

# Portland Spencer Academy

## Special Educational Needs and Disability (SEND) Policy and Procedures

The Local Governing Body of Portland Spencer Academy adopted this policy statement in April 2020

It will be reviewed annually, no later than April 2021

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## **1. Legislative context**

### **Definition of Special Educational Needs and Disability**

Section 20 of the Special Educational Needs and Disability Code of Practice (025 years) 2014 states that:

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

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

A child under compulsory school age has SEN if he or she is likely to fall within the definition at (a) or (b) above when they reach compulsory schools age or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is “... a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day to day activities”.

This definition includes children and young people with long term medical conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEN but where a child requires special educational provision over and above the adjustments, aids and services required by the Equality Act 2010, they will additionally be covered by the SEND definition.

Schools must also have regard to statutory guidance re supporting pupils with medical conditions (DfE 2014)

The statutory duties on schools under the Equality Act (2010) remain.

## 2. School Values and Ethos

Through our ASPIRE ethos and our HEART curriculum we celebrate each and every child showing that we are all unique and special and that we work together for the success of each and every child. We pride ourselves on forming excellent relationships with pupils, parents and outside agencies to ensure children who have special educational needs and/or disabilities are included and valued in all aspects of school life.

## 3. Aims and Objectives

This policy explains how our school makes provision for pupils with SEND, in line with the school ethos and with current legislative requirements. (SEND Code of Practice 2014, Equality Act 2010).

At Portland we aim to:

- identify and provide for pupils who have special educational needs and additional needs
- work within the guidance provided in the SEND Code of Practice 2014
- operate a 'whole pupil, whole school' approach to the management and provision of support for special educational needs
- provide a SENCo who will work with the SEND Inclusion Policy
- Make clear the expectations of all the partners in the process
- provide support and advice for all staff working with special educational needs pupils
- develop and maintain partnership and high levels of engagement with parents ☑ Ensure access to the curriculum for all pupils

**Our objectives are to:**

- **Identify the needs of pupils with SEND as early as possible.** This is most effectively done by gathering information from parents, education, health and care services (and feeder schools or early years settings as applicable) prior to the child's entry into the school
- **Monitor the progress of all pupils** in order to aid the identification of pupils with SEND. Continuous monitoring of those pupils with SEN by their teachers will help to ensure that they are able to reach their full potential.
- **Make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the national curriculum.** This will be coordinated by the class teacher and will be monitored and regularly reviewed by the SENDCo and Head Teacher in order to ensure that individual targets are being met and all pupils' needs are catered for.
- **Work with** parents to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEND procedures and practices, providing regular reports on their child's progress, and providing information on the provisions for pupils within the school as a whole.

- **Work with outside agencies** when the pupils' needs cannot be met by the school alone. We have links with Nottingham City Council SENDCo Network. We work with Health professionals including Community Paediatricians, SALT, School Nurse, and Health Visitor, the Local Authority (LA), Family Specialist Support Services, the Educational Psychologist, Social Care and the Children Centres.
- **Create a school environment where pupils feel safe to voice their opinions of their own needs.** Pupil participation is a right. This will be reflected in decision making but also encouraged through wider opportunities for participation in school life.

#### **4. Responsibility and Accountability**

The person coordinating the provision of education for pupils with SEND is the SENDCo. The SENDCo at Portland Spencer Academy is Mr Dylan Murphy. Mr Murphy is committed to:

- Managing the day to day operation of the policy
- Acting as a link with parents;
- Co-ordinating the provision for, and management of, the responses to the children's special needs;
- Supporting and advising colleagues;
- Contributing to and managing the records of all children with special education needs;
- Managing the school based assessments and completing the documentation required by outside agencies and the Local Authority;
- Acting as the link with external agencies and other support services; and
- Monitoring and evaluating the special educational needs provision and reports to the governing body.

The SENDCo will hold details for all SEND support records such as provision maps, structured conversations for individual pupils.

All staff can access:

- The Portland Spencer Academy SEND Policy;
- A copy of the full SEND Register or alternative school document used for tracking this cohort
- Guidance on identification in the code of practice (SEND support and pupils with Education, Health and Care Plans);
- Information on individual pupil's special educational needs and disabilities;
- Practical advice, teaching strategies and information about special educational needs and disabilities; and
- Information available through Nottingham City's SEND local offer.

This information is made accessible to all staff and parents in order to aid the effective co-ordination of the schools SEND provision. In this way, every staff member will have access to

complete and up-to-date information about all pupils with special needs and their requirements which will enable them to provide for the individual needs for all pupils.

With regards to accessing exams and other assessments we look at each child on an individual basis. The SENDCo/ Assessment co-ordinators are jointly responsible for this.

All staff have the responsibility of meeting the needs of each individual in their class to the best of their ability with or without a formal assessment. If there is a concern from staff, a referral to the SENDCo should accompany a structured and well-differentiated teaching programme.

## **5. Admissions**

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with Education, Health and Care Plan and those without.

