

SEND Policy and Information Report



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1. Aims, principles and vision

Our SEND policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs and/or disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND
- Explain the types and range of SEND we ordinarily provide support for including adaptation of curriculum, resources and environment for, to those which are more complex and require higher levels of intervention.
- Set out approaches which ensure that children are included as much as possible, and adaptation are made for their needs in line with the Disability Code of Practice (2015)

Our vision:

➤ SEND vision

Children to enjoy and access learning of the whole school curriculum alongside their peers. Children's barriers to learning will be identified and reviewed as they progress through our school. Provision and strategies are planned during co-produced termly learning meetings. All teachers are teachers of SEND and will implement the strategies from their pupils' learning plan and differentiate their lesson plans for the child to thrive, progress and make the most of their learning opportunities, in line with the TSAT value of Be Your Best Self. All adults to use appropriate strategies, for example, scaffolding tasks, encouraging use of supporting resources and using adaptive teaching methods to support pupils to become independent learners.

Our key principles are

- The needs of children and young people are at the heart of all that we do. Their views and involvement will be sought at all stages.
- Parents /carers are key partners in the assessment, planning, implementation and review of the children's needs.
- The participation of pupils in their own assessment, progress and contribution to strategies to overcome barriers is integral to the process of inclusion.

- All children are entitled to access a broad, balanced and relevant curriculum, which includes the National Curriculum.
- The needs of pupils will be assessed and reviewed regularly in consultation with the parent and child.
- Provision will be suitably differentiated to meet individual and diverse needs to enable all children to reach their full potential.
- All those working with children with special educational needs and disabilities will be trained and supported.

Adults liaising and communicating effectively in order that pupils have maximum opportunity to learn both with peers and independently. We will see this through:

- High quality interactions with peers and adults within the classroom environment (unless for a specified purpose)
- All pupils being able to learn independently by giving the least amount of help first
- Teaching assistant roles reflecting the evolving needs of pupil

To ensure the best outcomes we also use Portsmouth City Council's Ordinarily Available Provision (OAP), which can be found at: <https://portsmouthlocaloffer.org/wp-content/uploads/2019/10/Ordinarily-available-Provision-document.pdf> - check link

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, SEND co-ordinators (SENCOs) and the SEND information report

3. Definitions

A pupil has SEND if they have a learning difficulty or disability that 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 the 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 school has a SENDCO; Katie Kithakye. They will:

- Work with the headteacher and SEN 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 (LA) and its support services
- Liaise with potential next providers of education 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

The SENCOs are provided with administrative support from the Office Admin Team.

4.2 The SEND governor

The SEND governor will:

- Help to raise awareness of SEN 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 headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

4.3 The headteacher

The headteacher will:

- Work with the SENCOs and SEND governor to determine the strategic development of the SEND policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEND
-

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class. Every teacher is a teacher of pupils with SEND.
- Working closely with teaching assistants or specialist staff to plan, deliver 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 types of SEND that are provided for

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

- Communication and interaction, for example, social communication or speech and language difficulties.
- Cognition and learning, for example, mild and moderate learning difficulties.
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments

5.2 Identifying pupils with SEND and assessing their needs

Underpinning all our provision in school is the graduated approach cycle.

All teachers are responsible for every child in their care, including those with special educational needs. (Reference: Teaching & Learning Policy)

Assess: – we take into consideration all the information gathered from our assessments, observations and discussions with parents or carers.

Plan: – we identify the barriers to learning, intended outcomes, and details what additional support will be provided to help overcome the barriers.

Do: Class teacher / teaching assistants will carry out support set in the Learning Plans and annotate the plans with progress made.

Review: – we measure the impact of the support that has been provided and consider whether changes need to be made. All those involved contribute to these discussions. This stage informs the next cycle, if necessary. Having consulted with children, young people and their parents, all our additional provision (internal or external) is based on an agreed outcomes approach.

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

We assess each pupil's current skills and levels of attainment regularly, building on the assessments of previous settings and Key Stages where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is dependent on significant support being provided to engage in curriculum or an individualized curriculum
- 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 SEN.

If a child is identified as having needs which need a more individualised approach, they will be put on the SEND Pathway.

The 'SEND pathway':

- (i) Initial concerns raised by parents or pupils will be managed by the class teacher.

(ii) Parent(s) or carers, teachers, support staff or the senior leadership team can raise a concern with the SENCO if the need escalates or meets the threshold.

(iii) Records from previous educational settings may also indicate aspects of SEND

(iv) Further discussion can be held with the SENCO and class teacher; this may include parents being invited to attend a Learning Plan meeting.

