



Portfields Primary School SEND REPORT 2024-25

Meeting the needs of pupils with special educational needs and disabilities

At Portfields we provide a friendly, nurturing and vibrant learning environment where we consistently adopt an all-inclusive and supportive approach to the education of our children. Our expectations are high of all children and we seek to celebrate every individual's talents and success.

How are children identified as having Special Educational Needs at Portfields Primary School?

In the Special Educational Needs and Disability (SEND) Code of Practice (2014) the definition of SEN remains the same: 'A pupil 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.'

At Portfields school children are identified as having SEN through a variety of ways including:

- Liaison with your child's previous school/early years setting
- Concerns raised by parents/carers
- Concerns raised by your child's class teacher or school Inclusion Lead
- Concerns raised due to behavioural difficulties or poor self-esteem which is affecting performance
- Liaison with external professionals (e.g. speech and language therapist)

- A medical diagnosis

How does the school know if children need extra help?

On-going monitoring is undertaken by all class teachers to identify children who are not making progress or who have emotional, social and/or behavioural needs that are affecting their ability to engage in learning activities.

Throughout the academic year class teachers undertake a range of assessments to monitor the progress of all children. Regular progress and moderation is also undertaken by year groups, subject leads and SLT to ensure children are achieving their potential. If a child is identified as making less than expected progress then the SENCo and class teacher will look at what may be impacting their ability to engage in their learning, a range of strategies can then be put into place and used by the Class Teacher and pupil. Appropriate support may be in the form of a small group basis or in extreme cases 1:1, in order to address any specific areas of difficulty. As a school we are committed to identifying a child's needs as early as possible and ensuring that the correct strategies are put in place to support them achieve.

If concerns are raised by Class Teachers in relation to a child's academic attainment or progress, the Inclusion Lead may decide to carry out some standardised tests to more specifically identify any areas of concern. Where specific interventions are put into place and monitored, a clear baseline is established and the tests can be re-administered on a termly basis so that progress and impact of the interventions is clearly monitored.

At Portfields we follow the graduated approach when planning and implementing additional provision for each child. SEND support should arise from a four part cycle, known as the graduated approach, through which earlier decisions and actions are revisited, refined and revised, leading to a growing understanding of the pupil's needs and what support the pupil requires to make good progress and secure good outcomes.

The four stages of the cycle are: Assess – Plan – Do – Review

Class teachers and SENCo will assess pupil's needs by carrying out assessments and observations of the child. The outcomes of these will provide information when planning for additional provision and support for

the child. The 'Do' part of the cycle includes the support and intervention being carried out and class teachers and TA's actively ensuring that the agreed provision is made accessible for the child. After a period of time this provision will be reviewed and a decision will be made about future support for the child. Parents will be included and involved in all parts of this cycle.

What should a parent/carer do if they think their child may have special educational needs or a disability (SEND)?

If you have any concerns or are worried about your child please speak to your child's class teacher or the school SENCo.

The class teacher is responsible for ~ adapting and refining the curriculum to respond to the strengths and needs of all pupils.

- Checking and monitoring the progress of all children and planning the delivery of extra support. (This support may not be delivered by the class teacher but he/she will oversee the work.)
- Writing personalised learning plans with the aid of the SENCo in order to prioritise and focus on the next steps required to enable children to improve their learning.
- Applying the school's SEND / Inclusion Policy

How will the school support a child who has been identified as having special educational needs or a disability? How is this provision monitored and reviewed?

In all year groups children will have access to learning and the curriculum, through individual plans, tailored to meet each child's needs or through the support of learning support staff. Regular intervention programmes are available in all classes to support and enable children to make progress in their learning. Class teachers plan and implement interventions, with support from the SENCo and outside agencies, as appropriate. Systems are in place where teachers have an awareness of pupils with SEND and we provide all pupils with a broad and balanced curriculum that is differentiated to the needs and ability of the individual. We aim always to be sympathetic to each pupil's needs by promoting a strong partnership between the pupil, the parent and Portfields school staff. Also our school accessibility plan allows us to increase the extent to which children with

disabilities can participate in our curriculum, by enabling us to improve the delivery of information to pupils with disabilities that is readily accessible to pupils without such disabilities. The plan also allows for the continued improvement and adaptations to the schools physical environment which helps to increase the extent to which our pupils can take advantage of the education, benefits and services our school provides and offers.

The Special Educational Needs and Disability (SEND) Code of Practice (2014) identifies four broad main areas of SEND which provide an overview of the range of needs that are planned for at Portfields.

