



Portway Junior School

SEND School Information Report

'This policy has been reviewed on ... and has been impact assessed in the light of all other school policies and the Equality Act 2010.'

Headteacher: Emma Wilkinson

SEND Governor: D Semeraro

Reviewed: March 2025

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Introduction

This document has been written within the context of the Schools' aims and objectives which is summarised in the school vision:

"Creating Life Long Learners"

Portway Junior School is an inclusive school where diversity is celebrated. It is a mainstream Junior School with 320 pupils currently on roll. The school is situated in a suburb of Derby City, in an established residential area where the majority of housing is owner occupied. Most of the children come from the immediate Allestree area and the majority transfer from Portway Infant School, however, some travel from different parts of the city. The school is currently rated by OFSTED as good (last inspection July 2023).

What is SEND and SEND support?

SEND stands for Special Educational Needs and, or a Disability.

The Code of Practice (updated January 2015) states that:

'A student has SEN where their learning difficulty or disability calls for special educational provision, that is different from or additional to that normally available to Children and Young People of the same age.'

Many children will have special educational needs of some kind during their education. Schools and other organisations can help most children overcome the barriers their difficulties present quickly and easily. A few children will need extra help for some or all of their time in school.

Who are the best people to talk to at our school about my child's difficulties with learning / SEND?

The subject/ class teacher will be usually the first person that you talk to if you have any concerns about your child. They have responsibility for:

- identifying, planning and delivering the differentiated curriculum for your child in class as required
- personalised teaching and learning for your child
- monitoring the progress of your child
- ensuring that the school's SEND Policy is followed in their classroom

The Special Educational Needs Coordinator (SENCO) is Joanne Barnett. The Safeguarding and Wellbeing Manager (SLE) is Karen O'Farrell. They can both be contacted via email:

sendco@portway.odysseyct.org.uk or through the school office on 01332 550113.

The SENCO is responsible for:

- Developing and reviewing the school's SEND Information report/ policy.
- Co-ordinating all the support for students with special educational needs or disabilities
- Updating the school's SEND register (a system for ensuring that all the SEND needs of students in the school are known) and making sure those records of your child's progress and needs are kept up to date and are confidential
- Providing specialist support for teachers and support staff in the school, so that they can help students with SEND in the school to achieve the best possible progress.

They are also responsible for ensuring that you are:

- involved in supporting your child's learning
- kept informed about the support your child is receiving
- involved in reviewing how your child is doing and liaising with all other agencies which may be involved with your child e.g. Educational Psychology, Behaviour Support Service, Social Care and Health Service

Other key members of staff include:

- | | |
|-------------------------------|-----------------------------------|
| • Head teacher | Emma Wilkinson |
| • Attachment and Trauma Leads | Joanne Barnett and Emma Wilkinson |
| • Mental Health Lead | Karen O'Farrell |

- SEND Governor Dave Semeraro
- Behaviour Mentor Janet Smith

In addition to meeting regularly with the SENCO, our SEND governor is actively involved in school life as he also supports maths groups on a weekly basis. He can be contacted via email:

D.Semeraro@portway.odysseyct.org.uk

What kinds of SEND are provided for in our school?

When identifying the nature of a child's special educational needs, the four areas of need are taken into account are:

- Cognition and Learning - This area includes general difficulties with learning, profound and multiple learning difficulties (PMLD) and specific learning difficulties (SpLD), such as dyslexia, (difficulties with reading and spelling) and dyscalculia (difficulties with number and calculation).
- Communication and Interaction – This area includes speech, language and communication needs (SLCN), which could mean difficulties with speech production, the understanding of language, the expression of language or a combination of all three. It also includes difficulties with the social use of language and pupils with autism spectrum condition.
- Social, Emotional and Mental Health difficulties – This area includes children who are struggling with emotional regulation, social skills or who are dealing with a mental health difficulty. Some children may have a diagnosed condition such as ADHD (Attention Deficit Hyperactivity Disorder) or ADD (Attention Deficit Disorder) which affect behaviours.
- Sensory and/or Physical needs– this area includes sensory impairments, such as visual impairment (VI), hearing impairment (HI) as well as physical disabilities such as cerebral palsy.

