

The school has continued to provide for children with Special Educational Needs & Disabilities (SEND) in accordance with the School's SEN Policy.

- Katie Norton is the school's SENCo, addressing the teaching and learning needs of pupils with SEN as well as supporting (with year leaders) the management of the Teaching Assistants – awarded NASENCo in July 2020. Katie is also the school's Designated Teacher (for LAC and post LAC children)
- The Inclusion Team also includes Chloe Finlay-Black (SEN teacher), Gemma Sacree (Family Support Worker), Rachael Howell (pastoral support), Clare Clarke and Chris Bugg (both TALA practitioners). Chris is due to retire at the end of June 2023

The Inclusion Team meets weekly to triangulate issues that have arisen. This is helped by detailed recording of issues using CPOMS

**Overview:**

- 20 LSAs (including 4 HLTAs) deployed across the whole school, at least 1 attached to each class – some classes have additional support staff due to the complex needs of some children with EHCPs
- SENCo member of SLT team
- SENCo regularly observes and monitors provision for SEN children: this is through classroom observations, book looks and in Plan Do Review Meetings which are held termly
- We monitor all interventions and their impact. Currently this is done using individual trackers and provision maps. We are looking forward to using our new *Insight* tracker to streamline this process.
- TAs and Chloe F-B deliver a range of SEN programmes - usually between 9.00am and 9.30am but sometimes in the afternoons - and then support classroom teaching during the remainder of the morning.
- Although we can offer other interventions, we typically use Read Write Inc., Junior Language Link, Precision Teach and Body Breaks.
- Chloe F-B teaches reading to three children on a 1:1 basis and Shape Coding to two children. She works with outside agencies to implement speech and language care plans. Chloe also advises teachers on supporting children with SEN. This may involve the use of visual supports, adapting the environment and social stories. Chloe works as SENCo at Ampport Primary School for one day a week
- We liaise closely with KS1 and KS3, especially Harrow Way and Portway Infant School. Transition visits are arranged depending on need and Transition meetings (TPAs) set up if necessary

## SEN Register

	Year 3	Year 4	Year 5	Year 6
Social Emotional & Mental Health	4	1	4	3
Cognition & Learning	2	2	10	6
Communication & Interaction	8	6	5	5
Sensory/Physical	0	1	3	1
<b>Total</b>	<b>14</b>	<b>10</b>	<b>22</b>	<b>15</b>
EHCPs (+ in process)	7(1)	2	4	5

### Inclusion

- Simon Stafford has recently left Portway and the process of recruiting a new Inclusion 'officer' is in process. It is unlikely that we will recruit someone with his particular skill set and therefore further staff training may be needed to ensure there are areas of expertise - especially for supporting children with autism.
- Chris Bugg, Pastoral Support is TALA trained (Therapeutic Active Listening Assistant); she delivers Emotional/Pastoral support every morning. Clare Clarke is gradually taking over this role. Katie and Chris/Clare work closely together to ensure that children requiring this support have access to it and to discuss any safeguarding concerns.
- Rachael Howell is our ELSA and an HLTA. She is currently delivering ELSA to children who have this intervention specified on their EHCPs
- Nicky McQueen, Play Therapist works to support individuals needing the opportunity to work through issues using play. She liaises with Katie to decide who would benefit from this and to review cases.
- Gemma Sacree, our Family Support Worker works across both schools. She carries out home visits, she runs several meetings in school on a variety of topics, and she runs a parenting programme - Family Links Nurture Course. She also works closely with the Inclusion Team, and with the Headteacher to monitor and promote good attendance at Portway.
- We have 4 DSLs – they all keep records of concerns and refer to Children's Services if necessary. DSLs attends Child Protection Conferences and Child In Need meetings as required, working closely with Children's Services to safeguard pupils.
- Katie is the Designated Teacher for Looked After Children (LAC) and post LAC. Whilst we do not have any looked after children currently on roll, we do have a number of children who are post LAC. Katie attends relevant training and support and writes Pupil Education Plans, if needed, for these children working with the Fostering and Adoption team from Children's Services to support children in care.

### OUTSIDE AGENCIES:

To address the needs of pupils with SEND, we receive support from outside agencies

- **Primary Behaviour Service**
- **Educational Psychology Health Services:**
- **CAMHS (Child & Adolescent Mental Health Service), GPs, school nurse, clinical psychologists, paediatricians, OT, physio and SaLT.** We receive invaluable support from OT, physio and SaLT although SaLT provision has reduced due to staffing issues. The MHST (Mental Health Support Teams in schools) has proved invaluable. Many children have been referred and supported over the last year. Thai

service has proved to be a useful entry point for children who need support for mental health

- **Hampshire STAS:** We continue to be well supported by the teams from Hampshire STAS - specifically for visual impairment, hearing impairment and the Communication and Interaction Team. We can also access support from EMTAS (Ethnic Minority and Traveller Achievement Service) for children who are learning English as an additional language
- **Let's Go** This educational consultancy provide invaluable termly advice for our children with Down Syndrome
- **Outreach support from specialist schools**

#### **Interventions:**

- Socially Speaking (social skills)
- *Thrive* - training for this will be delivered next academic year
- OT – sensory circuits and Body Breaks
- *Junior Language Link/Speechlink*
- *RWI*
- Precision teaching
- ELSA
- Forest School

Other interventions are delivered but these are usually recommended or specified by outside agencies. Examples are Lego Therapy (Let's Go) and Shape Coding (Speech and Language). Sometimes we trial alternatives for those children who are not making progress using the above interventions.

#### **Inclusion Team:**

Weekly meetings are held with the Family Support Worker, TALA practitioner, SENCo and learning mentor. Using concerns raised by staff (on CPOMS, our information management system), we are able to discuss how to support children and families and allocate staff to do so.

#### **Actions:**

- Drive to improve the quality of record keeping continues with a focus on parity between provision and targets. Increase in the number of chn with an EHCP (now 18) has resulted in an increase in meetings and paperwork to ensure good provision
- Use Of *Insight* assessment tracker to support children's progress using granular SMART targets
- Chloe F-B will be leading (with Katie's support) the development of a new learning space for children with complex SEN. This platform will empower our children by developing innovative thinking, encouraging curiosity, driving excellence and fostering respect.
- Use of GL ready assessment for children with literacy difficulties. This has proved invaluable; the challenge is now to provide intervention and remove barriers for the increased number of children who have been identified as requiring specific support