They are:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and/or Physical Needs

In many cases, pupils may have needs that cover more than one of these key areas. The needs of the whole child will be considered alongside the provision required to support the pupil's Special Educational Needs. This ensures that the most appropriate provision and intervention is put in place to support the pupil at the earliest possible point.

Strategies and programmes to support children with speech and language difficulties:

- Speech and Language therapist advice is implemented by teaching staff and Specialist Teaching Assistant
- Speech therapy for individuals or groups can be delivered by support staff following advice and modelling by speech therapist advice

Strategies to support and develop literacy skills:

- Small group intervention programmes to support reading and writing, delivered by support staff, under the direction of class teachers
- Additional reading opportunities from support staff
- Support to read and recognise key words from support staff, checked by class teachers
- Opportunities for over learning and pre-teaching
- Small group support to develop phonological skills, delivered by support staff
- Particular programmes to support the development of literacy
- Specific interventions such as Toe-by-Toe, Word Wasp and Read-Write-Ink
- Additional teacher support

Strategies to support and develop Numeracy:

- Small group intervention programmes to fill gaps and consolidate learning
- Opportunities for over learning
- Additional teacher support
- Specific interventions such as Numicon

Strategies to support and develop independent learning:

- Mentoring by peers, intervention by support staff or teaching staff
- Use of visual timetables for class and individuals, as appropriate
- Lesson objectives clearly displayed
- Success criteria used and displayed in all lessons (“I can.....”)

Strategies to support children in the area of Social, Emotional and Mental Health:

- Class teacher and Teaching Assistants for all children in the classroom
- Weekly PSHE lessons in the classroom
- Nurture support where necessary
- Providing a safe environment for children to talk and take time to relax in ‘The Hive’ ~ our dedicated nurture room.

- Small group or 1:1 intervention focussing on social and emotional skills

Strategies to support and develop learning with sensory impairments or physical disabilities

- Additional support from class teachers and Teaching Assistants where necessary□
- The use of and purchase of specialist equipment□
- Adaptations made to classrooms and school environments□
- Advice from specialist sensory teaching team is fully implemented into everyday practice at school.□

Support and supervision at unstructured times of the day:

- Trained staff supervising at morning break and lunch time ~ Teaching Assistants and Mid-Day Meals Supervisors□
- Access to structured activities, overseen by an adult, indoors or outdoors, as appropriate during morning break and lunch times□

- Trained medical staff available all day

- If a child is unable to follow the curriculum then we may use the CATHS (Children at the Heart of School) curriculum with specific assessments and targets to achieve.

At Portfields School we are always working towards improving our provision to meet the requirements of the changing needs of our pupils. Every half term, following on from discussions with a range of people, including parents, Teachers, Heads of Year and the Headteacher, the SENCo looks closely at the progress of all pupils on the SEND register. This enables the progress of these children to be monitored closely and provision adjusted where progress is not as good as we would like it to be.

What arrangements are in place for involving SEND children in their own education?

The views of our SEND children at Portfields School are very important to us. Once per term, the SENCo selects a group of children from the SEND register and engages in a 'Pupil Conference' with them. The aim of this discussion is for the children to be able to raise any concerns that they might have about school and for them to be able to evaluate the effectiveness of the school's provision for them. What do they like about the support they receive? How could it be improved? We listen to the children's views and explain anything they do not understand. The Inclusion Lead uses this to support the school's evaluation of the provision. We always involve any child with an EHCP in their annual review. What this will actually mean will vary according to the child's special educational needs. Regardless of whether the child attends the meeting, their views will be sought and recorded prior to the meeting. The child will record their thoughts, wishes and feelings in an appropriate way depending on their capability. This process will be supported by an adult that has worked closely with the child. These views will then be shared during the meeting.

How will the curriculum be matched to the child who has special educational needs or a disability?

Quality First Teaching is in place in all classes and helps to ensure all pupils are able to access the curriculum. Teachers are skilled at adapting their teaching to meet the diverse needs of the pupils in their class.

Adaption is the process by which Teachers will ensure that tasks are matched to pupils' abilities. This might involve the use of adult support, different resources being used or different outcomes being expected of the pupils. At Portfields it is approached in a range of different ways to enable pupils to access the curriculum and help ensure that all pupils can experience both success and challenge in their learning. Grouping arrangements are organised flexibly with opportunities for ability and mixed groups to maximise learning opportunities for all.

Our broad and balanced curriculum is accessed by all pupils. Adaptions are made to support specific curriculum needs, for example where a need to develop more independence is identified.

How will the parent know how well the child is doing and how will the school help the parent to support their child's learning?

