

# Special Educational Needs Information Report

Updated January 2021

If you have any concerns about your child's special educational needs, please contact the SENCo: Lynne Holden: [L.Holden@tsatrust.org.uk](mailto:L.Holden@tsatrust.org.uk) Tel. No. 0333 360 2202 ext 22211

## OUR COMMITMENT

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

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 and support to develop their knowledge, skills and abilities; play an active part in Academy life and the wider community and fulfil their potential.

## ORDINARILY AVAILABLE PROVISION

This is the provision that the local authority expects to be made available for Children and Young People with Special Educational Needs and/or disabilities

### *Portsmouth is a needs-led city:*

Any provision or support should be provided in line with the needs of the child or young person and is not dependant on any formal diagnosis.

The Ordinarily Available Provision document has been co-produced with SENCOs following extensive consultation with head teachers and partners and is available on the Portsmouth Local Offer website: [www.portsmouthlocaloffer.org](http://www.portsmouthlocaloffer.org)

## IDENTIFICATION OF SEN

Where a student has an Educational Health Care Plan or has been placed at SEN Support by the previous school they are initially placed at the same level on the Academy Special Educational Needs Register.

A student may be identified as having a Special Educational Need (SEN) or having a disability at any stage during their education. This may be a long term difficulty requiring continuing support or a short term difficulty requiring a specific intervention.

Special educational needs and provision can be considered as falling under four broad areas.

- 1) **Communicating and interacting** – for example, where children and young people have speech, language and communication difficulties which make it difficult for them to make sense of language or to understand how to communicate effectively and appropriately with others.
- 2) **Cognition and learning** – for example, where children and young people learn at a slower pace than others their age, have difficulty in understanding parts of the curriculum, have difficulties with organisation and memory skills, or have a specific difficulty affecting one particular part of their learning performance such as in literacy or numeracy.

- 3) **Social, emotional and mental health difficulties** – for example, where children and young people have difficulty in managing their relationships with other people, are withdrawn, or if they behave in ways that may hinder their and other children’s learning or that have an impact on their health and wellbeing.
- 4) **Sensory and/or physical needs** – for example, children and young people with visual and/or hearing impairments, or a physical need that means they must have additional on-going support and equipment.

Many children and young people have difficulties that fit clearly into one of these areas; some have needs that span two or more areas; for others the precise nature of their need may not be clear at the outset. It is therefore important to carry out a detailed individual assessment of each child or young person and their situation at the earliest opportunity to make an accurate assessment of their needs.

Information about your child’s possible special educational needs comes from a number of sources:

- Primary Academy liaison for Year 7 transfer
- Cognitive Abilities Tests
- Parental concern
- Pastoral observation
- Baseline testing for spelling, reading and comprehension
- Evidence from teacher/SEW observation and assessment
- Performance against age related expectations at the end of a key stage.
- Standardised screening or assessment tools.
- Information from professionals such as Educational Psychologist, Speech and Language Therapist etc.
- Health related concerns from Doctor/Paediatrician.

Students are identified for Exam Access Arrangements in Years 10 and 11 for GCSEs. Exam board regulations and guidance relating to candidates with particular requirements are followed. The results of any applications are shared with parents/carers and made known to teaching staff as soon as authorised to enable students to practise using their concessions.

### **PROVISION FOR STUDENTS WITH SPECIAL EDUCATIONAL NEEDS**

Our Academy has a Special Educational Needs Co-ordinator (SENCo) who is responsible for the management and provision of support for students identified with Special Educational Needs and Disability and to coach and support teachers and other staff to enable them to provide appropriate assessment and focussed provision for students in their classes.

The Academy provides a graduated response to each child dependent on the level of need. These are often referred to as waves of intervention:

Wave 1: Quality first teaching - differentiation provided by subject teacher

Wave 2: In class support for students who are achieving below age related expectations

Wave 3: Focused, individualised programmes for students working well below age related expectations

**Wave 2 and 3 interventions will be accessed depending on the need of the student based on the professional judgements of staff, after consultation with parents/carers and students.**

All teachers are teachers of SEND students and as such provide quality first teaching which takes account of the particular needs of students with SEN or a disability within the classroom. Academy staff will support individuals at a level appropriate to their needs through effective differentiation in the classroom. Differentiation has been and continues to be a major focus for the Academy. Effective

differentiation will enable your child to participate fully in all aspects of learning and to make the best possible progress.

