

July 2024

Portal House School

# **Special educational needs (SEN) information report**

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Dear parents and carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works in our school.

If you want to know more about our arrangements for SEND, read our SEND policy.

You can find it on our website <https://www.portal-house.kent.sch.uk>

You can ask a member of staff to send you the policy.

**Note:** If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

## 1. What types of SEN does the school provide for?

Our school provides for pupils with the following needs:

AREA OF NEED	CONDITION
Social, emotional and mental health	Attention deficit hyperactive disorder (ADHD)
	Attention deficit disorder (ADD)
Communication and interaction	Autism spectrum condition
	Speech and Language difficulties

## 2. Which staff will support my child, and what training have they had?

### Our special educational needs co-ordinator, or SENCO

Our SENCO is Dan Long.

Dan is a qualified teacher who has over five years' experience as a SENCo having achieved the National Award in Special Educational Needs Co-ordination in 2020.

They are allocated 32.5 hours a week to manage SEN provision.

### SENCO Administration Assistant

Our SENCO Administration Assistant is Nicola Aird who has experience of SEN systems and the EHCP process and has been in post with Portal House since November 2023.

### Class/subject teachers

All of our teachers receive in-house SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN.

### Teaching assistants (TAs)

We have a team of TAs, including higher-level teaching assistants (HLTAs) who are trained to deliver SEN provision.

The TA's also have access to internal and external training.

### External agencies and experts

Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

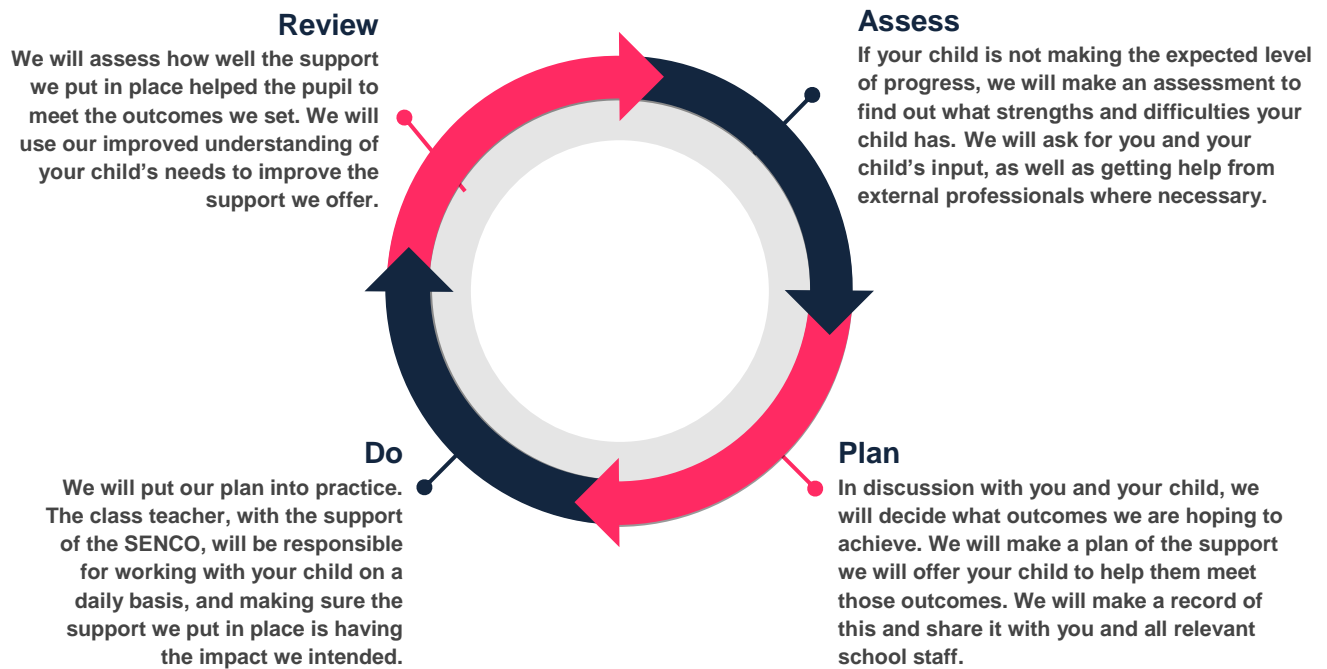
- › Speech and language therapists
- › Occupational therapists
- › GPs or paediatricians
- › School nurses
- › Child and Young Person mental health services (CYPMHS)
- › Education welfare officers

- › Social services and other LA-provided support services
- › Voluntary sector organisations

### 3. How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEN needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through additional SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

### 4. How will I be involved in decisions made about my child's education?

We will provide annual reports on your child's progress.

Your child's form teacher or SENCO will liaise with you at a minimum 3 times a year, to:

- › Set clear outcomes for your child's progress
- › Review progress towards those outcomes
- › Discuss the support we will put in place to help your child make that progress
- › Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENCO may also attend these meetings to provide extra support.

We know that you're the expert when it comes to your child's needs and aspirations. So we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

If you have concerns that arise between these meetings, please contact your child's form teacher.

## **5. How will my child be involved in decisions made about their education?**

The level of involvement will depend on your child's age, and level of competence. We recognise that no 2 children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- › Attend meetings to discuss their progress and outcomes
- › Discuss their views with a member of staff who can act as a representative during the meeting
- › Complete a survey

## **6. How will the school adapt its teaching for my child?**

The school has an accessibility plan which it indicates the extent to which disabled pupils can participate in the curriculum.

