



# **Special Educational Needs and/or Disabilities (SEND) Information Report 2023-2024**

**Portsmouth Primary and Early Years**

**Vision and Values**

**Grow Care Succeed**

Our Vision is for every child to love learning, be compassionate and achieve now and in the future. Working together with our communities, we will give our children roots to grow and wings to fly.

<https://www.portsdownprimary.co.uk/>

**Our Core Values:**

**Be Kind, Be Respectful, Be Inclusive, Be Safe, Be Your Best**

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## Special Educational Needs and/or Disabilities (SEND) Information Report 2023-2024

Portsmouth Down Primary promotes the best possible academic, cultural and moral values in a compassionate environment.

All our children, regardless of background, culture, religious belief or ability, are equally valued, supported and challenged

Welcome to our SEN information report which is part of the Portsmouth Local Offer for learners with special needs. <https://portsmouthlocaloffer.org/>

All schools are supported to be as inclusive as possible, with the needs of pupils with Special Educational Needs and Disabilities being met in a mainstream setting wherever possible.

The four broad 'areas of need' are Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health Difficulties, and Sensory and/or Physical Needs.

At Portsmouth Down Primary School, we embrace the fact that every child is different, and, therefore, the educational needs of every child is different. All teachers are teachers of SEND pupils and as such provide quality first teaching which takes account of the particular individual needs of pupils with SEN within the classroom.

Our School has a Special Educational Needs Coordinator (SENCO) who is responsible for the management of provision and or support for identified pupils with SEND. They will also coach and support teachers and other staff to enable them to provide appropriate assessment and focused provision for children in their class with SEND.

At different times in their school life, a child or young person may have a special educational need. The Code of Practice 2014 defines SEN as follows:

*"A child or young person has SEN if they have a learning difficulty or a disability which calls for special education provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty if he or she:*

- a) has a significantly greater difficulty in learning than the majority of others the same age, or*
- b) has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16s institutions."*



*Inclusion lies at the heart of this good school. Leaders and governors have created an ethos focused on enabling all pupils to succeed.*

Pupils in the main school who have SEN and/or disabilities benefit from skilled support, both for their academic achievement and personal development. The school's records indicate that they typically make good, and often rapid, progress towards their individual targets

## Areas of Need explained:

The 'SEND Code of Practice' 0-25 (June 2014) states that there are four main areas which cover Special Educational Needs & Disabilities. These areas and their meanings are as follows:

### COMMUNICATION & INTERACTION

Children may have a delay or disorder in one or more of the following areas:



- Attention / Interaction skills: May have difficulties ignoring distractions. Need reminders to keep attention. May need regular prompts to stay on task. May need individual motivation in order to complete tasks. Difficulty attending in whole class. Interaction will not always be appropriate. May have peer relationship difficulties. May not be able to initiate or maintain a conversation.
- Understanding / Receptive Language: May need visual support to understand or process spoken language. May need augmented communication systems. Frequent misunderstandings. Repetition of language and some basic language needs to be used to aid their understanding.
- Speech / Expressive Language: May use simplified language and limited vocabulary. Ideas / conversations may be difficult to follow, with the need to request frequent clarification. Some immaturities in the speech sound system.
- Grammar / phonological awareness still fairly poor and therefore their literacy can be affected.

### COGNITION & LEARNING

**May have difficulties with the skills needed for effective learning such as use of:**

- Language, memory and reasoning skills
- Sequencing and organisational skills
- An understanding of number
- Problem-solving and concept development skills
- Fine and gross motor skills
- Independent learning skills
- Exercising choice
- Decision making
- Information processing
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**Children may have a specific learning disability which was previously known as dyslexia, dyscalculia, dyspraxia or dysgraphia.**

### Areas of Need explained:

The 'SEND Code of Practice' 0-25 (June 2014) states that there are four main areas which cover Special Educational Needs & Disabilities. These areas and their meanings are as follows:

#### SOCIAL, EMOTIONAL & MENTAL HEALTH

**May have difficulties with social and emotional development which may lead to or be because of:**

- Social isolation
- Behaviour difficulties
- Attention difficulties (ADHD)
- Anxiety and depression
- Attachment disorders
- Low self esteem
- Issues with self-image



#### PHYSICAL AND/OR SENSORY

**These pupils may have a medical or genetic condition that could lead to difficulties with:**

- Specific medical conditions
- Gross / fine motor skills
- Visual / hearing impairment
- Accessing the curriculum without adaptation
- Physically accessing the building(s) or equipment.
- Over sensitivity to noise / smells / light / touch / taste.
- Toileting / self-care.



### What happens if my child does have Special Educational Needs?

The school will follow a graduated approach to your child's learning. It will follow the sequence of Assess, Plan, Do, Review. This way we can constantly make sure that the school is meeting your child's needs. Parents/carers and the pupils are involved during the Assess, Plan, Do, Review process.