The SEN Team aims to ensure the fullest possible access to the curriculum for students on the Special Educational Needs and Disability (SEND) register. The provision is reviewed every year to ensure it addresses the needs of current students. Strategies include:

- Resources for classroom use; laptops for alternative methods of recording, concentration aids, handwriting pens, posture cushions etc.
- Teacher liaison: joint planning, class observation, resource preparation
- Referral to external services
- Exam Access Arrangements: scribe, reader, word processor, additional time etc
- Additional adult support in lessons
- Reading intervention

In addition to the above, students may be supported within **The Link** or **The Connect**. This is an area within the school which provides bespoke provision to students who may present with Social and Emotional needs which impact on their learning. Students are referred by the Heads of Year and are assessed by trained staff. They may subsequently be timetabled for some intervention within this area and work with the Learning Mentors. Students who arrive mid-term will also spend some time within the unit to ensure that they are able to access the full curriculum offered by the Academy.

## **STUDENT PROGRESS**

If your child has been identified as having SEND she will be placed on the SEND register and you will be invited into the Academy with your child to discuss provision to address the special educational needs or disability with the SENCo.

Students with identified SEND will be issued with a Student Passport. This will aid staff to provide the appropriate support and differentiation for your child. These are written in conjunction with child, staff and parents.

Teaching staff record data for all students on a regular basis. This ensures that there is always relevant, and up to date, information on the levels that are currently being achieved by each student. In addition to academic levels there is an Attitude to Learning grade that ensures that the Academy has complete information on the whole learning experience. All of this information can be accessed by parents/carers where information about rewards and sanctions can be viewed as well as current subject levels and targets.

Parents/carers will receive regular academic reports and be invited to a Parents' evening. There are other, additional meetings for parents, to inform them about events for relevant year groups e.g. Year 8 Options evening.

Students with a statement of Special Educational Needs, or an Educational Health Care Plan will have a multi-professional Annual Review which looks carefully at progress towards the learning objectives.

## **SOCIAL AND EMOTIONAL DEVELOPMENT**

All students are supported by the Pastoral staff who work with students within the Academy. In addition, students with SEND may be referred to a Learning Mentor where they will undertake one to one sessions. All SEND students are invited to the Academy breakfast club and offered break and lunchtime support within the pastoral department.

The Portsmouth Academy is mindful of the need to safeguard the well-being of all students and management of first aid arrangements will be undertaken in such a way as to ensure there is adequate training of staff, provision of first aid equipment and recording of first aid treatment.

## **Logging Administration of Medication**

The Academy keeps a record of each occasion a student is given, or is witnessed to have taken, medication. Details of date, time and dose are recorded. This should apply equally to daily or emergency medication. Students taking medication on a care plan have their own log sheets.

## **Health Care Plans**

Students deemed to have a significant health condition will be the subject of an Individual Health Care Plan which will record their individual medical needs at Academy. Parents will be invited to meet with the Welfare Lead to formulate a suitable plan. This will be carried out in consultation with the Academy Nurse and other health professionals as necessary. The Care Plan outlines the arrangements for administration of medicines and provides advice for teaching staff and those arranging trips.

## **Behaviour**

There is a clear Behaviour Code, with rewards and sanctions, within the Academy which all staff and students are expected to follow. The Heads of Year, Deputy Heads of Year, SENCo, Student Engagement and Intervention Coordinator, Learning Mentors and Student Engagement Workers provide individual support and guidance for students who may be showing behaviour of concern in order to address the issues that may be causing the behaviour.

## **Student Voice**

The Student Council is a committee of students who meet regularly to represent the views of their peers in the Tutor groups. They are available to listen to students' views about the academy and act as peer mentors where required.

## **SPECIALIST SERVICES AVAILABLE TO THE ACADEMY**

As an Academy we work closely with any outside agencies that we feel are relevant to individual student's needs including:

- Educational Psychologist
- Academy Nurse
- Occupational Therapist
- Speech and Language Service
- Sensory Support Service
- Physiotherapist
- Targeted Integrated Youth Services
- Careers
- Child and Adolescent Mental Health Service
- Social Services
- Virtual Academy
- Alternative Provision

## **ALLOCATION OF RESOURCES**

An academy receives its funding directly from the Education Funding Agency, rather than Portsmouth City Council. However, we ensure that the needs of all children who have Special Educational Needs are met to the best of the Academy's ability within the funds available.

