



Welcome to SEND at Porters Grange Primary School and Nursery

SEND Information Report

September 2023—July 2024



Welcome to Porters Grange Primary School & Nursery

Lancaster Gardens, Southend on Sea, SS1 2NS

Our welcome booklet has been made for families. Hopefully it makes it easier for parents to find SEND information more easily. If you have any questions or comments, please get in touch.

Contents

Key People	3	Children's Role	15
Our School	4	More About Our Team	16
What is SEND?	5	Staff Training	17
Values and Ambitions	5	Specialist Help	17
What Are The Types of SEND?	6	Transitions	18
Identification of SEND	7	Extra Equipment	19
How Do We Meet Children's Needs?	8	Your Questions Answered	20
Targets	11	More Questions Answered	21
Parental Involvement	12	SEND and Looked After Children	22
Support for Families	13	Other Information	23
The Local Offer	14		

Key People

All of our staff can be contacted via the school office. If you wish to email please do so via the office email address: office@pgps.porticoacademytrust.co.uk

Miss D. Henley Principal I lead the school and have oversight of SEND	Miss T. Quinn SEND Co-ordinator (SENDCo) I lead SEND in the setting
Miss F. Ross Assistant SEND Co-ordinator	Mrs D. Douglas SEN Team
Mrs K. Thomas Child and Family Well-being Lead	Miss B. Johnstone Portico Inclusion Team Manager
Mrs Y. Gilbey Inclusion Team	Mrs S. Budd Inclusion Team
Mrs L. Heard Inclusion Team	Miss T. Freeman Play and Creative Arts Therapist
Class teachers and LSAs. Your child's classroom staff should be your first point of contact .	

Our School

Porters Grange Primary School and Nursery is in central Southend. We have 400+ pupils in 15 classes. There are two classes in each year group and one nursery class.

At Porters Grange we have big ideas and do not set limits on what our children can do or what they can aspire to. Our children are encouraged to become confident, creative learners who are resilient and show perseverance. They have respectful, tolerant and caring attitudes and are encouraged to take responsibility for their own behaviour acting as excellent role models to others. We pride ourselves on being an inclusive caring primary school which nurtures well rounded, courageous and ambitious children and their passion for learning.

Our children are encouraged to develop a Growth Mindset through the promotion of learning powers which are:

Be curious

Don't Give Up

Enjoy Learning

Work together

Concentrate

Use your imagination

Keep improving

Have a go

We are very proud of our school and we aim to ensure that all of our children achieve well in their academic and social development by providing the environment, the expertise and the resources to move learning on. We all work together to this end and we hope that the children enjoy a happy primary school career with us.

What is SEND?

A child has SEND if they have a **learning difficulty** or **disability** that we need to make **special provision** for.

Some key terms explained:

- ◆ **Learning Difficulty:** when a child finds it harder to learn than most other children.
- ◆ **Disability:** something that hinders a child from using our school facilities.
- ◆ **Special provision:** is support that is extra or different from what is typically provided.

Our Values

Every child with SEND can thrive. We do everything we can to make sure that happens.

That means we:

- ◆ provide lessons that meet the needs of every child;
- ◆ make reasonable adjustments to lessons and our school environment;
- ◆ provide staff training to expand our SEND expertise.

Our Ambitions

We are ambitious for all of our pupils including our children with SEND. We are aspirational and expect them to all achieve to the very best of their ability. We want them to make excellent progress and want them to expect the same. We want them to know more, remember more and be able to do more, despite their SEND.

We want them to leave us at the end of Year 6 with knowledge and skills that they can take with them into their adult life. We think in terms of both short term and long term achievements.

In the long term, we want our children with SEND to:

- ◆ have excellent basic skills (especially in reading, writing and maths);
- ◆ have successful friendships and relationships;
- ◆ live a healthy and independent life in the community;
- ◆ be successful in work.

Identification of SEND

How do we decide if a child has SEND?

We will assess the child. This might be an assessment of reading, writing or maths. It could also be assessing a child's social skills or behaviour.

Some parents give us extra information to help us make decisions. For example, this could be an eye clinic report about sight loss, or a report of a diagnosis.

Sometimes our assessment might be quick. Sometimes SEND only becomes clear when we assess a child over a longer period.

When we assess, we always look out for:

- ◆ A child making less progress than their peers;
- ◆ A child making less progress than they did before;
- ◆ A child not closing the gap between them and their peers (despite any extra help that we have given).

Sometimes, we ask outside experts to assess children and give us advice. Some of these experts might be:

- ◆ The Educational Psychologist (visits the school regularly)
- ◆ Outreach support from specialist provisions, including special schools and behaviour support.
- ◆ The NHS—G.P.s, School Nursing, Speech and Language Therapists, Occupational Therapy, Lighthouse Child Development Clinic, Child and Adolescent Mental Health Service.
- ◆ Supporting Families and other family support

Is it always SEND?