## How will my child be supported to be part of the school?



### COMMUNICATION AND INTERACTION NEEDS

WHOLE SCHOOL PROVISION FOR COMMUNICATION & INTERACTION	
<p><b>Whole School Approach (Quality First Teaching)</b></p> <p><b>Wave 1</b></p>	<p>Simple changes to the classroom environment (including an awareness of sensory issues) to support individuals.</p> <p>Consideration of transitions around the school e.g. from class to playground.</p> <p>Some differentiation of speaking, understanding, listening tasks to allow access to the curriculum, which includes:</p> <ul style="list-style-type: none"> <li>• Visual demonstrations</li> <li>• Key vocabulary displayed</li> <li>• Staff skilled in adjusting pace, order of activities and classroom environment in order to maintain interest and attention.</li> </ul> <p>Social Stories are used to support pupils with transitions and holidays.</p>
<p><b>Targeted support for individual or small group</b></p> <p><b>Wave 2</b></p>	<p>Whole school information and training as appropriate. Staff will prepare resources and implement a range of Autism friendly approaches e.g. access to a quiet area and calming activities, social skills programmes and a range of visual approaches.</p> <p>Social stories and Comic Strip Conversations may be used to address specific behaviours that require teaching to pupils.</p> <p>Staff access support from other experienced staff members in the school for pupils with social communication and interaction needs. Staff may request Inclusion outreach support to train staff or seek advice.</p> <p>Targets addressed through small group/individual interventions such as:</p> <ul style="list-style-type: none"> <li>Talk Boost (Nursery)</li> <li>Narrative programmes</li> <li>Solent NHS Children's Therapy pack</li> </ul>
<p><b>Specialised intervention</b></p> <p><b>Wave 3</b></p>	<p>Considerable opportunities for individual or small group work within the classroom or withdrawn to address specific needs.</p> <p>Environmental audit completed and shared with staff and reasonable adaptations agreed and made as necessary.</p> <p>Input and involvement from the Speech and Language Therapist or Educational Psychologist to inform intervention programmes and/or provide specific advice about environmental adaptations. Inclusion Outreach support for individualised support for children with complex needs requiring bespoke support.</p> <ul style="list-style-type: none"> <li>• 1:1 Speech and Language Therapy programme</li> <li>• Attention &amp; Listening</li> <li>• Cued Articulation</li> <li>• Phonological Awareness</li> <li>• PECS/Aided Visual Language Displays</li> </ul>

## How will my child be supported to be part of the school?

### COGNITION & LEARNING NEEDS



WHOLE SCHOOL PROVISION FOR COGNITION & LEARNING	
<b>Whole School Approach (Quality First Teaching)</b>  <b>Wave 1</b>	<p>Teachers select appropriate methods and materials into their lesson plans to ensure access across the curriculum for pupils with individual needs.</p> <p>Simple changes to the ordinary classroom setting to support individual variation. This may include adapting classroom displays and limiting the volume of surrounding information.</p> <p>Teachers adjust the pace, order and topic of activities to maintain interest and attention.</p> <p>Each class has a supportive learning environment with access to concrete apparatus and visual aids, such as word mats for pupils to access independently to support their learning.</p>
<b>Targeted support for individual or small group</b>  <b>Wave 2</b>	<p>A range of personalised classroom support is available that includes:</p> <ul style="list-style-type: none"> <li>• Use of visual timetable/schedule</li> <li>• Prompt/instructions sheets</li> <li>• Independent access to physical resources that support learning; e.g. word mats, dictionaries, widget symbols, number mats, math concept boards</li> </ul> <p>Teachers provide interventions/learning programmes, which are multi-sensory, well-structured with opportunities for repetition and consolidation (over-learning) of skills. Interventions are tailored to group and/or individual needs by the class teacher.</p> <ul style="list-style-type: none"> <li>• Pre and post teaching</li> <li>• Catch up phonics (Little Wandles)</li> </ul> <p>Staff can access Inclusion Outreach support for advice in adapted learning and the environment to meet learning needs.</p>
<b>Specialised intervention</b>  <b>Wave 3</b>	<p>Small group and/or individual teaching opportunities that provide over learning, revision and/or pre teaching.</p> <p>1:1 learning interventions, including Precision Teaching.</p> <p>Teachers will differentiate to reflect individual needs and ensure effective inclusion and access to the curriculum. This may mean teaching of skills from a different year group curriculum.</p> <p>Access to advice and training from external agencies. This might include:</p> <p>Portsmouth Inclusion Outreach Educational Psychology Team Speech and Language Service Child and Adolescent Mental Health Services (CAMHs)</p>



## How will my child be supported to be part of the school?

### SOCIAL, EMOTIONAL & MENTAL HEALTH NEEDS



#### WHOLE SCHOOL PROVISION FOR SOCIAL, EMOTIONAL & MENTAL HEALTH

##### Whole School Approach (Quality First Teaching)

##### Wave 1

The school has a clear Relationships and Behaviour policy which is underpinned by a positive ethos and values for learning. It is relevant to Portsdown and supports teaching all children self-regulation strategies. In Nursery the children are taught regulation through My Happy Mind programme.

A behaviour curriculum is also in place to teach key principles for learning across the whole school.

Lunchtimes and transition are supported. There are:

- Clear systems to manage behaviour
- Activities available at lunchtimes and playtimes
- Close liaison between lunchtime supervisors and teachers.
- Welfare Team available to support

##### Targeted support for individual or small group

##### Wave 2

Pupils who require something more or different from the school's behaviour policy will have an Individual Behaviour plan (IBP). Individual behaviour plans are referred to on a daily basis. They have clearly identified outcomes agreed with all people involved for both appropriate and inappropriate behaviours. IBPs include specific social and emotional skills to be taught and strategies to teach these skills through 1:1 or small group work.

Teachers will plan to use ICT, visual support for pupils. Some pupils will have planned in breaks throughout the day and others will have self-directed time out where they can identify a safe space to reduce anxiety to support them to access the curriculum.