The child may have a monitoring Learning Plan for a time where strategies and provision are decided. The meeting is an opportunity to hear and record the views and the wishes of the pupil, parents and teachers. This will determine the support that is needed and whether we can provide it by adapting our ordinarily available provision. The identification of SEND is built into the overall approach to monitoring the progress and development of all pupils.

(v) If a child is identified as having a special educational need, then, in liaison with their parents/carers, they are placed on the SEND register at 'SEND Support' in line with the SEND Code of Practice and relevant information is disseminated to all appropriate staff. We use the 'Profile of Need' document to determine if a child meets Portsmouth's agreed criteria to go on the SEND register. Some children will not meet these criteria but may still be offered a period of monitoring through our usual systems.

(vi) Advice from external agencies can be gained via a referral made in liaison with parents/carers

(vii) If a child has shown no progress, is significantly below target or has any other additional need impeding their learning, the school will offer additional support or 'reasonable adjustment' over two terms, seeking advice from external agencies. This may prompt starting a SEN support plan to record. This will be shared with parents, gaining their views. We use the 'Profile of Need' document to determine if a child meets the city agreed criteria to meet the needs of an Education, Health and Care Plan (EHCP).

If progress continues to be very limited or a child continues to need a high level of support and intervention and there is considered to be a long term or life-long SEND then the school will consider applying for an Education, Health and Care (EHC) plan. Guidance is available on the Portsmouth Local Offer. The SEND team at Portsmouth City Council can be brought in via a referral for an Education Health and Care Plan Assessment if the need is complex and long term. If successful, the EHC plan will outline the child's individual needs and be reviewed annually with all professionals and adults involved with that child, including parents, to target set for the following year. The EHC plan can follow them throughout their education up to the age of 25.

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 consider the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will notify parents when it is decided that a pupil will receive SEND support by inviting them to an education plan meeting. Where a pupil is receiving SEND support, the school will offer to meet parents at least termly to discuss the activities and support that will help achieve them, review progress and identify the responsibilities of the parent, pupil and the school.

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject 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 or behaviour
- Other teachers' assessments, where relevant

- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views

Advice from external support services, if relevant the assessment will be reviewed regularly.

Regularly reviews of progress and attainment are called with year teams to discuss children, this will include members of the Senior Leadership Team to ensure that appropriate support is in place. This is a review of progress, a time to discuss assessment results and make plans. This ensures early identification of children's additional needs, which is vital. When a child is not achieving levels at age expectation or there is an identified special educational need there will be a graduated response. Through careful identification of the child's need and barriers to learning, there may be adaptations made to the provision. Teaching in class will be at the heart of driving forward the child's progress. However, extra intervention may be planned for children to work in a small group or on a one-to-one basis with an adult.

All teachers and support staff who work with the pupil will have access to all known information outlining their needs via the Provision Mapping software. Children's learning plans on Provision Map will be co-produced to include the class provision provided, including any teaching and learning strategies and resources. We will regularly review the effectiveness of the support and interventions 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 schools 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 work closely with nurseries to ensure that appropriate plans are in place to transition children into school from other early years settings. We will liaise with the Nursery Managers/SENCOs to ensure that we are able to proactively put provision in place ready for their start.

We will work closely with KS3 settings that children will attend. We will meet with key staff for appropriate handovers and will discuss the need for any additional provision to support transition, such as additional school visits.

We will share information with the school or other setting the pupil is moving to. During the summer term the SENCO will have direct contact SENCOs in feeder and secondary schools to discuss all children on the SEN register and those who have a Learning Plan or Neurodiversity Profile. All information for year 6 pupils will be passed on and for some children a transition document and pupil passport will be created and shared, if the Learning Plan and other supporting documents are not felt to be sufficient. When needed, extra transition can be provided to ensure a smooth process.

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.

Provision for children will be planned through child-centred co-production. For most children, learning needs will be met through high quality and differentiated teaching from the class teacher, within a well-organised and carefully planned learning environment. Teaching in class will be at the heart of driving forward the child's progress. However, extra intervention may be planned for children to work in a small group or on a one-to-one basis with an adult. Most intervention will happen through personalised strategies within the classroom.

Through these processes and decisions on whole school capacity the school can provide:

To support readiness to learn and sensory regulation: Sensory Circuits

Reading and writing interventions, which include:

- Better Reading Partnership, Toe by Toe, Floppy Phonics and Inference Training, Paired Reading,

Maths interventions, which include:

- Pixl Therapy, Supporting Children with Gaps in Their Mathematical Understanding, Dynamo Maths

We employ Springboard Speech and Language Therapy service in the school one and a half days a week and we have within our TA staff one trained SILSA and EKLAN member of staff. Our Speech and Language include:

- Active listening for Active Learning, Attention Autism, Colourful Semantics, Identiplay, Talkabout, Socially Speaking, Time To Talk, Personalised intervention recommended by SALT, through the Solent Therapy pack or by Springboard.

