



SEN Policy and Information Report

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SEN Policy and Information Report

1. Aims

Our SEN policy and information report aims to:

- Set out how our school supports and makes provision for pupils with special educational needs and disabilities (SEND).
- Explains the roles and responsibilities of everyone involved in providing for pupils with SEND.

Portswood can provide support, either directly or via external agencies, to students with a range of needs in the areas of communication and interaction, cognition and learning, social and mental health, sensory and/or physical needs. We consider all types of need on a case by case basis. We endeavor to include pupils in all that the school has to offer, including a broad and balanced curriculum, trips and extra-curricular activities.

We aim to:

- Ensure early identification of pupils with Special Educational Needs and Disabilities (SEND).
- Liaise with parents/carers, outside agencies and associated professionals to plan and agree appropriate support.
- Ensure that pupils with SEND receive high quality inclusive teaching, and are fully integrated into both curricular and extra-curricular activities.
- Enable all pupils with SEND to achieve their academic and personal potential.
- Work collaboratively with teaching staff and senior leaders to make sure that any barriers to learning are removed and appropriate support is given.
- Create a safe, supportive learning environment that helps pupils with SEND improve their confidence, self-esteem and independence.
- Work closely at transition points to share detailed information about pupils with SEND.
- Make sure the views of pupils and their parents/carers are taken into consideration.
- Implement and maintain effective systems that assess, monitor and track the progress of pupils with SEND, within a cycle of assess, plan, do, review.
- Ensure that resources used to support SEND provision are deployed effectively.
- Evaluate annually, the effectiveness of Special Educational Needs (SEND) provision within the school

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

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This policy also complies with our funding agreement and articles of association.

3. Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Roles and responsibilities

4.1 The SENCO

The SENCO is Anna Adams

They will:

- Work with the principal and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the principal and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date

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4.2 The SEND governor

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the principal and SENCO to determine the strategic development of the SEN policy and provision in the school

4.3 The Principal

The principal will:

- Work with the SENCO, Inclusion Lead and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

5. SEND information report

5.1 The kinds of SEND that are provided for

Portswood currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

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5.2 Identifying pupils with SEND and assessing their needs

As a school we will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and will take into consideration the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

5.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into consideration the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

We will formally notify parents when it is decided that a pupil will receive SEND support.

5.4 Assessing and reviewing pupils' progress towards outcomes

As a school we will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant

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- The individual's development in comparison to their peers and national data
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All adults who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and their impact on the pupil's progress.

5.5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this. We will support the pupil during the transition process, working closely with the inductions that the receiving schools are offering. This may include approaches such as social stories, meetings with new staff and meetings with parents.

5.6 Our approach to teaching pupils with SEN

Teachers are 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 pupils who have SEN. This will be differentiated for individual pupils. Where possible, and if required, additional interventions may be offered or introduced in order to support a child's progress.

Types of additional provision might include:

- Speech and Language support
- Targeted individual support
- Individual programmes for behaviour management
- Support from other agencies, including specialists

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

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5.8 Expertise and training of staff

Our SENCO has 9 years' experience in this role and has worked as a KS1 and KS2 teacher. They are allocated 3 days a week to manage SEN provision (Monday- Wednesday).

5.9 Securing equipment and facilities

Working with external agencies such as occupational therapists and physiotherapists, we can integrate equipment and facilities into the school environment when necessary and appropriate.

5.10 Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their Individual Educational Plan (IEP) targets each term
- Pupil Progress Meetings held termly.
- Monitoring by the SENCO
- Holding annual reviews for pupils with EHC plans

5.11 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trip(s)

All pupils are encouraged to take part in sports day/school plays/special workshops, etc.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

5.12 Working with other agencies

When appropriate, the school works with external agencies including, but not exclusively:

- Educational Psychology
- SAOS
- Occupational therapists
- Physiotherapists
- Speech and language support
- School nursing
- The Local Authorities SEND team

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5.13 Contact details for raising concerns

When parents of pupils with SEN have a concern, they should raise these with the class teacher in the first instance.

If they are not satisfied with the response or feel further support is required, parents should contact Anna Adams (SENCO).

If the teacher and SENCO have both been spoken to already, parents can then come to the Inclusion Lead, Ian Howie who will raise any concerns at a Senior Leadership Level.

5.14 Complaints about SEN provision

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

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

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

5.15 Contact details of support services for parents of pupils with SEND

Information regarding support services can be found on the Southampton City Council website at the following address:

[Southampton Directory | SEND Local Offer](#)

And further advice and support can be offered by SENDIAS team contactable on 0300 303 2677

5.16 The local authority local offer

Our local authority's local offer is published here: [Southampton Directory | SEND Local Offer](#)

6. Monitoring arrangements

This policy and information report will be reviewed by the SENCO and Inclusion Lead **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. Links with other policies and documents

This policy links to our policies on:

- Behaviour