Small group interventions for developing social and/or emotional skills including:

- Talkabout programmes for social skills, friendship skills and interaction
- Self-Regulation skills (Zones of Regulation)
- Attention Autism/Bucket Club
- Pastoral Support worker support

##### Specialised intervention

##### Wave 3

Regular proactive 1:1 interventions to teach social and emotional skills and to support involvement of the pupil in the process of planning and review (including setting their own goals and building upon progress).

Support from Learning Mentor or ELSA timetabled.

Risk Assessment and/or Positive Handling Plan completed to ensure identified pupil and others are safe in school.

Involvement of external agencies:

- Educational Psychologist
- Multi-Agency Behaviour Support Service (MABs)
- Child and Adolescent Mental Health Service (CAMHS)
- Portsmouth Inclusion Outreach

## How will my child be supported to be part of the school?

### PHYSICAL AND/OR SENSORY



#### WHOLE SCHOOL PROVISION FOR PHYSICAL AND/OR SENSORY NEEDS

<p><b>Whole School Approach (Quality First Teaching)</b></p> <p><b>Wave 1</b></p>	<p>Advice from the Sensory Impairment Team to take in to account pupils needs regarding lighting, steps, stairs and blinds.</p> <p>We take our Accessibility Plan into account at all times.</p> <p>Differentiation may be required to take account of slower pace in performing some tasks as pupils may tire easily.</p> <p>Minor adjustments to classroom practice, materials and the learning environment may be required.</p>
<p><b>Targeted support for individual or small group</b></p> <p><b>Wave 2</b></p>	<p>Targets are addressed through small group, individual and class work within the curriculum framework. This may address: Visual Impairment, Hearing Impairment or a physical need, social/emotional skills, mobility, curricular access, specialist technology needs including touch typing.</p> <p>Small group and/or individual work on fine and/or gross motor skills using resources and programmes from Solent NHS Childrens Therapy Pack.</p> <p>Specific consideration is given to the manner in which staff present the curriculum including:</p> <ul style="list-style-type: none"> <li>- Accessibility of printed materials</li> <li>- Use of auditory/tactile stimuli to support visual stimuli,</li> <li>- Speed of work</li> <li>- Social interaction with other pupils.</li> <li>- Encouraged through peer support approaches</li> </ul>
<p><b>Specialised intervention</b></p> <p><b>Wave 3</b></p>	<p>Targeted interventions and support may be necessary to:</p> <ul style="list-style-type: none"> <li>• Prepare pupil for a class activity/learning experience (pre and post teaching) e.g. additional preparation for trips, visits and external speakers.</li> <li>• Provide additional hand-on experience of materials or presentations.</li> <li>• Develop specific skills to improve curriculum access (e.g. touch typing, use of magnifiers, distance aids and other specialist equipment)</li> <li>• Teach independence, organisational skills and mobility skills. This would include: Independent living skills, support small group games and activities as an alternative to fast, large team games in PE and at break times and/or regular opportunities to practice use of specialist equipment.</li> <li>• Delivery of 1:1 Occupational Therapy or Physiotherapy programme if deemed appropriate by the OT or Physiotherapist.</li> <li>• Classroom environment should provide good acoustics (including use of field sound systems) and good lighting.</li> </ul>





## Special Educational Needs and/or Disabilities (SEND) Information Report 2023-2024

### Commonly Asked Questions

#### How does Portsdown Primary School know if children need extra help?

Children may be identified as having SEN through a variety of ways including the following:

- Liaison with nursery or previous school.
- Child performing below age expected levels.
- Concerns raised by Parent.
- Through termly Pupil Progress Meetings held with the Head Teacher and Deputy Head, SENCO and class teachers.
- Concerns raised by teacher for example behaviour or self-esteem is affecting performance.
- Liaison with external agencies e.g. Physical needs / learning / communication needs.

As a school we measure children's progress in learning against National expectations and Age Related Expectations (ARE). The class teacher continually assesses each child and notes areas where they are improving and where further support is needed. As a school, we track children's progress from Nursery or Reception through to Year 6, using our schools tracking system and plan accordingly. This includes use of Early Years Foundation Stage (EYFS) and Pre Key Stage Levels.

Children who are not making expected progress are picked up through our termly Pupil Progress Review meetings with the Senior Leadership Team including SENCO and Class teacher. In this meeting a discussion takes place addressing individual children and why they may be experiencing difficulty and what further support can be given to help them.

#### How will Portsdown Primary staff support my child?

Our SENCO / Inclusion Manager (Mrs. Sue Thomas) will closely monitor all provision and progress of any child requiring additional support across the school. The class teacher will oversee, plan and work with each child with SEND in their class to ensure that progress in every area is made. There may be a Teaching Assistant (TA) working with your child either individually or as part of a group, if this is seen as necessary by the class teacher.

At Portsdown we believe that every child is an individual and should be valued. We believe that all children should have their needs met and should be given an equal access to the curriculum. Our aim is to provide inclusive teaching which will enable all children to make the best possible progress and feel they are a valued member of the wider school community. We provide individual and small group provision for those children with Special Educational Needs and or Disability, whatever those needs may be, so that they can reach their full potential.

#### How will the curriculum be matched to my child's needs?

At Portsdown we follow the National Curriculum which acts as an introduction to the essential knowledge and skills that the children of Portsdown need to be educated citizens. It introduces them to the best that has been thought and said, and helps engender an appreciation of human creativity and achievement. Our curriculum is carefully sequenced so that all children can build on their knowledge, skills and develop their vocabulary throughout their time at Portsdown.