As a school we have an open door policy and encourage parents to talk to us about how their child is progressing. Our SENCo is easily contactable via the school office by telephone or email and always responds to parents' correspondence as swiftly as possible. In addition to this the Inclusion Lead is also available to speak to parents openly or more privately during the day.

Each term Class Teachers will either hold a Parents' Evening or issue a written report on every pupil's progress. This will highlight strengths and areas for improvement across the curriculum.

Those pupils recognised by the school as having a Special Education Need or Disability will be recognised on the school SEND register under the category 'SEND Support'. For SEND Support pupils, the SENCO and class teacher will aim to make contact with parents once every half term to report on their progress and discuss any additional support that is in place. For pupils with an Education and Health Care Plan (EHCP), teachers will meet to discuss progress every term and in addition the SENCo will organise a meeting with parents and outside agencies to establish new outcomes and provisions for the child. Where possible, these meetings will also involve any staff working with the pupil in school.

Tests and examinations: Access arrangements.

For some pupils additional arrangements and adjustments can be made to enable them to fully access a range of tests. This may include additional time, rest breaks or the use of a scribe or word processor. The school will inform parents of eligibility and applications for these arrangements.

Parental Involvement

We value parents as partners in their child's learning journey. We encourage all parents to contribute to their child's education. This may be through:-

- Parents' evening discussions and review meetings
- Working with their child at home by hearing them read regularly, supporting completion of homework and other activities provided by the school
- Ensuring their child has good attendance and punctuality

- Ensuring their child is ready for school, has had sufficient sleep, a nutritious breakfast and have all they need with them to equip them for each day's learning
- Attending courses, training or information events at school or outside school. Where appropriate the school will help parents find appropriate training and information.

What support is offered from the school to ensure the well- being of the child who has special educational needs or a disability?

Attendance support

- Attendance will be closely monitored and discussed with parents (see school Attendance Policy)

Behaviour support

- Where appropriate a behaviour support plan will be written and implemented
- Exclusions will be used when necessary, following the schools, Local Authority and National guidelines. Actions will be decided and sanctioned by the Head Teacher.

- Most medicines will be administered following the school's policy

Where more specialist medicines or care are required this will be provided where possible. This will depend on having available and trained staff. A health care plan will be agreed between the medical professionals, parents and school staff. Where appropriate the child's views will be obtained.

- The school will work closely with medical professionals to support a child with medical needs

Pastoral Support

Strategies to support the development of pupil's social skills and enhance self-esteem

- Support from a Teaching Assistant
- Small group programmes
- Support in both one to one and small group sessions during nurture sessions.
- Daily or weekly celebration and success opportunities
- Morning Drop off and After School Clubs

- Support at unstructured times of the day ~ playtimes and lunch times, as available

Strategies to reduce anxiety and promote emotional wellbeing

- Regular contact, communication and liaison with parents
- Opportunities for identified children to have designated talking time with a trained adult, on a regular basis
- Transition support when transferring from one year group to another and to Secondary School
- Consistency of approach by all adults
- Regular planned opportunities for children to share their views
- Training opportunities for school staff, as appropriate
- Consistency of approach by adults

What specialist services and expertise are available at or accesses by the school?

The school works with a number of external agencies to seek advice and support in order to ensure that the needs of all children are fully understood and met. The school actively fosters liaison and communication with professionals and parents by attending meetings and preparing and sharing reports.

The school organises:-

- Regular meetings as required
- Meetings with the school's SENCo ~ meetings can be arranged through the school if there are any concerns
- Referrals to outside agencies, as required
- Speech and language therapy for specific identified children
- Educational Psychologist consultations
- Specialist teacher consultations
- Ethnic Minority Network visits, as required
- Communication with medical professionals ~ advice from paediatricians, school nurses, health visitors, doctors, physiotherapists, occupational therapists and other specialists in specific fields of medicine

- Liaison with the Children and Family Practice MK (CFP) □
- Liaison with Children's Social Care (CSC) □

Support for Parents and Carers:

SEND Information, Advice and Support Service (SEND IAS)

Advice Line 9:00 – 5:00, Monday – Friday, term-time. Reduced Service during school holiday periods 01908 254518

mksendias@milton-keynes.gov.uk

What training are the staff having or going to have to support children with special educational needs and disabilities?

The school's Inclusion Lead actively engages with local opportunities to share best practice and keep up to date with local and national initiatives and policy, including the Code of Practice, to support pupils with SEND.

There is an on-going programme of training in place to ensure that all teachers and support staff have the appropriate skills and knowledge in areas that will improve their teaching and support of children with SEND. Staff are regularly audited and are able to communicate their own training needs through their CPD conversations.

How will children with special educational needs and disabilities be included in activities outside the classroom, including school trips?

