



PORTSDOWN
Primary School & Early Years

Portsmouth Primary School Inclusion and SEND Team

Inclusion



Social, Emotional and Mental Health
Cognition & Learning
Sensory and/or Physical
Pastoral Care
Medical
Looked After Children
Neuro-diverse
Speech, Language, Communication
English as an additional language

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

Mrs Sue Thomas



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 co-ordinating the provision made for individual children with: Special Educational Needs, social and emotional needs and English as an additional language. 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.
- Mental Health Senior Leader
- Welfare and Pastoral Team lead

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

Welfare and Pastoral Team



Learning Mentors:

Mrs Tracy Blades and Mrs Ann 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 between 6 and 8 weeks.

Medical Support

Leader First Aider: Mrs 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.

Attendance Officer

Mrs Sue Carpenter



Mrs Carpenter works closely with all staff, the school nurse, parents/carers and a range of outside agencies through the city to support all pupils in attending school every day. As the Attendance Officer she will monitor and track the attendance of pupils throughout the school. Accessing learning is vital to your child's education and therefore we have a duty to work with parents to ensure attendance is kept above the 95% limit.

This support includes:

- Meeting with parents/carers to discuss concerns within a confidential and supportive environment regarding home/family and medical issues.
- Daily monitoring and tracking of individual pupils who arrive late or do not attend school
- Contacting parents to discuss concerns and how best we can support them
- Liaison with the Local Authority Attendance Officers
- Setting up and delivering attendance rewards, motivators and programmes.

Support and Intervention 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.