As a school, we aim to widen and enrich their life experiences beyond their starting points by providing a range of trips, visits and experiences throughout their time at Portsdown. We believe that being able to read with confidence and developing a love of reading is vital to our children if they are to succeed in the future. This is why reading is at the heart of our curriculum.

Children who have additional needs are taught in a variety of ways and initially the class teacher plans for inclusive teaching, taking into consideration the needs of the whole class. For some children, it may be more beneficial that they have an adapted task, or are placed in a small group with a teacher or TA. We want all children to have access to the whole curriculum and make every effort to make sure this happens.



## Special Educational Needs and/or Disabilities (SEND) Information Report 2023-2024

### Commonly Asked Questions

#### **What should I do if I think my child may have special educational needs?**

Talk to us – firstly speak to your child's class teacher.

If you require more information contact our SENCO or Head Teacher. We pride ourselves on building positive relationships with parents. We have an open door policy and will be honest with you and hope that you feel able to do the same with us. If you tell us you think your child has an SEND, we will discuss this with you and investigate - we will share with you what we find and agree with you what we will do next and what you can do to help your child.

#### **How do we know if the support or strategies used have had an impact?**

In school we will set individual targets to support learning and review progress. We can use these targets to monitor pupils progress academically against national/age expected levels as well as emotionally and socially and update or adjust support. This may involve updating into smaller steps or using a different approach to ensure progress is made.

If a child has an SEN Support Plan, Learning Plan or Individual Behaviour Plan, they will be reviewed at least termly to ensure appropriate support and resources are in place. This helps us to identify whether the provision is working.

Children may move off of the SEN register when they have 'caught up' or made sufficient progress.

Interventions put in place are tracked using the schools Provision Map and teachers review the impact of interventions twice termly. Adjustments are then made to support as necessary.

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

The class teacher will meet with parents at least twice a year (this could be as part of Parent's Evening) to discuss your child's needs, support and progress. For further information the SENCo is available to discuss support in more detail. We offer an open door policy where you are welcome to make an appointment to meet with either the class teacher or the SENCo and discuss how your child is getting on. We can offer advice and practical ways that you can help your child at home.

We believe that your child's education should be a partnership between parents and teachers, therefore aim to have effective communication with you regularly, especially if your child has complex needs.

If your child has complex Special Educational Needs they may have an EHC Plan which means that a formal Annual Review will take place to discuss your child's progress and a report will be written. This will be held once a year or an interim review can take place after 6 months if there are changes to circumstances or if there are concerns.

#### **How will my child be able to contribute their views?**

Children are involved every day in their own learning. They have opportunities to reflect on their learning and are encouraged to talk about their learning in pairs and small groups.

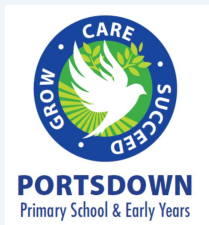
We value and celebrate each child being able to express their views on all aspects of school life. This is usually carried out through the School Council which has an open forum for any issues or viewpoints to be raised. Children who have individual plans will have set their targets with their class teacher. There is an annual pupil questionnaire where we actively seek the viewpoints of children. If your child has an EHC Plan or an Annual Review of their EHC Plan then their views will be obtained before any meetings and they are encouraged to attend their meeting to contribute their own views.



## Special Educational Needs and/or Disabilities (SEND) Information Report 2023-2024

### How will Portsdown Primary School prepare and support my child to join the school and then transfer to secondary school?

<b>If your child is moving to another school</b>	<ul style="list-style-type: none"> <li>• We will contact the school SENCO and ensure that they know about any special arrangements or support that needs to be made for your child.</li> <li>• We will make sure that all records about your child are passed on as soon as possible.</li> </ul>
<b>When moving classes in school</b>	<ul style="list-style-type: none"> <li>• Information will be passed on to the new class teacher in advance and in most cases, a planning meeting will take place with the new teacher.</li> <li>• All provision will be shared with the new class teacher.</li> <li>• Depending on the needs of the child extra visits to their new classroom and additional time with their new teacher can be provided to help them in their understanding of moving classes.</li> <li>• Books can be made containing photographs of the child's new teachers, classroom etc. for your child to take home with them over the summer holidays so that they can become more familiar with everything whilst they are not in school</li> </ul>
<b>When moving to Portsdown during the academic year</b>	<ul style="list-style-type: none"> <li>• We will meet with you and your child to discuss their needs and decide how best to transition into our school.</li> <li>• Transition plans will be tailored to meet your child's needs.</li> <li>• We will liaise with the previous school/setting's SENCO to discuss provision and obtain records from external agencies.</li> <li>• Sometimes we will organise Team Around the Child meetings to discuss transition and on-going support</li> </ul>
<b>In Year 6</b>	<ul style="list-style-type: none"> <li>• We support parents/carers in making decisions about the secondary school they choose for their children and work with them to ensure the smooth transition from Key Stage 2 to Key Stage 3.</li> <li>• The SENCO will meet with the SENCO from your child's secondary school to discuss specific needs and any specialist support for SEND pupils.</li> <li>• Your child will have opportunities to learn about aspects of transition to support their understanding of the changes ahead.</li> <li>• Secondary school staff are invited into the school and discuss pupils moving on to their school with their class teacher.</li> <li>• If you, your child or the class teacher believes it would benefit your child, it is possible to arrange extra visits to their new school where they can spend a longer time looking around and meet key people they will be working with and who will support them.</li> <li>• Members of staff from the secondary school will be invited to attend any Team Around the Child meetings, Annual Reviews, Healthcare Plan reviews or other arranged meetings in the Summer term to discuss progress, support and your child's needs in greater detail.</li> </ul>



## Special Educational Needs and/or Disabilities (SEND) Information Report 2023-2024

### Commonly Asked Questions

#### **How are resources allocated and matched to children's special educational needs?**

The school budget, received from Portsmouth Local Authority, includes money for supporting children with SEND.

