



The
Portsmouth Academy

Special Educational Needs Information Report and Policy

Lead Professional:

Assistant Principal: SENDCo

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Agreed:

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‘Aspire and Achieve’

Special Educational Needs Information Report and Policy

Updated November 2021

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

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (September 2014) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for Academies DfE Feb 2013
- SEND Code of Practice 0 – 25 (September 2014)
- Academy's SEN Information Report Regulations (2014)
- Statutory Guidance on supporting students at the Academy with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Teachers Standards 2012
- This policy is available to be shared with all staff and parents of students with SEND which reflects the SEND Code of Practice 0 – 25 guidance.

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 SENDCOs following extensive consultation with head teachers and partners and is available on the Portsmouth Local Offer website: 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

The 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 focused provision for students in their classes.

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 SEND 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. These are areas within the school which provide 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 are to ensure that they are able to access the full curriculum offered by the Academy.

The Connect also provides an adjusted curriculum for students who struggle both academically and with SEMH needs. The students are supported by Learning Mentors. They are removed from one of their option subjects and English Literature. During this time, they have ASDAN, Mentoring, and additional support with Maths and English.

The Academy is clear that only those students who require additional specialist provision will be referred to as having SEN status. Other issues which may impact on progress and attainment but are not SEN include:

- Disability (the Code of Practice outlines the “reasonable adjustment “duty for all settings and Academies provided under current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

STUDENT PROGRESS

If your child has been identified as having SEN they will be placed on the SEN 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 SEN will be issued with a Student Passport which is stored on Provision Map. 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 9 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.

CRITERIA FOR EXITING THE SEN REGISTER:

If students with SEN status no longer require additional specialist support to make the progress that the Academy expects of them they will be discussed at the next available meeting to determine whether they can come off the SEN register.

Students with EHCP will remain on the SEN register for as long as they have their ECHP. The decision to remove a student from the SEN register will be a joint one with the Academy, Educational Psychologist and parents and students concerned.

If a student is removed from the SEN register the Provision Map will reflect this change to allow the Academy the ability to accurately cost the amount of money spent on SEN provision within the Academy setting.

SOCIAL AND EMOTIONAL DEVELOPMENT

All students are supported by the Pastoral staff who work with students within the Academy. In addition, students with SEN may be referred to a Learning Mentor where they may undertake one to one sessions such as ELSA, Counselling or Mentoring. All SEN 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

Identifying behaviour as a need is no longer an acceptable way of describing SEN. Any concerns relating to a child or young person's behaviour will be described as an underlying response to a need, which the Academy will be able to recognise and identify clearly as we know the child/young person well and can respond to their needs.

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 School
- Alternative Provision

ALLOCATION OF RESOURCES

The Academy has an amount identified within its overall budget called the notional SEN budget but this is not a ring-fenced amount and the Academy endeavours to provide high quality appropriate support for SEN students from the wider budget where appropriate and necessary.

Students with ECHP can have additional top-up funding provided to help meet their needs if The Council deem it appropriate. This is typically allocated where the needs of an individual student exceed the nationally prescribed threshold (approximately £6,000).

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 SEN 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 SEN students.

The SEN training needs of all staff are arranged through the SENCO and the Assistant Principal who is responsible for CPD. Needs are identified through changes at National Level, updates required and responses to staff requests for specific areas of training.

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all students the SENCo, KS3 and KS4 support teachers run training for inclusion and differentiation for SEN throughout the year; all staff are invited to attend this training and all departments are required to be represented.

When specific training is needed to support the needs of an individual student, training is possible. The Academy involves the support of external providers to support training needs.

All new members of teaching staff and trainee teachers meet with the SENCo/Student Engagement and Intervention Co-ordinator as part of their induction; this is to allow the SENCo/Student Engagement and

Intervention Co-ordinator an opportunity to explain the systems and structures in place around the Academy's SEN provision and practice and to discuss the needs of individual students.

The Academy's SENCo regularly attends the LA SENCo network meetings in order to keep up to date with local and national updates in SEND. The SENCo is part of a Secondary Academy SENCo network within the local area.

In addition, 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 SEN.

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 SEN 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.

ACCESSIBILITY:

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. The Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

1. Not to treat disabled pupils less favourably for a reason related to their disability;
2. To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
3. To plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Governing Body of the Academy to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- a) increasing the extent to which disabled pupils can participate in the Academy curriculum;
- b) improving the environment of the Academy to increase the extent to which disabled pupils can take advantage of education and associated services;
- c) Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

A disabled person is defined as someone who has a physical or mental impairment which has an effect on his or her ability to carry out normal daily activities. Normal daily activities are defined as those which are carried out by most people on a regular and frequent basis. The Categories include the following:

- Mobility
- Manual dexterity
- Physical co-ordination
- Continence
- Ability to lift, carry or move everyday objects
- Speech, hearing or eyesight
- Memory or ability to concentrate, learn or understand
- Perception of the risk of physical danger
- All classrooms and specialist teaching areas are accessible to all students.
- Disabled Toilet provision throughout the Academy is adequate.
- Emergency evacuation routes have been identified and procedures implemented for all disabled students
- All disabled students are fully included in the Academy curriculum including teaching and learning, Academy trips and extra-curricular activities.
- Disabled students are issued with additional electronic equipment as required to encourage independence and allow them to fully access the curriculum.
- The SEND team have very positive relationships with the parents and carers of the disabled students in the Academy setting; parents and carers of these students can contact the SEND team directly by email or telephone.

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 (SENDCo). 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>

CONCERNS:

If parents and carers have concerns about the SEND provision within the Academy they can address these directly with the SENCo or Principal. The Academy is committed to resolving complaints and grievances when they infrequently come up and resolutions are sought at all times.

The Academy procedure for dealing with complaints can be obtained through HR.