We have a team of Student Engagement Workers (SEWs) who are funded from the SEN budget and deliver in-class support and Academy intervention programmes designed to meet students' needs. The budget is allocated on a needs basis. Students who have the most complex needs are given the most support and will be prioritised in the event of staff absence.

## **How is the decision made about how much support my child will receive?**

The decision making process is informed by the data and information received from the previous setting. This alongside current assessments will be discussed with the student and parents at a meeting with SENCo. As a result of the meeting a programme to address the student's needs is agreed until the next review period. The programme will have targets specific to your child which are central to the ensuing review: future provision is decided on how far these targets are being met.

### **ACADEMY REQUEST FOR EDUCATION, HEALTH AND CARE PLAN (EHCP).**

For a few students, the help given by the Academy through additional external support may not be sufficient to enable the student to make adequate progress. It will then be necessary for the Academy, in consultation with the parents and any external agencies already involved, to consider whether to ask the LA to initiate an EHCP. Where a request for a statutory assessment is made to the LA, the student will have demonstrated significant cause for concern and is making little or no progress while accessing additional interventions. The Academy will provide written evidence to the LA detailing:

- The previous SEN intervention and provision map records.
- Individual student profile
- Records of regular reviews and their outcomes.
- National Curriculum level attainments.
- Written reports from an advisory specialist support teacher or an educational psychologist if available.
- Views of the parents and of the student.
- The involvement of any other professionals.
- Any known involvement by the social services or education welfare service.
- The student's health and medical history where relevant.

### **STAFF TRAINING**

Training for teaching students with SEND is considered essential. There is an on-going programme of whole Academy training to ensure that teachers and support staff have appropriate skills and knowledge in areas that will improve their teaching and support of SEND students.

Recent training has covered working with students with Autistic Spectrum Condition (ASC) and ADHD.

Our SENCo actively engages with local opportunities to share best practice and keep abreast of current local and national initiatives and policy to support students with SEND.

### **TRANSITION**

#### **KS3**

We gather a significant amount of information about your child in order to make the best possible preparation for joining The Portsmouth Academy from the following sources:

- Liaison with Primary schools during the Summer Term
- Primary school records
- Additional transfer visits with staff from Primary schools during the Summer Term
- Reports from agencies that are already supporting your child
- Contact with parents/carers prior to your child starting at TPA

#### **KS5**

Students who are on the SEND register see the Specialist Careers Personal Advisor during year 9, 10 and 11 who guides them through the transition process. Where necessary Student Engagement Workers will accompany students to college taster days and liaise with college staff regarding support needed.

### **EVALUATING THE SUCCESS OF THE SEN POLICY**

The success of The Portsmouth Academy's SEN provision is evaluated through:

- The monitoring of classroom practice by the SENCO, Lead Teachers, Assistant Principals and Senior Leadership.
- The progress made by SEN students in terms of target grades in core and other subjects.
- The performance of SEN students in nationally accredited tests and examinations.
- The analysis of student tracking and testing data for both individual students and cohorts.
- Comments from parents and students.
- External evaluation by TSAT and OFSTED inspections
- Parental involvement, especially attendance at reviews.
- Information will be collated in order to self-evaluate the success of the department, building on success and looking for areas for improvement and innovation.

## **ENGLISH AS AN ADDITIONAL LANGUAGE**

The identification and assessment of the special educational needs of young people whose first language is not English requires particular care. Where there is uncertainty about an individual, the Academy will look carefully at all aspects of a student's performance in different subjects to establish whether the problems they have in the classroom are due to limitations in their command of the language that is used there or arise from Special Educational Needs. Children who have English as a second language will not be classed as SEN.

## **WHAT SHOULD I DO IF I THINK MY CHILD MAY HAVE SPECIAL EDUCATIONAL NEEDS?**

If your concern is about well-being, behaviour or medical issue then you need to speak to your child's Tutor. If you think that your child may have special educational needs that have not been previously identified then you should contact the Academy and ask to make an appointment with the Special Educational Needs Co-ordinator (SENCo). See contact details at the top of this page.

## **HOW CAN I ACCESS THE LOCAL OFFER FOR PORTSMOUTH?**

For details of services and support please visit:

<http://www.portsmouthlocaloffer.org>

<http://www.portsmoutheducationpartnership.co.uk>