We will ensure that all children with Special Educational Needs will have the support they need to the best of the school's ability with the funds available. We will often allocate teaching assistants who are funded by the SEN budget to deliver intervention programmes designed to meet groups of children's needs. The budget is allocated on a needs basis.

All resources, training and support are reviewed regularly and changes made as needed.

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

The class teacher alongside the SENCO will discuss the child's needs and what support would be appropriate.

Different children will require different levels of support in order to bridge the gap to achieve age expected levels. This will be through on-going discussions with parents.

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

Inclusion lies at the heart of Portsdown Primary School. All staff appreciate the importance of children having high self-esteem in order to achieve positive well-being. Here at Portsdown we are committed to our own values and ensure pupils are able to develop in a caring, fair and understanding environment.

The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore this would be the parents' first point of contact.

We are fortunate in having trained and experienced Learning Mentors, Emotional Literacy Support Assistant, (ELSA.), and a Pastoral Support Worker. Children are likely to have time with one of them where there is a pastoral, emotional and social need. In addition our Home Family Link worker can support families who struggle with managing behaviour or social emotional needs. Their work is confidential (unless a disclosure relating to safety is made.) All staff members work with individual children and small groups depending on the need. The safety and well-being of children underpins all we do in school and we foster an environment of courtesy, respect and self-confidence.

If further support is required the class teacher can liaise with the SENCO/Inclusion Manager for further advice and support. This may involve working alongside outside agencies such as Educational Psychology, Inclusion Outreach, Early Help or health and social care.

#### **Pupils with medical needs:**

If a pupil has a complex medical need then a detailed Care Plan is compiled by the SENCo in consultation with parents/carers and the School Nurse. These are discussed with all staff involved with the pupil.

Where necessary and in agreement with parents/carers medicines are administered in school where a signed Health Care plan is in place. Prescribed medicines may be given in some circumstances on discussion with the office staff and on completion of a medication form.

All children needing an Asthma Inhaler have an asthma plan which is shared with staff working with your child.



## Special Educational Needs and/or Disabilities (SEND) Information Report 2023-2024

### Commonly Asked Questions

#### **What specialist services and expertise are available at or accessed by Portsdown?**

Portsdown will ask for support from a range of services when it is felt that further support may be needed / beneficial. Some of these services have waiting lists and limited access so we do have to prioritise cases. This is done by the school SENCo.

Services include: – Inclusion Outreach Service, Educational Psychologist, CAMHs, Children's Therapy Service which includes: Speech and Language Therapists, Occupational Therapists, Physiotherapists, Sensory Impairment advisory service, Neuro-Diverse Multi-disciplinary Team (Once an ND profile has been completed), School Nursing Team and Mental Health Support Team (MHST).

In addition to these external agencies, we also have two trainee Educational Psychologists who work with children and teachers over seen by our school Educational Psychologist.

Should your child require any form of involvement with an outside agency then the school would immediately discuss our concerns with you and obtain permission from parents to pursue any kind of professional intervention.

#### **What training have staff had or going to have?**

Our SENCo is specially trained to support children with additional needs and she regularly attends professional development courses. We are fortunate in having very experienced teachers and teaching assistants, all of whom work with children with additional needs. Most staff have been trained in Restorative Approaches, Autism Awareness and taken part in Trauma-Informed schools practice. Every two years all staff receive training in first aid.

We have two Learning Mentors, an ELSA and a Pastoral Support Worker who are trained in implementing and delivering social and emotional support programmes to pupils.

We make sure that those who deliver intervention programmes or who work closely with children have the training necessary for their task. We receive regular training through our Educational Psychology Service; in the past few years all TAs have received training in Working memory difficulties and Precision teaching (which can be applied to all literacy and numeracy.) Some TAs are trained in delivering the Children's Therapy Pack for children with speech & language or physical difficulties and all TAs receive training to support behavior management. TAs in Early Years and Year 1 have received training in PECs, supporting communication and interaction and sensory processing needs.

The schools link speech therapist can work closely with staff delivering speech therapy programmes to individual pupils in order to enable them to effectively deliver Speech and Language sessions according to their individualised reports. TAs are supported by the SENCO to deliver speech and language programmes to children in class.

As a staff we have regular training and updates on SEND needs, medication use and resources/ interventions available for our pupils in order to ensure all staff are able to manage pupils accordingly.

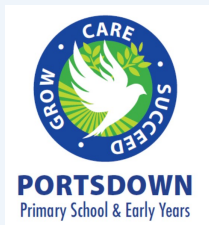
In addition to whole staff training, additional support is available from the SENCO and external agencies to support specific and complex needs. This is carried out depending on pupil's needs. We can access the Inclusion Outreach Service for specific and bespoke training if the needs of pupils in the school require it.

