relevant information and paperwork is shared with key members of staff.
- An annual review of an EHCP will be used as a transition partnership meeting to which we invite staff from both schools for a child with complex needs.

Who can I contact for further information?

- The first point of call should be your child's class teacher.
- You can also contact the:
 - SENCO & Inclusion Leader -Katie Norton
 - Headteacher -Vicky Windross
 - Child & Family Support Worker -Gemma Sacree
 - SEN Governor -Ali Pay
 - Andover School Nurses <https://www.healthforkids.co.uk/hampshire/school-nurses/>
01962 763985

Any of the above can be contacted by emailing the school office adminoffice@portway-jun.hants.sch.uk in writing by post, or by telephone (01264 352060)

- You might also wish to:
 - Look at the school's SEN and related policies on our website
 - Contact Hampshire SENDIASS 0808 164 5504 - <https://www.hampshiresendiass.co.uk>
 - Contact IPSEA (Independent Parental Special Education Advice) www.ipsea.org.uk

Who should I contact if I am considering whether my child should join the school?

- Please contact the school admin office to arrange a meeting with the headteacher (or other senior member of staff).