The school recognises that children may need support in more than one of these areas and every child is different. Often the area of need given for a particular child is their 'prime' area and we always look at the individual child when considering best how to support them.

How are children with SEND identified at our school?

Referring to the 'SEND code of practice: 0-25' 2014, a child has SEN 'where their learning difficulty or disability calls for special educational provision, that is provision different from or additional to that normally available to pupils of the same age'.

Class teachers and subject leads make regular assessments of progress for all children. From this, the school is able to identify children making less than expected progress given their age and individual circumstances. Other factors including attendance, punctuality and health are considered. Consideration is also given to the particular circumstances of students, for example those who are in Care and/ or eligible for the Pupil Premium.

When deciding whether to make special educational provision, a meeting will be arranged between the SENCO, and/or Safeguarding and Wellbeing Manager and the class teacher to consider all the information gathered from within the school.

Parents/carers will be notified of the meeting, when the following will be discussed:

- the child's areas of strengths and difficulties
- any parent/carer concerns
- plan any additional support your child may receive
- discuss with you, any referrals to outside professionals, to support your child's learning

Where a child is identified as having SEND, the school will seek to remove barriers to learning and put SEND provision in place. THE SEND support will take the form of a four part cycle 'Graduated Response':

- Assess - an analysis of a child's need will be carried out by the subject teacher and SENCO. Outside agencies may also be involved.
- Plan - if the school decides to provide the child with SEN support, parents/carers will be notified. All staff involved with the child will be informed.
- Do - interventions/support will be delivered.
- Review - the effectiveness of the intervention/support will be reviewed regularly. We will work with the child and parents through this process.

What are the different types of support available at our school?

- Teachers have the highest possible expectations for your child and all children in their class.
- The quality of teaching and learning is reviewed regularly to ensure the highest possible standards are achieved. The school has a training plan for all staff to improve the teaching and learning of children, including those with SEND. This includes whole school training on SEND issues.
- Teachers adapt planning to support and scaffold the needs of children with SEND so that it is fully inclusive to meet the needs of all learners.
- Teachers use a variety of teaching styles and cater for different learning styles to allow children with SEND to access the curriculum.
- Teachers and other adults in the classroom work together to give targeted support according to your child's needs.
- Your child is fully involved in learning in class.

Strategies which may be suggested by the SENCO or other professionals working with your child are in place to support your child to learn.

Specific group work intervention - this could be for reading, reading comprehension, writing, grammar, punctuation, spelling, numeracy, social skills. These could be delivered by a teacher, TA, behaviour mentor or well being and safeguarding lead.

Adaptations to curriculum or learning environment may be made to remove barriers to learning. Things such as:

- Sitting at the front of the classroom
- Using enlarged resources
- Use of ICT
- Leaving lessons early
- Use of colour overlays
- Visual timetable provided
- Sound field systems used
- Having someone scribe your work

Outside agencies

You may be asked to give permission for your child to be referred to a specialist professional, e.g. Educational Psychologist. 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 do we measure progress?

A child's progress is continually monitored by Subject teachers, SLT (Senior Leadership Team) as well as the SENCO and Wellbeing and Safeguarding Lead. Progress is reviewed at regular intervals and formally once each term. Each child is supported through bespoke smart targets which are shared on their Individual Education Plan with all stakeholders. To ensure progress is recorded and measured, pupils and staff work on these together throughout the week. If your child is at SEND Support or has an EHC Plan, you will receive a termly report on their progress as well as having the opportunity to speak to subject teachers at a parents'/carers' evening. The progress of a child with an EHC Plan is formally reviewed at an annual review.

The SENCO will also monitor that the child is making good progress in any targeted work while also monitoring the effectiveness of the provision or interventions. Staff in school follow a consistent identification process using a flowchart.

How do we Evaluate Effectiveness?