#### **What are the Governors responsibilities?**

We currently have an SEN Governor involved in both SEND and Inclusion. The Governor regularly meets with the SENCO who will update her on changes, needs in school, current concerns and budget.

The Governor is then also able to agree priorities for spending within the SEN budget with the overall aim that all children receive the support they need in order to make progress.





## Special Educational Needs and/or Disabilities (SEND) Information Report 2023-2024

### Commonly Asked Questions

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

We make sure activities outside the classroom and school trips are available to all.

Risk assessments are carried out for each trip and suitable numbers of adults are made available to accompany the pupils, with 1:1 support if necessary. Parents/carers may be invited to accompany their child on a school trip if this ensures access.

After school clubs are available to all pupils and adjustments can be made to support participation.

Health and safety audits will be conducted as and when appropriate.

#### **What support is there for improving behaviour, attendance and avoiding exclusion?**

As a school we have a very positive approach to all types of behaviour with a clear reward system that is followed by all staff and pupils. Behaviour incidents are dealt with according to the behaviour policy. If a child has behavioural difficulties an IBP (Individual Behaviour Plan) is written which visually represents the triggers, how the child may react and strategies to use to de-escalate. In some cases the school will engage support with outreach services in order to best meet the needs of the children.

At Portsdown Primary School we take any allegation of bullying seriously. Allegations are investigated and all parties involved are informed of the outcome. The staff take a proactive approach to anti bullying, with work in class embedded into the curriculum.

Attendance of every child is monitored on a daily basis. Lateness and absence are recorded. Good attendance is actively encouraged throughout the school and rewarded on a termly basis as is improving attendance. Parents are contacted regarding attendance and or lateness if necessary. Families who struggle with attendance and lateness will be asked to meet with the Attendance Officer, Mrs Sue Carpenter, to plan a way to improve attendance and lateness



Our Relationships and Behaviour Regulation Policy and Anti-Bullying Policy outlines how we support and encourage positive behaviour through the school.

<https://www.portsdownprimary.co.uk/policies/>

#### **How accessible is your school?**

The school is on one level and fully accessible. We have a disabled toilet located in both school buildings.

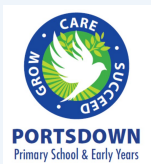
Teachers adapt the classroom layouts to cater for children with special needs and/or disabilities. Alternative coloured paper for writing and coloured acetates for reading are available for pupils and staff with dyslexia. For children who benefit from the use of electronic equipment to aid their learning, laptops and tablets are readily available. We have equipment so that children can experience different types of sensory stimulation; lights, sounds, touch. Writing slopes, writing grips, alternative scissors (e.g. spring back scissors) are readily available for children to use. All staff will make reasonable adjustments to ensure all pupils are able to access and fully participate in the curriculum and school life.

The school is able to liaise with EMAS (Ethnic Minority Achievement Service) who can at times assist us in supporting families with English as a additional language.

The Accessibility plan is available on the school website

<https://www.portsdownprimary.co.uk/policies/>





## Special Educational Needs and/or Disabilities (SEND) Information Report 2023-2024

### Commonly Asked Questions

#### Who can I contact for further information?

Your main point of contact would always be the class teacher and then following this you may need to speak to the SENCO/Inclusion Manager (Sue Thomas).

#### Who should I contact if I am considering whether my child should join Portsdown Primary school?

In this instance you can contact the school Admin office to arrange a meeting with either Mr. Vaghela (Head Teacher) or our SENCO/Inclusion Manager Mrs. Thomas to discuss how the school could meet your child's needs.

Call: 023 9237 8991 or Email [send@portsdown.portsmouth.sch.uk](mailto:send@portsdown.portsmouth.sch.uk)

#### What do I do if I am not happy or want to make a complaint?

Parents who have concerns or complaints about SEN provision for their child should, in the first instance, speak to the child's class teacher and SENCO. Failing a satisfactory outcome, parents should then contact the Head teacher and request that he investigate. Finally, requests can be made to a parent governor or named SEN governor. For children who are being statutorily assessed by the LA, independent advice and support is available from PIASS (Portsmouth Information and Advice Support) or Portsmouth IS (Portsmouth Independent Support)

Please see the school's complaint policy for further information

#### How is the local offer reviewed?

This SEND Information Report will be reviewed annually to reflect the changing needs of the children who join and are developing in our school. Part of this review process will involve contributions from parents. All parents of children with SEN are invited to join the Parent Forum to help us match our SEND offer to the needs of their child.

#### Where can I, or my child, get further advice and support?

There are a number of local services designed to support parents and carers on many areas of SEND. A full list of support is available on Portsmouth's Local Offer.

Portsmouth Parent Voice is run by parents for parents, is part of the voluntary sector and is supported by the Local Authority and the Department of Education.

[www.portsmouthparentvoice.org](http://www.portsmouthparentvoice.org)

Email: [ppvadmin@hive.portsmouth.org.uk](mailto:ppvadmin@hive.portsmouth.org.uk)

Telephone or text: 02394350254



Portsmouth Information, Support and Advice Service (IASS) - The IASS service has been established to ensure that parents/carers of children from 0-25 years and young people aged 16-25 who have a special educational needs and/or disabilities (SEND) have the information, advice and guidance to allow them to make informed decisions about their own or their child's education. [www.portsmouthsendiass.org.uk](http://www.portsmouthsendiass.org.uk)

Email: [portsmouthiass@roseroad.org.uk](mailto:portsmouthiass@roseroad.org.uk)

Tel: 03003032000



## Special Educational Needs and/or Disabilities (SEND) Information Report 2023-2024



### **Inclusion Manager/SENCO/Designated Teacher for Looked After Children/ Senior Leader**

Working as part of the Senior Leadership team, I work closely with all staff in school, parents, outside agencies and colleagues throughout the city. I have the responsibility of coordinating the provision made for individual children with: Special Educational Needs, social and emotional needs and English as an additional language. I am also the Senior Mental Health Lead and oversee the work of the Welfare and Pastoral Team.