Activities and school trips are available for all children.

Risk assessments are carried out and where appropriate are discussed with parents and procedures are put in place to enable all children, where possible, to participate.

If it is deemed appropriate that a high level of 1 to 1 support is needed for an individual child, a parent or carer may be asked to accompany their child during a specific activity.

How accessible is the school environment for children with special educational needs and disabilities?

- Wide doors are fitted to outside doors in EYFS, KS1 and KS2
- Two toilets are adapted for disabled use ~ one in the Reception Area and one in KS2
- All door thresholds are level
- Stairs and raised surfaces are highlighted in yellow
- Ramped access to the main school building from the pathway
- Two lifts are fitted in the KS2 and KS1 corridors, specifically for wheelchair access

How will the school prepare and support the child who has special educational needs or a disability to join the school and then transfer to a different setting for the next stage of their education?

Children and young people with SEND can become particularly anxious about 'moving on' and we actively seek to support a successful transition.

When a child starts at our school with no previous school experience:

We will talk to parents about their child's previous learning experience i.e. child minder, Pre-School, Nursery, Children's Centre or at home with the family. A member of the EYFS or SEN team will contact settings, as appropriate, with parents' permission to seek further information. They will be offered a tour of the school and invited to an Induction Meeting during the latter half of the Summer Term. If appropriate, a transition meeting will be held, with outside agencies, before the child starts school. With parent's permission we will ask previous settings for information about special arrangements, support for that child and previous targets.

When starting our school having attended another school:

When pupils join Portfields School in-year, the SENCo always will liaise with the child's previous school if the child has any additional needs. A parental meeting will also take place. This helps to ensure a smooth transition and helps the school prepare for the pupil starting school.

For pupils who have an EHC Plan, there will be an agreed series of transition visits and meetings organised by the SENCo to ensure that arrangements are in place for the child's transition into school. These meetings will involve Portfields staff, school staff from the pupil's previous setting and parents.

When moving to another school from EYFS and Years1-6:

If appropriate the SENCo and class teacher will attend a transition meeting to discuss the specific needs of the child and the nature and level of support that has had the most impact. In some cases additional multi-agency meetings may be arranged to create a more detailed 'transition' plan which may include more visits to the new school and/or additional visits from staff at the new school to observe the child in their current setting. We will ensure that all records are passed on as soon as possible. The school may put in place additional activities and visits to support this process.

During the Summer Term before pupils move to Secondary School, the Inclusion Lead will ensure that transition arrangements are in place for pupils with additional needs. Meetings may be held with the Inclusion Lead of Portfields school and the SENCo of the pupils' new school to discuss the pupils' needs. These meetings may also involve the Class Teachers. For those pupils with an EHC Plan, the SENDCo's from both schools will meet to discuss some additional transition visits for pupils as appropriate. Any Teaching Assistants that support the pupil at Portfields will also be involved in this transition process. For those pupils transferring to other schools, the Inclusion Lead will liaise with the SENDCo from these schools to organise an individual transition schedule as appropriate to the needs of the pupil.

When moving classes within the school:

A sharing of information meeting will take place with the previous teachers and the new teachers. Children's personal profiles will be shared with the new teachers. Discussions will take place regarding SEND children. Additional opportunities to visit the new class and teacher will be provided, as appropriate.

How are the school's resources allocated and matched to the child's special educational needs and disabilities?

Currently mainstream schools have funding designated to their budget for Special Educational Needs.

Mainstream schools contribute up to the first £6000 for each child on the SEN stage of the Code of Practice. Top-up funding can be provided for children whose high needs cost more than £6000. To access this funding schools have to show clearly the provision they have in place, using their delegated resources. This will be evident from the school's provision management, pupil's achievement of targets and progress. Funding will relate to the severity of the need and how the schools notional budget has been allocated.

Who can the parent/carer contact for further information at school?

Initially, please contact your child's class teacher or school Inclusion Lead. If you need further help you can contact:

School Inclusion Lead – Kelly Rae
SENCo – Sophie Parish

Headteacher:- Sarah Folkard : responsible for the day to day management of all aspects of the school, including the provision made for pupils with SEND.

SEND Governor:-Daniel Wisson: responsible for supporting the school to evaluate and develop the quality and impact of provision for pupils with SEND across the school.

School Governing Body: - have a legal duty to ensure that all pupils with SEND are appropriately catered for, are involved in the regular review of the school's SEND policy and to ensure that the SEN Code of Practice is adhered to.

The local authority's **Local Offer** can be found on the Milton Keynes council website.

If for any reason you wish to raise a complaint with regards to the SEND support within school please refer to the schools complaints policy.