The SENCO 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 child's needs and of what supports the child in making good progress and

securing good outcomes. This is known as the graduated approach. Regular assessment using targets identified on IEPs in the classroom as part of QFT, interventions and bespoke support.

How can I let the school know I am concerned about my child's progress in school? If you have concerns about your child's progress you should, in the first instance, speak to your child's teacher. If you have concerns that your child has an unmet special educational need after speaking to your child's teacher, you should contact the SENCO or Wellbeing and Safeguarding Lead, who will liaise with the class teacher.

What support is there for my child's overall wellbeing?

At Portway Junior School we have a trained designated mental health lead, Miss Wilkinson and full time Wellbeing and Safeguarding Lead Karen O'Farrell, who support the wellbeing of all the children as well as the teaching and support staff. If you have any concerns, contact Emma Wilkinson or Karen O'Farrell who will put in any necessary support for emotional and social development. Our website also has a dedicated emotional and wellbeing section with more detailed information regarding this. This can be found under the parents tab, in the section 'Safe and Happy'.

This may involve working alongside outside agencies such as the Health Service, and/or specialist educational services. Such as:

- Educational Psychology
- STEPS
- School Nurse
- Support for pupils with SEMH needs includes interventions from 'Freedom Factory' and 'Compass'
- Support through the EBSNA pathway and panel held by the L.A

Children attend 'the hub' at lunchtime should they need a calm space.

How is SEND support allocated to children at our School?

The Code of Practice (updated January 2015) states that:

A student has SEN where their learning difficulty or disability calls for special educational provision, that is different from or additional to that normally available to children of the same age.'

- Children who are underachieving and failing to meet targets have interventions in and out of class.
- Children are moved on to SEND support, when, despite accessing catch up interventions, they are still not making expected progress and are not meeting their targets.
- For a minority of children who are not making progress in more than one subject we would investigate using the graduated approach for an extended period.
- Children with more complex needs who may also require support from outside agencies would be classified as SEND support.

The school budget is received from Derby City Local Authority, which includes funding to support children with SEND. This is £6,000 per pupil on the SEND register per academic year which is called 'SEN Notional funding' and equates to approximately 10 hrs support per week.

The Headteacher decides on the budget allocation for SEND on the basis of needs within the school. The Headteacher, SENCO and Wellbeing and Safeguarding Lead discuss information they have about SEND including:

- Children already receiving extra support
- Children needing extra support
- Children who have been identified as not making as much progress as expected

All resources/training and support are reviewed regularly and changes made as necessary. Children will be taken off the SEND register if and when targets/outcomes have been achieved.

Who else could support your child with SEND?

Directly funded by the school:

- Teachers
- Teaching Assistants funded from SEN budget who support in class and deliver programmes designed to meet individual and group needs
- Wellbeing and Safeguarding Lead
- Behaviour Mentor
- Educational Psychology Service / STePS
- Educational Welfare Officer
- Outdoor Learning Facilitator

Paid for centrally by LA/Health Service:

- Speech and Language Therapy
- Occupational Therapy
- Behaviour Support Service (LA)
- Multi-agency team
- SENDIASS
- Support Services for the Hearing, Physically & Visually impaired
- Child and Adolescent Mental Health Service (CAMHS)
- Social Care
- School Nurse
- Physiotherapy Service

Voluntary Sector:

- Disability Direct
- Derby City Parent and Carer Forum
- Voices in action
- Umbrella

For more information go to www.derby.gov.uk/sendlocaloffer

What support do we have for you as a parent/carer of a child with SEND?

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

- Class teachers, SENCO, Wellbeing and Safeguarding Lead and Head 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 either at Parents' evenings or a designated meeting.
- We will meet with you at least 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 information evenings and an open afternoon for new starters
- We will share information with you about parent/carer support groups

How does the school support children with medical conditions?

The school follows 'Supporting pupils at school with medical conditions Statutory guidance for governing bodies of maintained schools and proprietors of academies in England' April 2014

- The school has a policy regarding the administration and management of medicines on the school site. Some children will have a care plan in place.
- Staff have updates on conditions and medication affecting individual students and training, where appropriate, so that they are able to manage medical situations.