Support is available through:

- Giving advice on issues relating to Special Educational Needs, social and emotional needs and pupils with English as an additional language.
- Meeting with parents to discuss any concerns they may have about their child's development or learning needs.
- Assessments of individual pupils to identify needs, this may include completing the Neurodiversity Profiling Tool
- Referrals may be made to a range of other professionals such as: Educational Psychologist, Speech & Language Therapist and Specialist Teacher Advisors in the city.

### **Safeguarding Co-ordinator and Home Family Link Worker**

#### **Mrs Debbie Hardy**



Our Home Family Link worker is here to offer support, advice, guidance and a listening ear to all of our parents with any difficulties that they are experiencing in a friendly and non-judgmental way.

- Concerns regarding child's behaviour and development
- Support at times of change/stress

She can offer support to families in a variety of ways such as:

- One to one contacts
- Home visits
- Meetings in school
- Telephone contact
- Signposting you to other services/agencies for further support
- Speaking on your behalf
- Promoting courses, education and family learning in the local area
- Form filling
- Benefits advice
- Completing the Neurodiversity Profiling Tool
- Liaising with Portsmouth's Mental Health Support Service

If you feel you would like to talk to her about any of these issues, please ask at the main reception or telephone school on 023 9237 8991



## Special Educational Needs and/or Disabilities (SEND) Information Report 2023-2024

### Welfare and Pastoral Team



**Learning Mentors**

**Mrs Blades & Mrs Jordan**



**Pastoral Support Worker**

**Mrs Hickley**



**Emotional Literacy Support Assistant**

**(ELSA) Mrs O'Byrne**



Two Learning Mentors, a Pastoral Support worker and an ELSA form our Welfare and Pastoral Team. They are here to support the children in overcoming any difficulties that are getting in the way of their learning.

The support each child gets will depend on their individual needs, they will support children both in and out of the classroom, in small groups and one to one.

Children referred to the Welfare and Pastoral team may have difficulties with: feelings, making friends, social skills, and behaviour or home issues.

Children may come out of class to work one to one or in a small group with a member of the team.

Mrs Blades is trained in Loss Companions which is a programme for loss and bereavement and is a trained Youth Mental Health First Aider. Both Mrs Blades and Mrs Jordan are trained in Emotional First Aid, Emotion Coaching, Restorative Practice and Team Teach. They deliver one to one or group support for social and emotional needs, targeting specific area for development and building on children's strengths. Children they work with may need support over a long period of time and will often need explicit teaching for self-regulation skills.

Mrs Hickley is trained in Restorative Practice, Mental Health awareness and Autism Awareness. Mrs Hickley supports children in the classroom through regular check-ins and when they are struggling is able to give children time to talk and regulate. Mrs Hickley delivers "Bucket Club" to children who need some additional support developing early language skills such as, awareness of others, attention, listening, shared attention, switching attention and turn-taking.

Mrs O'Byrne is a trained ELSA. ELSAs are Emotional Literacy Support Assistants. She is a specialist teaching assistant with a wealth of experience of working with children and is trained and regularly supervised by the Educational Psychologists. Her aim is to build your child's emotional development and help them cope with life's challenges. Mrs O'Byrne will help your child to find solutions to any problems they may have. Work with the ELSA is more likely to be a short-term intervention lasting

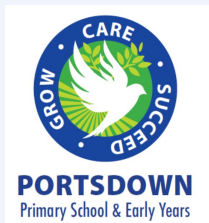
### Medical Support - Lead First Aider: Elinor Durow

We work closely with all staff alongside the school nurse, parents/carers and a range of outside agencies throughout the city to support all pupils' health and medical needs within school.

This support includes:

- Meeting parents/carers to discuss their concerns with a confidential environment
- Making sure that staff are updated and when necessary receive training and/or advice from relevant health professionals to meet pupil's individual needs.
- Arranging school nurse and community asthma nurse drops ins for parents/carers
- Administering medication including asthma inhalers or train staff to do so
- Liaison with the school nurse, parents and staff and provide support in writing care plans for pupils with more complex medical needs

All Teaching Assistants have First Aid training.



## Special Educational Needs and/or Disabilities (SEND) Information Report 2023-2024

### **Support & Interventions at Portsdown Primary School**

We strongly believe that Quality First teaching will make the most difference to all children in our school. We try to limit the number of interventions we use throughout the school to ensure children receive a high standard of teaching in the classroom with their peers. The teacher is the most qualified person to work with all children, including those with Special Educational Needs and therefore are expected to work with all children throughout the week.

Each class has at least one teaching assistant who will support teaching and learning in the classroom. No child has a designated one to one adult to support them, instead the expectation is that all adults should know how to meet the child's needs in the classroom and all adults should support them including the class teacher.

