



The  
Portsmouth Academy

## Special Educational Needs Information Report and Policy

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## 1. Aims and objectives

Our special educational needs and disabilities (SEND) policy aims to:

- set out how our school will support and make provision for pupils with SEND
- Make sure our school fully implements national legislation and guidance regarding pupils with SEND
- Explain the types and range of SEN we ordinarily provide support for including adaptation of curriculum, resources and environment for, to those which are more complex and require higher levels of intervention.
- Our school will:
  - Support and make provision for pupils with special educational needs and disabilities
  - Provide pupils with SEND access to all aspects of school life so they can engage in the activities of the school alongside pupils who do not have SEND
  - Help pupils with SEND fulfil their aspirations and achieve their best
  - Help pupils with SEND become confident individuals living fulfilling lives
  - Help pupils with SEND make a successful transition into adulthood
  - Communicate with pupils with SEND and their parents or carers and involve them in discussions and decisions about support and provision for the pupil
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND
- Communicate with, and involve, pupils with SEND and their parents or carers in discussions and decisions about support and provision for the pupil
- Make sure the SEND policy is understood and implemented consistently by all staff

## 2. Vision and values

### SEND VISION:

To create a community of learners that successfully access education through opportunities in and out of the classroom. To equip our learners with skills to transform life chances. All teachers are teachers of SEND and will implement the strategies from their pupils' learning plan and adapt their lesson plans in order for the child to achieve and make the most of their learning opportunities, in line with the TSAT value of Be Your Best Self. All teachers and leaders to use the TPA top 5 strategies of explicit instructions, cognitive and metacognition strategies, scaffolding, flexible groups and using technology.

### Our Commitment

To identify students' special educational needs and to put appropriate support in place

To ensure that staff will have the knowledge, understanding and skills to provide the right support for students who have Special Educational Needs or are disabled (SEND)

To monitor and review students' progress and achievement regularly

To provide a caring and supportive environment for students where they are encouraged to speak to a member of the team if they are experiencing problems

This is to ensure that barriers to achievement for SEND students are removed and all students have the opportunities to develop their knowledge, skills and abilities; play an active part in Academy life and the wider community and fulfil their potential.

### 3. Legislation and guidance

This is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEND
- The Special Educational Needs and Disability Regulations 2014, which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report
- The Equality Act 2010 (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities

### 4. Inclusion and equal opportunities

At our school we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life.

### 5. Definitions

#### 5.1 Special educational needs

A pupil has SEND if they have a learning difficulty or disability that requires special educational provision to be made for them.

They have a **learning difficulty or disability** if they have:

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

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

#### 5.2 Disability

Pupils are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

## 6. Roles and responsibilities

### 6.1 The SENDCO

The SEND team at our school is Sarah Dedman (Vice Principal of Inclusion), Hannah Coles (SENDCo) and Penny Sherbourne (Head of Inclusive Provisions)

They will:

- Inform any parents that their child may have SEN and then liaise with them about the pupil's needs and any provision made
- Work with the Principal and SEN governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support and differentiated teaching methods appropriate for individual pupils
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to ensure that appropriate provision is provided
- Liaise with potential next providers of education to make sure that the pupil and their parents are informed about options and that a smooth transition is planned
- When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil's SEN and the provision for them are sent to the appropriate authority, school or institution in a timely manner
- Work with the headteacher and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Make sure the school keeps its records of all pupils with SEND up to date and accurate
- With the headteacher, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the headteacher, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- Prepare and review information for inclusion in the school's SEN information report and any updates to this policy
- With the headteacher and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

## **6.2 The SEND governor**

The SEND governor will:

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

## **6.3 The Principal**

The Principal will:

- Work with the SENCO and SEND governor to determine the strategic development of the SEND policy and provision within the school
- Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress

## **6.4 Subject teachers**

Each subject teacher is responsible for:

- Planning and providing high-quality teaching that is differentiated to meet pupil needs through a graduated approach, using the TPA top 5 – explicit instruction, cognitive and metacognitive strategies, scaffolding, flexible grouping and using technology
- The progress and development of every pupil in their class
- Read and implement SEND students individual support plans, annual reviews and Education, Health and Care plans.
- Working closely with any Student Engagement Workers (SEWs) to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development, and decide on any changes to provision on individual support plans
- Ensuring they follow this SEND policy and the SEN information report

## **7. SEN information report**

### **7.1 The types of SEND that are provided for**

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that cut across more than 1 area, and their needs may change over time.

Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

AREA OF NEED	
<p><b>Communication and interaction</b></p>	<p>Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication.</p> <p>Pupils who are on the autism spectrum (ASC) often have needs that fall in this category.</p>
<p><b>Cognition and learning</b></p>	<p>Pupils with learning difficulties usually learn at a slower pace than their peers.</p> <p>A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"> <li>• Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia</li> <li>• Moderate learning difficulties</li> <li>• Severe learning difficulties</li> <li>• Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment</li> </ul>
<p><b>Social, emotional and mental health</b></p>	<p>These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:</p> <ul style="list-style-type: none"> <li>• Mental health difficulties such as anxiety, depression or an eating disorder</li> <li>• Attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder</li> <li>• Suffered adverse childhood experiences (ACE's)</li> </ul> <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.</p>
<p><b>Sensory and/or physical</b></p>	<p>Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Pupils may have:</p> <ul style="list-style-type: none"> <li>• A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment</li> <li>• A physical impairment</li> </ul> <p>These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

## 7.2 Identifying pupils with SEND and assessing their needs

Underpinning all our provision in school is the graduated approach cycle. All teachers are responsible for every child in their care, including those with special educational needs

**Assess:** – we take into consideration all the information gathered from our assessments, observations and discussions with parents or carers.