Our motor skills interventions are:

- Write Start Programme
- Use of Solent Therapy Pack

We have three trained ELSAs within our TA team and a counsellor who is employed one day a week to work with targeted children on play therapy. All of our teaching assistants can offer pastoral support to pupils they have built relationships with and include Anxiety an Anger Gremlin, Be Amazing, Mighty Moe etc We also have a Loss Companion to support child through times of bereavement, although all TAs have received training so can deliver this.

5.7 Adaptations to the curriculum and learning environment

Quality first teaching is at the heart of our curriculum. Teaching in class will be at the heart of driving forward the child's progress. This includes using the 7 principles of highly effective teaching and learning in the Teaching and Learning Policy for all children.

For pupils with SEND we make the following adaptations, using the EEF 'Five-a-day principles:

➤ Explicit Instructions

Teacher led approaches with a focus on clear explanations, modelling and frequent checks for understanding.

➤ Cognitive and Metacognitive Strategies.

Managing cognitive load is crucial if new content is to be transferred into students' long-term memory. Provide opportunities for students to plan, monitor and evaluate their own learning.

Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, and using the Thinking Maps.

➤ Scaffolding:

When students are working on a written task, provide a supportive tool or resource such as a writing frame or a partially completed example. Aim to provide less support of this nature throughout the course of the lesson, week or term

Provide supporting and adapted resources, e.g. concrete resources in maths, word mats to support spelling and vocabulary, provide visual resources, e.g. pictures, diagrams or symbol resources created on Widget.

➤ Flexible Grouping:

Allocate groups temporarily, based on current level of mastery. This could, for example, be a group that comes together to get some additional spelling instruction based on current need, before re-joining the main class.

The teacher will consider use of adults and various teaching and learning strategies, for example, by grouping, peer support, 1:1 work, teaching style, content of the lesson, etc.

➤ Using technologies:

Technology can be used by a teacher to model worked examples; it can be used by a student to help them to learn, to practice and to record their learning. For instance, you might use a class visualiser to share students' work or to jointly rework an incorrect model. All teaching staff are trained to use Clicker software to support childrens' learning. We are also able to use recommended aids, such as laptops, larger font, etc.

Teachers will use the Portsmouth Ordinarily Available Provision document for guidance and read individual children's SEND Learning Plans and external agency reports and recommendations to inform the planning of lessons and setting up of the environment to support SEND learners.

Further information about how we aim to support pupils' access to the curriculum and other information can be found in our accessibility policy.

5.8 Additional support for learning

The key role of teaching assistants in the school is to support learning in class. We have a number of teaching assistants who are trained to deliver interventions such as outlined in 5.7.

We work with the following agencies to provide support for pupils with SEN:

- Educational Psychology
- NHS Speech and Language
- Springboard Speech and Language
- Multi-Agency Behaviour Support Service (MABS)
- Portsmouth Outreach Service
- Occupational Therapy
- Sensory Impairment Service
- Schools Mental Health Team
- CAMHS
- Neurodiversity team

5.9 Expertise and training of staff

Our AHT for Inclusion has been teaching Primary phase children in Portsmouth for 25 years and is currently employed for 0.6. She has been a SENCO for 13 years working across 4 schools in this period. She had a previous role as Inclusion Lead for the South for TSAT, worked for the Portsmouth Inclusion Outreach Team and the Early Years Advisory Service.

Our SENCo has been teaching Infants and Early Years for 26 years, 23 of these in Portsmouth. She has experience teaching and managing Resourced Provision Units in two infant schools. She has been a SENCO for 6 years and is currently employed as 0.8.

Our Headteacher, AHT for Inclusion and SENCo all hold the NASENCo accreditation.

We have a team of 28 teaching assistants, including higher level teaching assistants (HLTAs) who are trained to deliver SEND provision.

In the last academic year, staff have been trained in:

Safeguarding, Helping children who have experienced trauma, Effective transitions, Introduction of our new school values, Reading, Maths for SEND pupils, Provision Mapping, Floppy Phonics, MITA principles, including developing independence through visual and task boards, Handwriting and use of Solent Therapy Pack, the Neurodiversity tool kit, Relational Practice, Strategies to support communication and interaction and SEMH in the classroom, MHST spotting signs of anxiety, Supporting bereavement

Some staff have received:

- ELSA training
- Specialist speech and language training (Eklan level 3)
- Paediatric First Aid training
- Speech and Language – Bucket therapy, Situational Mutism,
- Supporting pupils with Visual and Hearing Impairment

5.10 Securing equipment and facilities

We allocate funds for resources through our SEN budget depending on the needs of the pupils at any time. We may also seek support for specific equipment through external agencies, such as the visual impairment service.

