

# **Portway – SEND Information Report**

**For the academic year 2019/2020**



**Leading  
Learning Trust**

**Portway Primary School is part of the Leading Learning Trust**



Newham's Local Offer (i.e. the Borough's provision for children with special educational needs) is available on the Newham Website. The Local Offer tells parents how to access services in their area and what to expect from these services.

**This is the SEND Information Report for Portway Primary school. It describes the arrangements we make that are 'additional and 'different 'for pupils with SEND.** This information has been produced together with parents, carers and our children and young people, and will be reviewed annually.

The following information outlines the support and provision pupils with SEND can expect at Portway Primary school.

### **Our aims and vision**

We strive to be a learning community that:

- Cares for every child, so well-being and safety come first;
- Sets high expectations in the classroom, making learning enjoyable and exciting;
- Teaches right from wrong;
- Celebrates good behaviour and achievement;
- Prepares children to be good citizens;
- Understands and meets the individual learning needs of our children and their families;
- Equips children for their future through activity and experience;
- Reflects and celebrates local diversity and encourages everyone to aim above and beyond.

**Date:** September 2019

**Date of Review:** September 2020



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## **1. Portway – Our Local Offer – for all children**

## **2. Further information regarding Portway Primary School's Offer of SEND provision**

At Portway Primary School we constantly look at the provision we have for children and how we can improve. The information we provide in this local offer, which has been discussed with parents from our school, will be regularly reviewed by the Head Teacher, Inclusion Team and Governors, and updated when necessary.

### **2.1. How does Portway Primary School know when a pupil has learning difficulties or special educational needs?**

We know when pupils have a learning difficulty or special educational need if:

- Concerns are raised by parents/carers, teachers, external agencies or the pupils previous school
- There is limited progress
- There is a change in the pupil's behaviour for learning
- A pupil asks for help

### **2.2. What should I do if I think my child may have special educational needs?**

- If you have concerns regarding your child's learning, please contact your child's teacher in the first instance. The CT will then follow the procedures set out by the Graduated Response, to ensure appropriate actions are taken.

### **2.3. How is the curriculum at Portway matched to pupils' needs?**

- Where appropriate a Support Plan will be drawn up by the class teacher and Inclusion Support for a child who has more severe complex needs. This will be undertaken in consultation with the child's parents in all cases. Plans will be differentiated to suit the needs of the individual pupil, and individual targets will be put in place. A copy of the targets will be shared and given to parents during the initial meeting where any questions can be asked. The Support Plan will include additional general support from the teacher and the Learning Support Assistant, and include a list of success criteria that will clearly state how the child can be helped to meet their targets. The Support Plan will be reviewed annually at the Annual Review meeting or sooner if the child's needs change. If the pupil has needs related to more specific areas of their education



or social skills, such as spelling, English and maths skills, then the pupil will be placed in a small focus group. The length of time of the intervention will vary according to the needs of the child. The intervention will be regularly reviewed by all involved to ascertain the effectiveness and impact of the provision to inform future planning.

- These interventions will be recorded on a whole school provision map. If you have any queries related to the intervention, please do not hesitate to contact your child's class teacher or the Inclusion Leader.

#### **2.4. How will the curriculum be matched to my child's needs?**

- Teachers plan from children's levels differentiating work to closely match children's ability and learning needs. When a pupil has been identified with special needs their work will be further differentiated by the class teacher to remove barriers to learning and enable them to access the curriculum more easily.
- The teacher or a teaching assistant may be allocated to work with the pupil in a 1:1 or small focus group to target more specific needs.
- If appropriate specialist equipment may be given to the pupils.

#### **2.5. How will I know my child is doing well?**

- Parents will be able to discuss their child's progress at the learner conference every term.
- Class teachers are regularly available at the beginning and end of the school day. If you wish to raise a concern, an appointment can be made to speak in more detail to the class teacher or a member of the Inclusion team by visiting the school office, emailing or phoning the school.
- Support Plans are set and reviewed at Annual Review meetings.
- Parents/carers and pupils are fully involved in the annual review process which is an opportunity to review each child's progress against their individual targets over a year.
- Short-term targets are set termly at Learner Conference meetings by the class teacher, pupils and parents.
- Report cards and annual report to parents.

#### **2.6. How will you help to support my child's learning?**

- The school suggests ways of supporting all children's learning through the Home/School agreement, termly curriculum newsletters and through the website. The class teacher may suggest additional ways of supporting your child's learning through learner conferences.
- Ideas can be exchanged with other parents at our Inclusion parents' groups.



- Outside agencies or the educational psychologist may suggest advice or programmes of study that can be used at home.