How is our school accessible to children with SEND?

- We offer some specialist equipment and facilities such as accessible toilets with handrails, sound field systems, blackout blinds in each room.
- Teaching resources and equipment used are equally accessible to all children.
- After school and extra-curricular provision is accessible to all children including those with SEND. All children have an equal opportunity to go on all school visits. Extra support is provided if required. Educational visits will only be planned to locations accessible to all. Risk assessments are carried out prior to any off site activity.
- Support from specialists - Visually Impaired advice support, Hearing Impaired advice support, Speech and Language, Diabetes nurses, Educational Psychologists, Behaviour Support and Team Teach

How will my child be supported through transitions?

The school recognises that transitions can be difficult for children with SEND and their families and so take steps to ensure any transition is as smooth as possible.

If your child is moving to another school:

- We will contact the school's SENCO and ensure they know about any special arrangements and support that needs to be made for your child
- All records about your child are passed on as soon as possible.

When moving classes in school:

- Information will be passed on to new subject teachers. All relevant information will be shared between Infant and Junior school.
- Visits to school
- Parent Induction sessions
- Share records
- Meetings with relevant staff
- Shared MEP meetings

Transition from Key Stage 2 to Key Stage 3:

- Head of Year, SENCO and LSA will visit your child's primary school.
- Transition meeting with staff from both schools
- Record sharing
- Enhanced transition, which includes visits and activities with designated members of staff
- Extra support for tests, assessments and examinations will be considered as and when necessary

How will my child be able to share their views?

- We value and celebrate each child being able to express their views on all aspects of school life.
- This is usually carried out through regular meetings of the School Parliament and specialist councils.
- If your child has an EHC Plan, they will be involved in writing and reviewing their own outcomes.
- children have to the opportunity to complete a questionnaire about aspects of the school
- SEN children are being actively involved in the regular assessment of their progress - SENCO carries out termly informal meetings with pupils as part of gathering their 'pupil voice'.

What training have the staff had about SEND?

There is an on-going professional development programme throughout the school year which addresses areas of SEND within the school. For example:

- inclusion
- differentiation,
- Access Arrangements,
- ADHD, ASD, Dyslexia, Diabetes, Autism etc.
- applying the 2015 Code of Practice,
- using specialist medical equipment such as epipen, diabetes checks

- The Classroom environment
- Systems and structure

This year we will cover:

Training	Staff	When
Safeguarding	All Staff	Weekly briefing and regular training sessions
Supporting SEND in the classroom through Quality First Teaching and Inclusion – these are being embedded following last year’s staff training	All staff	Half termly
Scaffolding in core subjects and foundation subjects,	Teachers and TAs	Termly sessions Plus bespoke 1:1 coaching as required from senior leaders.
Autism Education Trust	All staff	Termly sessions
Team Teach	All staff	Rota for refreshers in place on a 2 year cycle.

What if I want to complain?

- Our school has a complaints policy which can be found on our website. If you wish to complain we always suggest you come and speak to us first to try to resolve any issues.
- If you still want to complain you can do so in writing to the Chair of Governors.
- Please see the complaints policy for full details on the school website.

Linked documents:

- SEND policy
- Complaints Policy
- Anti-Bullying Policy
- Complaints Procedure
- Inclusion Policy
- Safeguarding Policy
- Pupil Premium
- Supporting pupils at school with medical conditions Statutory guidance for governing bodies of maintained schools and proprietors of academies in England April 2014
- Accessibility Policy and Plan
- Admissions Policy
- English as an Additional Language Policy
- Equalities Objectives Statement
- Exclusion Policy
- Pupil Confidentiality Policy
- Data Protection Policy
- Records Management Policy
- Risk Assessment Policy
- Social, Emotional and Mental Health (SEMH) Policy
- Supporting Pupils with Medical Conditions
- Pupil Premium Strategy
- Pupil Premium Annual Statement