5.11 Evaluating the effectiveness of SEN provision

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

- Reviewing pupils' individual progress towards their termly targets as appropriate
- Regular reviews of the interventions in place
- Using pupil interviews as part of our monitoring process
- Monitoring by the SENCO, AHT and SLT
- Learning walks across the school
- Year leader monitoring tasks
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans
- Independent quality assurance reviews

5.12 Enabling pupils with SEND to engage in the wider curriculum

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

All pupils regardless of any SEND needs, are encouraged to take part in all whole school events, including sports day, sports week and theme days. All learning is tailored to meet the needs of all pupils at their individual starting points. This may include the additional deployment of resources, including staff.

We work closely with other professions, such as the sensory impairment team, to ensure that our accessibility of the site and whole curriculum.

No pupil is ever excluded from taking part in these activities because of their SEN or disability. Where reasonable adjustments may be required, we will work in partnership with parents/carers to facilitate attendance.

For children who need them we produce social stories to prepare them for visits or visitors.

Admissions are run by the Local Authority and we liaise closely with the SEN team to support the needs of all pupils. We do our best to be an inclusive school and have a lift for those who need it.

5.13 Support for improving emotional, social development and mental health

The school offers a variety of support for pupils who are encountering emotional & social difficulties. These include:

- Members of staff such as the Class Teacher, Teaching Assistant, Mental Health lead and Welfare Lead are available for pupils who wish to discuss issues and concerns.
- Social Skills groups are run in individual classes, where appropriate, for specific children.
- We have a team of Emotional Literacy Support Assistants (ELSAs) in school who work 1:1 and with small groups on processing their emotions and supporting them with coping mechanisms when they are finding certain situations difficult.
- We work closely with a range of outside agencies to support our children, including but not limited to Mental Health in Schools Support Team, Multi-agency Behaviour Support Service and our Educational Psychology
- Family Support Plans are used to support the wellbeing of a child and their family, the child is invited to attend if appropriate.
- Where necessary, Parents and carers are invited to Attendance Review meetings with the Attendance Officer to improve attendance.
- Investigating all reported incidents of possible bullying and peer-on-peer abuse rigorously in line with our safeguarding and anti-bullying policy.
- As part of our child-centred ethos, we proactively seek pupils' views at all stages to ensure that they are part of the decision-making process.

5.14 Working with other agencies

We always aim to have strong relationships all other professionals, working together for the best outcomes of all pupils. Where appropriate we will hold regular reviews to support the children and identify next steps for their learning. A list of some of the outside agencies that we work with can be seen in 5.8.

5.15 Complaints about SEND provision

Complaints about SEND provision in our school should be made in line with on complaints procedure, which can be found on our school website.

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

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

Below is a table of key contacts within our school. All of these staff members can be contacted via the school office:

<u>Name</u>	<u>Area of expertise</u>	<u>Level (as of page 58 in SEND code of practice)</u>
Miss S Turner Mrs K Kithakye	Special Educational Needs year 4- 6 Special Educational Needs year R - 6	NASENCo
Mrs E Bryan	Designated Safeguarding Lead	DSL
Mrs T Powell	Attendance and Welfare Coordinator	

Mrs King, Mrs Baj, Mrs Craydon and Ms Farrow	Emotional Literacy Support Assistants (ELSA)	Trained ELSAs and accessing regular supervision
Mrs King	Mental Health Lead	

In addition to these there are numerous services that may be able to provide support to pupils and families which include:

- Portsmouth SENDIASS - [Portsmouth SENDIASS – Special Educational Needs & Disability Information Advice & Support Service](#)
- Family Assist <https://solent-family-assist.custhelp.com/>
- Portsmouth Parent Voice - <https://www.portsmouthparentvoice.org>
- Moriah group - [Moriah Family Support Group > Portsmouth Local Offer](#)
- HIVE - [HIVE Portsmouth |](#)

5.17 Contact details for raising concerns

If you have concerns about your child, in the first instance please contact their class teacher. If you wish to discuss it further this can be done via the school office on: office@newhorizonsprimaryschool.org.uk

5.18 The local authority local offer

Our local authority's local offer is published here: www.portsmouthlocaloffer.org

6. Monitoring arrangements

This policy and information report will be reviewed by the SENCOs **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 the following documents

- Behaviour and relationships policy
- Accessibility plan
- Equality information and objectives
- Supporting pupils with medical conditions policy