## **2.7. What support will there be for my child's overall well-being?**

The school offers a variety of pastoral support for pupils who are encountering social, moral and emotional issues. These include:

- School Counsellor – provided through Place2Be, which is on-site at the school.
- Our Family Support Worker.
- If a pupil has a medical need then a detailed care plan is compiled by the school nurse and parents/carers. The key information is shared with all staff.
- Medication is not administered in school unless it would be detrimental to a child's health or attendance not to do so. Parental consent must be obtained in order for children to be given prescription or non-prescription medication at school.

## **2.8. What specialist services and expertise are available at or accessed by the school?**

At times it may be necessary to consult with outside agencies to receive their more specialist expertise. The agencies used by the school include:

- Learning, Communication and Interaction Services (LCIS)
- Child and Family Consultation Service (CFCS)
- Complex Needs and Dyslexia Service (CNDS)
- Developmental Advisory Clinic (DAC)
- Child Development Centre (CDC)
- Behaviour Support Services (BSS)
- Speech and Language Therapy services (SALT)
- Educational Psychologist (EP)
- Occupational Therapy (OT)
- School Nurse
- Attendance management service  
We access all of these agencies for children who we believe need the extra support. However, parents will be advised of this and will only be carried out with parental consent.

## **2.9. What training are the staff supporting the children and young people with SEND having?**

All our staff who work with children who have special educational needs are appropriately qualified.



## **2.10. How will my child be included in activities outside the classroom including after school clubs and school visits?**

After school clubs, school based activities and school visits are available to all.

- Risk assessments are carried out and procedures are put in place to enable all children to participate.
- If a child has 1:1 support, such support is also provided during school educational visits.

## **2.12. How accessible are the classrooms and other areas of the school?**

As a school we are happy to discuss individual access requirements.

Facilities we have at present include:

- Ramps into school to make the site accessible to all
  - Toilets adapted for disabled users
- Lifts between different floors
- Double doors in most parts of the building
  - A school Accessibility Plan (available to download on the Inclusion page of our website)

## **2.13. How will Portway prepare and support my child when transferring schools?**

There are many strategies in place to enable the pupils' transition to be as smooth as possible.

### **2.13.1. On entry:**

- Parents/carers are invited to a meeting at the school so they know what to expect and are encouraged to share any concerns with the school.
- Class teachers make a home visit in the term prior to children starting at Portway Nursery, with an additional opportunity for children to visit the school with their parent/carer.

### **2.13.2. Transition to Secondary School:**

- Secondary school staff visit pupils and speak to current Year 6 teachers before they join their school.
- A member of the Leadership Team attends the secondary school transitions day to discuss with prospective schools the children who are on the SEND register and handover the relevant information.



- Secondary schools arrange meetings with the Inclusion Department to discuss the children with SEND further.
- Children attend transition days/weeks at the particular schools they are going to.
- Opportunities to work with local secondary schools are encouraged so that children become familiar with them (e.g. science, D&T workshops delivered by the secondary school teachers).
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### **2.13.3. Mid-year transition:**

- Registration with the Office Manager.
- Agree a start date.
- Contact the previous school for the child's records. Where there are concerns the Inclusion Department will be contacted by phone or email.
- Children who have been given a place at our school given a tour of the school with their parent/carer.
- On the first day, the child and parent/carer will be met by the Year Group Leader to welcome them and to sign the Home/School Agreement. The child is then introduced to their new teacher and shown their new classroom (where to put bags, coats etc.)
- Children beginning school and are given a two week settling in period before they are baseline assessed.

### **2.14. How are the school's resources allocated and matched to children's special educational needs?**

- The SEND budget is allocated each financial year. The money is used to provide additional support or resources dependent on an individual child's needs.
- The additional provision may be allocated after discussion with the class teacher at pupil progress meetings or if a concern has been raised by them during the year.
- Further support or resources may be allocated to your child following assessments made by school staff or outside agencies.

Further support may be allocated subject to a funding referral to the local authority.

- Pupil premium funding supports children in receipt of free school meals with their learning.

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

- The Inclusion Leader is responsible, in consultation with the Head and Deputy Head teachers, for how much support is given. This may take the form of additional individual or small group support in class or in other focus groups tailored to the pupils needs.
- During their school life, if further concerns are identified due to the pupil's lack of progress or well-being, other interventions will be arranged.
- Parents/carers will be notified if their child is receiving 1:1 or small groups support outside of the class.



## **2.16. How will I be involved in discussions about and planning for my child's education?**

All parents are encouraged to contribute to their child's education. This may be through:

- Discussions with the class teacher
- During learner conference meetings
- If your child receives extra funding or has an EHC plan, through annual review meetings.

## **2.17. Who can I contact for further information?**

If a parent wishes to discuss their child's educational needs or has a concern regarding their child's schooling, please contact one of the following:

- Class teachers
- Year Group Leaders
- Inclusion Team
- Deputy Head teachers
- Head teacher

Appointments can be made by contacting the school office: 020 8472 7142. Additional information is available on the website.