Every child needing additional support and provision on the SEND register is provided with the support they need. The child may be assessed individually in order to identify barriers to learning. The class teacher will set targets for children based on their starting points and will make adaptations to the curriculum as appropriate. At times, children may benefit from working in a small group or 1:1 in lessons to support them engaging in the learning and making progress.

The teacher may put an intervention in place to further support a child's progress in an identified area, this could target reading, spelling, phonics or maths skills or it could be to support social and emotional development or physical development. Resources and methods of teaching vary according to the needs of the child. Where a child might require additional learning needs but is not on the SEND register, the child is monitored closely through in class personal targets but they are not necessarily formally recorded.

Some of the interventions class teachers may put in place are:

- Catch-up Phonics (Little Wandles)
- Precision Teaching
- SNIP
- Pre and post teaching sessions
- Speech & Language (1:1 or small group)
- Handwriting
- Children's Therapy Pack (Fine motor and/or gross motor)
- Emotional Literacy support

In addition to these the Welfare Team are able to deliver a number of interventions for social, emotional and mental health needs.



## Special Educational Needs and/or Disabilities (SEND) Information Report 2023-2024

### Current Outside Agency Involvement

<b>Educational Psychologist (EP)</b> Emma Coleman	School have subscribed to the Portsmouth EP service and access will be dependent on individual pupils needs through discussion with the SENCO, parents/carers and class teachers. The EP service are able to work with school staff, parents and directly assessing/ observing pupils in order to support learning and identify area of need and how best to support.
<b>Mental Health Support Team (MHST)</b> Savanna Greaves	The MHST is a new service and are evidence based. They can work directly with families with children who have mild or moderate anxiety, through parent programmes, they offer training and workshops based on the needs of the school and can also offer consultations with school staff or families who require some advice and support.
<b>Child &amp; Adolescent Mental Health (CAMHS)</b>	A wide range of health professionals who can support children where there are concerns about their emotional well-being and mental health. They can also work with their families and carers.
<b>Specialist Teacher Advisor for Visual or Hearing Impairment</b>	Can provide support, advice and direct teaching. They will work closely with schools and give training where required in order to ensure pupils with a sensory impairment have the appropriate resources and support needed to enable full access to learning.
<b>Occupational Therapy (OT)</b>	Helps to reduce a child's difficulties and improve their ability to learn, socialize and play, finding ways to over-come any problems they experience in participating in day to day activities. They will work closely with the child, parents and teachers to develop approaches and find solutions to help children get the most from life, whether at nursery, school or home.
<b>Speech and Language Therapy</b>	Solent NHS currently provides half termly support from a speech and language therapist. The support from the therapy service may include: <ul style="list-style-type: none"> <li>• Discussion and advice on activities you can use at home.</li> <li>• Assessing pupils individual communication needs and supplying school/home with an individual programme identifying targets to be worked towards</li> <li>• Providing advice, games and activities for school/home to work on with children.</li> </ul>



## Special Educational Needs and/or Disabilities (SEND) Information Report 2023-2024

### Current Outside Agency Involvement

<b>Portsmouth School Nursing Service</b>	<p>The school nurse is assigned to the school and can be contacted by phone on: 0300 123 6629.</p> <p>You may also be referred to the school nurse via your GP and a possible Care plan may need to be put in place. We also have access to a range of specialist nurses should they be required.</p>
<b>Social Care</b>	<p>School has access to and works very closely with Social Care in supporting both our children and families as needed.</p>
<b>Physiotherapist</b>	<p>Treatment is based on the assessment of the child's needs and developing an individualised treatment plan.</p>
<b>Neurodiversity Multi-disciplinary Team</b>	<p>Portsmouth's Neurodiversity Team (0-19) consists of family support workers, child and adolescent clinicians, an educational psychologist, speech and language therapy, occupational therapy and service lead.</p> <p>The team has been developed to support the city's new neurodiversity pathway which aims to improve early identification of neurodiversity and offer increased support for families and professionals, meaning children and young people may not need to go through the lengthy assessment process to get their needs met.</p> <p>The Neurodiversity Team will provide:</p> <ul style="list-style-type: none"><li>• A single point of access for parents/carers and professionals who require additional support and/or training to meet a child or young person's needs</li><li>• Universal and consistent support for families, children and young people</li></ul> <p>Neurodiversity0-19Enquiries@portsmouthcc.gov.uk</p>

**Portsmouth  
SEND Local Offer**

For more information about the services, support and advice available in Portsmouth, visit the Local Offer.



<https://portsmouthlocaloffer.org/>



## Parent Views

"Staff are always willing to listen to us, as parents, and work together to meet the needs of our child. Staff in the PIC get to know children as individuals and tailor their approach to each child's needs. Portsdown provides support for us as a family unit."

Parents of a Year 4 Pupil

"The staff at Portsdown are always helpful and caring. They have been a fantastic support to my son and me. The teachers work hard with the children to make sure they have the help they need".

Parent of Year 2 pupil

"We are so pleased with what our son has achieved through the support from the staff in the school. He has had extra one to one sessions and the class teacher has given us things we have been able to use at home to support him. We're so glad to have SEN support to help him and this shows how well things work."

Parent of year 1 child

"Thank you to each and everyone one of you. Sometime or another you have had all helped my children whether it be in school or the nursery. I cannot thank the teachers, nursery staff , TA's literally all of you enough for your help and support you have given me all these years. The school has backed me with my son's needs when no one else would and got him where he is today and where he needs to be."

Parent of Year 6, Year 5, Year R and Nursery pupils