

# **Portland Spencer Academy**

## **Special Educational Needs and Disability Information Report 2020-21**

Welcome to our SEND information report which is part of Nottingham City Council's Local Offer for learners with SEND. All governing bodies of maintained schools have a legal duty to publish information on their website about the implementation of the governing body's policy for pupils with SEND. This information is updated annually.

At Portland Spencer Academy we value all members of our school community. Our local offer has been produced with parents and carers, governors and staff. We welcome your comments on our offer, so please contact us. The best people to contact are;

**Executive Headteacher:** Mrs Kate Green

**SENDCo:** Mr Dylan Murphy

Chair of Governors: Mr Neil Healy

## **Our Approach to Teaching Learners with SEND**

At Portland Spencer Academy we ensure that all our pupils are equally valued by having equal access to a broad and balanced curriculum which is differentiated to meet individual needs and abilities.

- We have effective management systems and procedures for SEND, taking into account the current Code of Practice (2014).
- We have successful communication between teachers, children with SEND, parents of children with SEND and outside agencies.
- We acknowledge and draw on parent's knowledge and expertise in relation to their own child.
- We aim to include children in managing their SEND depending on their ability to do so.
- We are committed to developing the knowledge of all staff to manage the challenges of the range of needs in the school, and to ensure that all support is of high quality.
- We have an effective review cycle that allows us to monitor, review and plan for next steps of development.
- We ensure that consideration of SEND crosses all curriculum areas and all aspects of teaching and learning.

## **Identifying the Special Educational Needs of pupils**

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

**"A child or young person has SEND 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 or a young person has a learning difficulty or disability if he or she:**

- **Has a significantly greater difficulty in learning than the majority of others the same age, or**
- **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.**

Where pupils' progress is significantly slower than that of their peers, or fails to match their previous rate of progress, despite high quality teaching targeted at specific areas of difficulty, it *may* be that the child has SEND. Information will be gathered, including seeking the views of parents and the

pupil on the pupil's areas of strengths and difficulties, any parent/carer concerns, planning any additional support the pupil may receive, discussing any referrals to outside professionals, to support your child's learning, as well as information from the class teacher and their assessment data.

There can be many reasons for children 'falling behind'. These may include absences, attending lots of different schools, difficulties in speaking English or worries that distract them from learning. This does *not* mean that *all* vulnerable learners have SEND. Only those with a learning difficulty that requires special education provision will be identified as having SEND.

## **Portland Spencer Academy**

Portland Spencer Academy is an inclusive school where diversity is celebrated. We are a school which recognises the entitlement of all pupils to a balanced, broadly based curriculum. Our SEND aims reinforce the need for teaching that is fully inclusive to ensure that children with SEND are not treated less favourably. As much as possible, children remain in class, accessing a purposeful and inclusive education. Teachers and support staff are highly skilled at supporting children with SEND in class and identifying those that require further support.

In Spring 2020, our SEND profile shows that we have 17% (72) of children identified as having SEND. This percentage is made up of the following groups:

32% are identified as having SEND linked to Cognition and Learning (including maths, reading, writing and spelling etc.)

29% are identified as having SEND linked to Communication and Interaction (including speech and language difficulties and problems with social interaction)

13% are identified as having SEND linked to Physical and sensory (including disabilities such as those affecting mobility, sight and hearing)

23% are identified as having SEND linked to Social, Emotional and Mental Health Difficulties (including ADHD, ADD, Attachment Disorder, Anxiety and Depression)

## **What should I do if I think that my child may have Special Educational Needs or isn't making progress?**

If you have concerns about your child's progress or think they might have a special educational need you should, in the first instance, speak to your child's class teacher. If necessary they will arrange a time that they can meet with you to fully discuss your concerns.

The class teacher will discuss your child's learning needs and interventions that are in place to meet your child's needs. They will then discuss your concerns with the SENDCo who will decide how SEND support can be identified. Parents of children identified as needing SEN support will be invited to a meeting to discuss the provision made for their child.

If you have concerns that your child has an unmet special educational need after speaking to one of the above staff, you should contact Mr Murphy (SENDCO) through the school office.

## **Support for children with Special Educational Needs**

If a learner is identified as having SEND, we will provide support that is in ‘**additional to**’ or ‘**different from**’ the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching intended to overcome the barrier to their learning. Targets that this support is focussed on will be set out at Steps to Success.

When providing support that is ‘additional to’ and ‘different from’ we will engage in a four stage process: Assess, Plan, Do and Review.

**Assess** – this involves taking into consideration all the information from discussions with parents or carers, the child, the class teacher and assessment data.

**Plan** –this stage identifies the barriers to learning, intended outcomes, and details what support will be provided to help overcome the barriers. Decisions will be recorded on a Provision Map and a Pupil Profile. This will form the basis of termly review meetings held with parent, child and teacher.