Your child's teacher is responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will adapt how we teach to suit the way the pupil works best. There is no '1 size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- › Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- › Adapting our resources and staffing
- › Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- › Teaching assistants will support pupils on a 1-to-1 basis when additional support has been identified and agreed

We may also provide the following interventions:

AREA OF NEED	CONDITION	HOW WE SUPPORT THESE PUPILS
<b>Communication and interaction</b>	Autism spectrum condition	Visual timetables Task Boards Emotional Literacy Support
	Speech and language difficulties	Pre-and Post-Teach vocabulary Collaborative work with the SALT team
<b>Cognition and learning</b>	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Writing slope Coloured Overlays Larger Font Laptop Support
<b>Social, emotional and mental health</b>	ADHD, ADD	Quiet Study room Pastoral Support
	Adverse childhood experiences and/or mental health issues	External Referrals Internal Referral to the School Counsellor
	Multi-sensory impairment	Limited classroom displays Sensory activities

These interventions are part of our contribution to KCC's local offer.

## 7. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their targets each term
- Reviewing the impact of interventions after six weeks
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to review progress
- Holding an annual review of their EHCP

## 8. How will the school resources be secured for my child?

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities

- More teaching assistant hours
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

If additional funding is required, we will seek it from our local authority.

## 9. How does the school make sure the admissions process is fair for pupils with SEN or a disability?

- School admissions are processed by the head teacher, who will consider the information sent by the consulting authority who takes responsibility for the administration of the pupils EHCP
- The head teacher will consider whether the school can meet the pupils SEN needs as stated in their EHCP plan and may request further information to determine this, for example previous school reports, risk assessments and other professional reports.
- The head teacher will facilitate a school visit as part of the referrals process
- The head teacher will respond to the LA with a formal acceptance if the school has the provision to meet the need of the pupil; this offer may be subject to a request for additional funding to ensure need can be met
- The head teacher, Assistant Head teacher (Pastoral Care) and SENCO will liaise with parents to discuss admission dates and transition timetables. Where a pupil may have been out of education or have been placed on a reduced timetable for a significant period of time prior to admission to Portal House School, the school will consider a gradual integration into Portal House School to enable a positive and manageable start to the school is experienced by the pupil.

## 10. How does the school support pupils with disabilities?

- The school's accessibility plan covers how we support pupils with disabilities
  - Increase the extent to which disabled pupils can participate in the curriculum
  - Improve the physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services you provide
  - Improve the availability of accessible information to disabled pupils

## 11. How will the school support my child's mental health and emotional and social development?

We provide support for pupils to progress in their emotional and social development in the following ways:

- Pupils are encouraged to be part of the school council
- Pupils are also encouraged to be part of tutor group and Enrichment activities to promote teamwork/building friendships
- We provide extra pastoral support for listening to the views of pupils during tutor group, and class teachers and group TA's can provide additional support as necessary
- Pupils are supported during indoor and outdoor breaks with a range of activities implemented to encourage positive communication and friendships skills
- We have a 'zero tolerance' approach to bullying. We aim to prevent bullying in the school by high levels of observation, reporting and modelling expected behaviour. Pupils are encouraged to challenge bullying behaviours and the pastoral team support reflective and restorative sessions following any known incidents.

## 12. What support will be available for my child as they transition between classes or settings or in preparing for adulthood?

### Between years

To help pupils with SEND be prepared for a new school year we:

- Ask both the current teacher and the next year's teacher to liaise and discuss the pupils needs at the handover

### Between schools

When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting.

### Between phases

The SENCO of the primary school meets with our transition lead to discuss the needs of the incoming pupils near the end of the summer term.

Most pupils will come and look around the school with their parents at the time of referral.

All pupils are invited to two transition mornings in July prior to starting in September.

The school hosts a summer school so that the students have an opportunity to experience the school prior to the September start.

### Onto adulthood

We provide all our pupils with appropriate advice on paths into work or further education.

We work with the pupil to help them achieve their ambitions, which can include goals in higher education, employment, independent living and participation in society.

We work with the Local Authority Participation Team to ensure that any pupil at the risk of being NEET has additional support to identify a progression pathway

We liaise with the Colleges to provide a supportive transition, arranging visits where necessary.

## 13. What support is in place for looked-after and previously looked-after children with SEN?

Our SENCO, is also our DT (designated teacher for children in care). The DT/ SENCO role is to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

## 14. What should I do if I have a complaint about my child's SEN support?

Complaints about SEN provision in our school should be made to the SENCO in the first instance. They will then be referred to the school's complaints policy.

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).



If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

- › Admission
- › Exclusion
- › Provision of education and associated services
- › Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

To find out about disagreement resolution and mediation services in our local area, you can contact the local SEN team

## 15. What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at Kent County Council's local offer. Kent County Council publishes information about the local offer on their website:

<https://www.kent.gov.uk/education-and-children/special-educational-needs>

Our local special educational needs and disabilities information advice and support services (SENDIASS) organisations are:

<https://www.iask.org.uk/>

National charities that offer information and support to families of children with SEND are:

- › [IPSEA](#)
- › [SEND family support](#)
- › [NSPCC](#)
- › [Family Action](#)
- › [Special Needs Jungle](#)

## 16. Glossary

- › **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- › **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- › **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- › **CYPMHS** – child and young person mental health services
- › **Differentiation** – When teachers adapt how they teach in response to a pupil's needs
- › **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- › **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.

- › **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND
- › **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- › **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- › **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area
- › **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment
- › **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- › **SENCO** – the special educational needs co-ordinator
- › **SEN** – special educational needs
- › **SEND** – special educational needs and disabilities
- › **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- › **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- › **SEN support** – special educational provision which meets the needs of pupils with SEN
- › **Transition** – when a pupil moves between years, phases, schools or institutions or life stages