**Plan:** – we identify the barriers to learning, intended outcomes, and details what additional support will be provided to help overcome the barriers.

**Do:** Class teacher / teaching assistants will carry out support set in the Learning Plans, and annotate the plans with progress made.

**Review:** – we measure the impact of the support that has been provided, and consider whether changes need to be made. All those involved contribute to these discussions. This stage informs the next cycle, if necessary. Having consulted with children, young people and their parents, all our additional provision (internal or external) is based on an agreed outcomes approach.

When teachers identify an area where a pupil is making slow progress, they will target the pupil's area of weakness with differentiated, high-quality teaching, using the TPA top 5. If progress does not improve, the teacher will raise the issue with the SENCO to have an initial discussion about whether this lack of progress may be due to a special educational need. Where necessary they will, in consultation with the pupil's parents or carers, consider consulting an external specialist.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

Potential short-term causes of impact on behaviour or performance will be considered, such as bullying or bereavement. Staff will also take particular care in identifying and assessing SEN for pupils whose first language is not English.

When deciding whether the pupil needs special educational provision, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. The Portsmouth Academy will use the Portsmouth Profile of Need document to determine if the child hits the city-wide threshold for SEN support, we will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

If a pupil is joining the school, and:

- Their previous setting has already identified that they have SEN
- They are known to external agencies
- They have an education, health and care plan (EHCP)

then the school will work in a multi-agency way to make sure we get relevant information before the pupil starts at school, so support can be put in place as early as possible.

## 7.3 Consulting and involving pupils and parents

When we are aiming to identify whether a pupil needs special education provision, we will have an early discussion with the pupil and their parents and use the Portsmouth Profile of Need document to determine the level of needs in line with the city-wide threshold. These conversations will make sure that:



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

Notes of these early discussions will be added to Provision Map.

## **7.4 Levels of support**

### **School-based SEN provision**

Pupils receiving SEN provision will be placed on the school's SEND register. These pupils have needs that can be met by the school through the graduated approach. Pupils will have an individual support plan on Provision Map that will include strategies from the TPA Top 5. Where the pupil's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible as well as creating a SEN support Plan, using the Portsmouth Profile of Need document.

The provision for these pupils is funded through the school's notional SEND budget and on the census these pupils will be marked with the code K.

### **Education, health and care (EHC) plan**

Pupils who need more support than is available through the school's school-based SEN provision may be entitled to an EHC plan. The plan is a legal document that describes the needs of the pupil, the provision that will be put in place, and the outcomes sought.

The provision for these pupils will be funded from the school's notional SEND budget, and potentially from the Local Authority (LA) based on the Summary of Provision the LA issue alongside the EHC plan.

On the census these pupils will be marked with the code E.

## **7.5 Evaluating the effectiveness of SEN provision**

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

- Tracking pupils' progress, by using provision maps
- Carrying out the review stage of the graduated approach in every cycle of SEN support
- Monitoring by the SENCO
- Holding annual reviews for pupils with EHC plans
- Getting feedback from the pupil and their parents

## **8 Expertise and training of staff**

Training will regularly be provided to teaching and support staff. The Principal, Quality of Education Team SENDCO will monitor to identify any staff who have specific training needs and will incorporate this into the school's plan for continuous professional development.

## **9. Links with external professional agencies**

The school recognises that it won't be able to meet all the needs of every pupil with SEND. We work with the following agencies:

- Portsmouth's Inclusion Outreach Service
- Educational psychologists
- Occupational therapists
- Speech and language therapists
- Physiotherapists
- Hearing and Vision impairment service
- Child and adolescent mental health services (CAMHS) ,
- Mental Health Support Team (MHST)
- Neurodiversity 0-19 team
- Multi-Agency Behaviour Support Service (MABS)

## **10. Admission and accessibility arrangements**

### **10.1 Admission arrangements**

Pupils with SEN or an EHCP are admitted to The Portsmouth Academy by Portsmouth City Council. See admissions policy for more information.

### **10.2 Accessibility arrangements**

The Portsmouth Academy have outlined their school vision in the Accessibility Plan. Refer to this for more information.

## **11. Complaints about SEND provision**

Complaints about SEND provision in our school should be made in line with our complaints procedure, which can be found on our school website. The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children.

They can make a claim about alleged discrimination regarding:

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

## **12. Monitoring and evaluation arrangements**

### **12.1 Evaluating the effectiveness of the policy**

We are constantly looking for ways to improve our SEND policy. We will do this by evaluating whether or not we are meeting our objectives set out in section 1.

We will evaluate how effective our SEND provision is with regards to:

- Ensuring provision map is up to date
- Review how pupils are identified as having SEND, using the city-wide Profile of Need.
- Whether pupils with SEND feel safe, valued and included in the school community
- Comments and feedback from staff, pupils and their parents

### **12.2 Monitoring the policy**

This policy will be reviewed by Hannah Coles, SENDCo, The Portsmouth Academy **every year**. It will also be updated when any new legislation, requirements or changes in procedure occur during the year.

It will be approved by the full governing board.

### **13. Links with other policies and documents**

This policy links to the following documents

- The local offer
- Accessibility plan
- Behaviour and Culture Policy 2023-2025
- Supporting pupils with medical conditions policy
- Admissions policy 23-24
- Safeguarding policy
- TSAT Complaints policy