



SEN Information Report 2017 - 18

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 SEN through a variety of ways, 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, for example behaviour or self-esteem which is affecting performance.
- Liaison with external agencies.
- Children with an EHCP (Education and Health Care Plan) or SENSA (Special Educational Needs Support Agreement) 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 Teaching 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 will meet with you on a termly basis (this could be part of a Parent's evening) to discuss your child's needs, support and progress.
- Class teachers are happy to discuss your child's needs if you have questions or concerns between more formal meetings.
- The SENCo is available to discuss needs and support in more detail.

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

- 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.
- The SENCO supports 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 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.
- Where children have an EHCP or SENSA, 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 age related expectations, identifies whether or not any progress has been made and how much.
- 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 when 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?

- Parents evenings offer opportunities to discuss your child's progress with their class teacher. The SENCo is also available to meet alongside the class teacher on these occasions.
- Targets are set termly by class teachers with input from SENCo and TAs. You are always welcome to make an appointment to meet with the 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 your child has complex SEN, a SENSA may be arranged and support put in place, especially as they move on to secondary school. If they have an Education, Health and Care Plan (EHCP), a formal meeting will take place to discuss your child's 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 progress in learning against age related expectations.
- 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. Learning progress is tracked at least termly.
- Our SENCo liaises with all teachers on a regular basis and spends time in all classes, to monitor progress of all children with SEN.
- 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 Speech Link) 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 team of staff 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 their 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 SENCo for further advice and support. This may involve working with outside agencies, such as health and social services and/or the Primary Behaviour Service.
- There is a nurture group, Tortuga, that runs within the school on four afternoons per week. This group is managed by the SENCo and is run by two Higher Level Teaching Assistants. The group helps to develop a child's social and emotional skills alongside their learning skills.
- The school also has a FEIPS (Framework for Enhanced Individual Pastoral Support) practitioner; she works under the direction of the SENCo, supporting vulnerable children during the mornings addressing their individual emotional issues.
- The school has an Inclusion support worker who is involved in planning for pupils with a wide range of social and emotional issues. He supports staff and pupils in the implementation of these plans.

- The school has a Family Support Worker to support families, working closely with school staff. 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 medication is recommended by health professionals to be taken during the school day. There will be a form to be filled 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 school's Inclusion support worker and overseen by the SENCo.
- Attendance of every child is monitored on a daily basis by the school. The Headteacher, Inclusion Manager and Family Support Worker meet twice per ½ term (on average) 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 SENSA or EHCP, their views will be sought before any review meetings.

How are the Governors involved and what are their responsibilities?

- A named Governor is responsible for SEN and meets regularly with the SENCo. An SEN report is shared with the Governing Body. We also have a governor who is linked to our nurture group (Tortuga).
- The Governors 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.

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?

- Our SENCo works across both schools and across all year groups and therefore has a good understanding of how children with SEN are being supported and is able to address issues as and when they arise.
- We work closely with any external agencies that we feel are relevant to individual children's needs within our school. These agencies may include:
 - Primary Behaviour Service
 - Educational Psychologists
 - Specialist Advisory Teachers
 - Social 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 Inclusion Manager is a qualified teacher with more 20 years of experience. She 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.
- A senior member of staff with an expertise in literacy, works closely with SENCo to manage teaching and learning for pupils with SEN across the school.
- 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 Speech and Language Therapist.
- Many of our TAs have received training in running a variety of intervention programmes, such as Read Write Inc, Catch Up, Numicon, Literacy and Occupational Therapy interventions, etc.
- We have 3 members of staff who are Team Teach trained to support children with behavioural difficulties.
- All TAs have been 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 provide the necessary support to ensure that this is successful.
- A risk assessment is carried out prior to any off site activity to ensure everyone's health 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 toilet 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 in Year 2.
- 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.
- 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.
- A SENSE or EHCP review will be used as a transition planning 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:
 - Inclusion Manager - Evelyn Smith
 - SENCO - Katie Norton
 - Headteacher - Tim Deery
 - Family Support Worker - Gemma Sacree
 - SEN Governor - Jenny Robinson
 - Andover School Nurses - hp-tr.andoverschoolnurses@nhs.net
-01962 763985

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

- You might also wish to:
 - Look at the school's SEN and related policies on our website
 - Contact the Support4SEND (formerly Parent Partnership Service)
 - 01962 845870 - support4SEND@hants.gov.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.)