## **6. Identification and Assessment of SEND Provision and Transition Arrangements**

A graduated approach – see **Appendix 1**

### **Quality First Teaching**

1. Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
2. Once a pupil has been identified as possibly having SEND they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
3. The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
4. The SENDCo will be consulted as needed for support and advice and may wish to observe the pupil in class.
5. If a pupil has recently been removed from the SEND support list they may also fall into this category as continued monitoring will be necessary.

6. Parents will be fully informed at every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
7. The child is formally recorded by the school as being under observation due to concern by parent or teacher but this does not place the child on the school's SEND list. Parents are given this information in Teacher Parent meetings. It is recorded by the school as an aid to further progression and future reference.
8. Pupil progress meetings are used to monitor and assess the progress being made by the child. The frequency of these meetings are dependent on the individual child's needs and progress being made. Weekly monitoring will take place.

### Class Concern

If a child causes concern e.g. because they are not making progress or exhibiting different/challenging behaviour the class teacher will make provision to meet their needs. The SENDCo will support class teachers in ensuring effective provision. These children will be closely monitored and data analysed half termly. If a child continues to cause concern, despite class intervention and quality first teaching, they will be added to the SEND register and given more specific interventions.

### SEND support

Where it is determined that a pupil does have SEND, parents will be formally advised of this and the decision will be added to the pupil's school records. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four part process

- Assess
- Plan
- Review
- Do

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are most effective in supporting the pupil to achieve good progress and outcomes.

#### Assess

This involves clearly analysing the pupils needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant advice from external support services will also be considered. Any parental concerns will be noted and compared with the school information and assessment data on how the pupil is progressing. This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and are being overcome and that the intervention being used are developing and evolving as required. Where

external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

### Plan

Planning will involve consultation between the teacher, SENDCo and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

### Do

The class teacher remains responsible for working with the child on a day to day basis. They will retain responsibility even where the interventions may involve group or 1:1 teaching away from the main class teacher. They will work closely with teaching assistants and (or relevant specialist staff) to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupils strengths and weaknesses, problem solving and advising of their implementation of effective support will be provided by the SENDCo.

### Review

Reviews will be undertaken in line with agreed dates. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and their parents. The class teacher, in conjunction with the SENDCo will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil.

Parents will be provided with clear information about the impact of support to enable them to be involved in planning the next steps.

## **Referral for an Education, Health and Care Plan**

If a child has lifelong or significant difficulties they may undergo a statutory assessment process which is usually requested by the school but can be requested by a parent/carer. This will occur where the complexity of need or lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources is required.

The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review.



The application for an Education, Health and Care Plan will combine information from a variety of sources including:

- Parents
- Teachers
- SENDCo
- Social Care and/or
- Health Professionals

Further information about the EHC Plans can be found via the Local Authority SEND website:

<https://www.nottinghamcity.gov.uk/education-and-schools/special-educational-needs-service/>.

Alternatively parents can speak to the SENDCo at Portland Spencer Academy.

## Transition

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with Education, Health and Care Plan and those without.

The school liaises and links closely with early years' settings, local primary schools and local secondary schools to ensure carefully planned and structured transition programmes between key stages and between schools.

## Home to school transition

We have a Groovy 2's session on a regular and ongoing basis throughout the year. When the children are eligible to start in the nursery class they are invited with their parents to a Nursery Induction Programme.

These programmes help the children to:

- ensure smooth transition between home life and school life;
- settle into nursery routines & procedures quickly & easily;
- separate from their carer; and
- support their self-care skills

## Class to class transition

Each year, time is given for new class teachers to discuss each child in detail with the next class teacher including any barriers to learning and quality teaching strategies to support each child. Class teachers also have a meeting with the SENDCo to ensure children's needs are fully understood and provision accurately reflects and supports each child's needs.

The transition programme involves children visiting their new class on several occasions.

The children are given a transition booklet to familiarise themselves with their new class and the people they will be working with. The curriculum is also shared for September.

We hold a meet the teacher open evening for parents as part of the schools transition arrangements.

### **Secondary Transition**

The feeder secondary schools send pastoral forms for the year six class teachers to complete, these are then returned to each child's secondary school by our administration team. Each secondary school arranges transition visits in the summer term.

The ASD team are contacted regarding any ASD children at the end of Year 5 so that they are able to organise extra transition for those children as applicable.

## **7. Methodology for Intervention**

We employ a team of teaching assistants to support the SENDCo and Class teacher in supporting children with special educational needs and delivering interventions where appropriate.

Where relevant, external specialist services for example SALT (Speech and Language Therapy), will provide advice/ strategies/ interventions as applicable to both the school and home in order to further support the child.

Weekly RAG meetings and half termly reviewed Steps to Success and DATA collection inform class teachers, SLT and the SENDCo of where interventions are needed, what they will be and who will need them.

## **8. Staff Training in SEND**

We aim to keep all staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND.

The SENDCo attends relevant SEND courses and the Nottingham City Council SENDCo Network as well as the yearly SEND conference. The SENDCo facilitates/signposts relevant SEND focused external training opportunities for all staff.