**Do** – providing the support – extra assistance for learning or learning aids – as set out in the plan.

**Review** – measuring the impact of support provided, and considering whether changes to that support need to be made. All of those involved – pupil, their parent/carer, teacher and SENDCO – will contribute to this review. This stage then informs the next cycle, if necessary. Meetings with Teachers and Teaching Assistants (TA’s) to discuss progress are held weekly, as well as termly Pupil Progress Meeting with the Senior Leadership Team (SLT)

This additional support, ‘intervention,’ will be tailored to meet the child’s need, and will target the area of difficulty. This support may be provided in class or in another area of the school, on a 1:1 basis or as part of a small group of learners with similar needs. These interventions may be run by a teacher or teaching assistant. The support provided and its impact in class will be monitored closely and shared regularly with the child and with their parents or carers.

For a small number of learners, their needs may require access to technology e.g. Modified ICT equipment, recording devices etc.

While the majority of learners with SEND will have their needs met this way, some may require an Education, Health and Care Plan assessment to determine whether it is necessary for the Local Authority to make provision in accordance with an EHC plan. Should this situation arise parents or carers will be fully involved and supported throughout the process.

## **Outside agencies**

You may be asked to give permission for your child to be referred to a specialist professional, e.g.

Educational Psychologist, Behaviour Support Team, Autism Support Teachers, Speech and Language Therapists, Occupational Therapists, Physiotherapists or the Learning Support Team. This will help the school and you to understand your child’s needs better and so support them more effectively.

The specialist professional may work directly with you and your child and may make recommendations on support strategies to be used at home and in school.

## **How we measure progress?**

Pupil progress is continually monitored by Class teachers and the Senior Leadership team as well as the SENDCo. Progress is reviewed at regular intervals and formally once each term. If your child is at SEN&D Support or has an EHC Plan, you will receive an invitation to review meetings to discuss their progress as well as having the opportunity to speak to class teachers at a parents'/carers' evening. The progress of a pupil with an EHC Plan is formally reviewed at an annual review.

The SENDCo will also monitor that the CYP is making good progress in any targeted work while also monitoring the effectiveness of the provision or interventions.

## **Evaluating Effectiveness**

The interventions used will be those that are proven to make a difference for most learners.

The SENDCo and school leadership team will use the four part cycle (Assess, Plan, Do, Review) through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the CYP needs and of what supports the CYP in making good progress and securing good outcomes. This is known as the graduated approach (6.44 CoP). Regular reviews of interventions and provision ensure that the effectiveness of support given to children with SEN is constantly evaluated. Children receiving SEND support will have termly review meetings, in which parent views, child views, and school information is all taken into account in order to review their progress against targets.

Where difficulties persist despite high quality interventions and appropriate adjustments, advice and support may be requested from other professionals, with the parents' consent. This might involve: Speech and Language Therapy Services, an Advisory Support Teacher, Occupational Therapists, Physiotherapists, Educational Psychologist or other health services such as a Paediatrician.

Where a child has an Education, Health and Care Plan (EHC), there will be an annual review held in addition to the termly review meetings, taking into account the views of the child, their parents or carer, and all other professionals involved with the child.

## **Opportunities for Enrichment**

At Portland Spencer Academy we believe all learners are entitled to the same access to extra-curricular activities, and are committed to making reasonable adjustments to ensure participation for all. Please contact us if your child has any specific requirements for extracurricular activities.

## **Preparing for Transition**

Transition is part of life for all learners, whether that is moving to a new class or moving to a new school. We recognise that transition is an important time for all children, but especially so for a child with SEND. Consequently we work closely with parents, children and staff to ensure that these transitions run as smoothly as possible.

Planning for transitions within school will take place in the summer term with information being passed on to the new class teachers and where appropriate additional transition support will be put in place, this is dependent on the needs of each pupil.

During Year 6, information – previously agreed with parents – will be shared with the SENDCO at their next school. This information will outline needs and support that has proven successful. Arrangements for transition to secondary school for pupils with SEND will be planned according to individual need. Where possible children will visit their new school and in some cases, staff from the new school will visit him or her at Portland.

## **What support do we have for you as a parent/carer of a child with SEN&D?**

This section is also appropriate for children and young people who are looked after by the Local Authority (corporate parent)

- Class teachers, SENDCo, Head of School, Lead Practitioners for Safeguarding and Welfare, and Well-being Ambassadors are available to discuss issues, as appropriate to their roles in school.
- Your child's target will be reviewed 3 times a year, we will work with you to plan and review these with provision maps, once each term.
- If your child has external agency involvement, we will meet with you 3 times a year to discuss how you think things are going.
- We will hold meetings with outside professionals where and when appropriate
- We hold year information evenings/open evenings
- We will share information with you about parent/carer support groups
- We will host coffee mornings/afternoon tea sessions to meet and discuss SEND difficulties with parents who also have SEND children. During these sessions we may invite a guest speaker to talk about something we have identified together as being a concern e.g. mental health support at home or sleep hygiene clinic.

## **Have Your Say**

This report details our annual offer to learners with SEND. To be effective it needs the views of all: parents/carers, governors and staff.

Please engage fully with our annual process to 'assess, plan, do and review' provision for SEND.

If you have any comments, please contact Mr Murphy (SENDCO) at [sendco@portland.nottingham.sch.uk](mailto:sendco@portland.nottingham.sch.uk)