We recognise the need to train all our staff on SEND issues. The SENDCo, with the senior leadership team ensures that training opportunities are matched to school development priorities, staff and children's needs.

## **9. Accessibility and Inclusion**

The school has a range of specialist SEND facilities in place. There is a disabled toilet for pupils with physical disabilities.

Further information can be found in the school's Accessibility plan.

All children are included in all aspects of school life. We ensure this happens through quality first teaching and differentiation, clearly structured interventions and deployment of TAs.

## **10. External Agencies**

For children who need additional support we buy into the targeted support services run by Nottingham City Council.

Educational Psychology  
IES – Learning and Cognition IES  
ASD support  
Behaviour support service.

We request support according to the child's needs and with parental consent.

## **11. Local Offer**

The SEND local offer sets out and describes in one place the information, services and the provision that is expected to be available for children and young people in the area who have SEND.

Please click the link below to access Nottingham City Council's Local Offer

<https://www.asklion.co.uk/kb5/nottingham/directory/localoffer.page?directorychannel=7>

## **12. Additional info**

If you require further information about the provision for SEND in the school please talk to the class teacher of your child or contact the Special Educational Needs and Disability Co-ordinator (SENDCo), Mr Dylan Murphy either through email [sendco@portland.nottingham.sch.uk](mailto:sendco@portland.nottingham.sch.uk) or telephone 0115 915 5747.

The Parent Partnership Service

Parent Partnership Services (PPS) offer advice and support to parents and carers of children and young people with special educational needs. They are statutory services; therefore there is one

in every local authority. They are free, and give impartial and advice, information and support about education issues to parents and carers of children with special educational needs. More information about the local PPS can be found at [www.ppsnotts.org.uk](http://www.ppsnotts.org.uk).

They can be contacted on 0115 948 2888 or by emailing [enquiries@ppsnotts.org.uk](mailto:enquiries@ppsnotts.org.uk)

### **13. Complaints procedure**

If a parent/carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the SENDCo or Head Teacher, who will be able to advise them on formal procedures for compliant.

### **14. Contact Details**

Portland Spencer Academy  
Westwick Road  
Bilborough  
Nottingham  
NG8 4HB

**Tel: 0115 915 5747**

**Fax: 0115 915 5746**

**Email: [admin@portland.nottingham.sch.uk](mailto:admin@portland.nottingham.sch.uk)**

**Website: [www.portlandspenceracademy.co.uk](http://www.portlandspenceracademy.co.uk)**

**Executive Headteacher:** Mrs Kate Green

**Chair of Governors:** Mr David Kirkham

**SENDCo:** Mr Dylan Murphy

## 15. Appendix 1 – The graduated approach

<b>Action</b>	<b>Who is involved?</b>	<b>What is involved?</b>	<b>Next Steps</b>
<b>Quality First Teaching</b>	The class teacher is responsible for differentiating work for all the pupils.	The teacher plans for the activities to be given to the pupils at the appropriate level of need for success and progress to be achieved.	If, after observations in a variety of contexts and in discussion with parents/carers, a pupil is not making adequate progress, placing the child on the SEND register at SEN Support. The teacher responsible for the child informs the SENDCO of the concern using the 'SEND Cause for Concern' form (see Appendix 2).
<b>SEN Support – Stage 1</b>	The child is placed on the SEND register at SEN Support. Appropriate interventions are identified and parents/carers are informed.	Additional and/or different activities/resources are used to meet the needs of the pupil. Suggestions for support at home are considered with the parents/carers. These are recorded termly on the class Provision Map which is reviewed regularly.	Most pupils should make progress with the additional help, but if the targets and strategies implemented mean that adequate progress is not made, advice is requested from outside agencies.
<b>SEN Support – Stage 2</b>	The SENDCO requests advice from an external agency. The class provision map is adapted with parents/ carers based on the additional guidance given. The teacher involved delivers the plan of action.	The Provision Map is implemented in the class using the strategies and additional/different resources suggested. Support from home is considered. The Provision Map is reviewed regularly.	The majority of pupils will make progress with the further advice and intervention, but if the targets and strategies do not result in adequate progress all the parties involved will consider contributing evidence to support a request for EHCP.

16. Appendix 2 – Steps to Success

Portland Spencer Academy

My Steps to Success to

PHOTO  
NAME

[Blank pencil-shaped box]

[Blank pencil-shaped box]

[Blank pencil-shaped box]


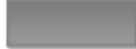
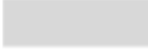

Target

The worksheet is enclosed in a green border. At the top left is the Portland Spencer Academy logo. The title 'My Steps to Success to' is centered at the top. To the right is a square box for a photo and name. Below are three yellow pencil-shaped boxes, each with a colored footprint icon (yellow, blue, green) to its left. To the right of these is a large square box labeled 'Target'.

**17. Appendix 3 Individual Provision Map for pupils with additional funding**

HLN Timetable									
School:			Pupil:			DOB:			Yr Group:
Mon									
Tues									
Wed									
Thur									
Fri									

**Key using greyscale**

	1:1 Support		Small Group intervention (1:4)		Class Support (TA)		Independent
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