Slow progress does not always mean a child has SEND. When we are assessing whether a child has SEND, we also consider other factors such as:

- ◆ Attendance
- ◆ Issues in that child's life (e.g. bereavement)
- ◆ Issues in school (e.g. friendships)

Often teachers address progress issues via adjustments to what is already on offer, without needing SEND provision.

A child does not have SEND just because English is not their first language (although they could have SEND as well).

Also, a child doesn't have SEND just because they were born in summer term (and may have had less time in school than their September born peers)



How do we meet children's needs?

Overview

Children's special educational needs and disabilities are varied. Not all children need the same level of support. Where need is higher, we usually take more actions. Where need is lower, we might only need two or three adjustments.

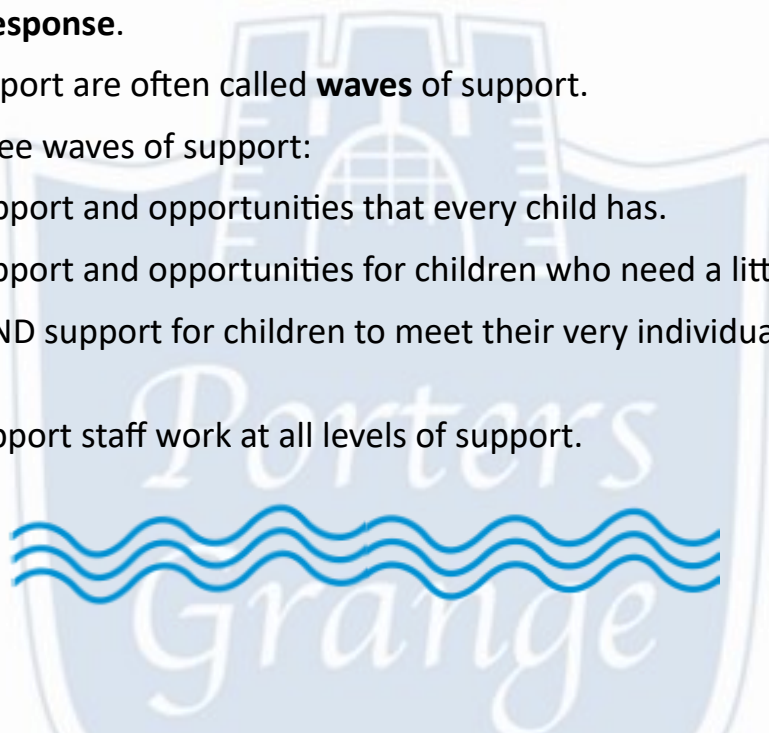
We match the level of support to the child's level of need. This matching is called our **graduated response**.

The levels of support are often called **waves** of support.

Schools have three waves of support:

- ◆ Wave 1: Support and opportunities that every child has.
- ◆ Wave 2: Support and opportunities for children who need a little extra help.
- ◆ Wave 3: SEND support for children to meet their very individual needs.

Teachers and support staff work at all levels of support.



Wave 1

This is quality teaching led by the class teacher. It includes:

- ◆ Teachers who are ambitious for ALL of the children.
- ◆ Well planned lessons that are adapted to engage ALL children.
- ◆ Resources to support ALL children succeed (e.g. phonics mats, number lines)
- ◆ Opportunities for children to practice and use their learning in different situations
- ◆ Teachers assessing children to help them know when to move on and what to teach next.
- ◆ Behaviour and reward systems that motivate children to do their best.

Wave 2

This is for children who need extra support to 'catch up' to their peers. This support is often small group work, either in the classroom or else where in the school. It might be:

- ◆ Small group interventions for English or maths.
- ◆ Additional adults, usually Learning Support Assistants in lessons.
- ◆ Extra phonics or maths sessions in a small group.
- ◆ Fine or gross motor skills circuits.
- ◆ Social skills groups.
- ◆ Emotional Literacy groups.
- ◆ Precision teaching.
- ◆ Talk Boost—speech and language programme
- ◆ Catch Up Literacy—reading programme.

Wave 3

This means personalised SEND interventions. For example:

- ◆ Phonics support.
- ◆ 1:1 care plan directed and reviewed by Occupational Therapy, Speech and Language Therapy, or Physiotherapy.
- ◆ Social Stories.
- ◆ Behaviour Intervention Plan.
- ◆ Adaptations to the child's environment (e.g. visuals such as a Now/Next board, a calming area or activity)
- ◆ Person-centred plans.

Assess, Plan, Do, Review

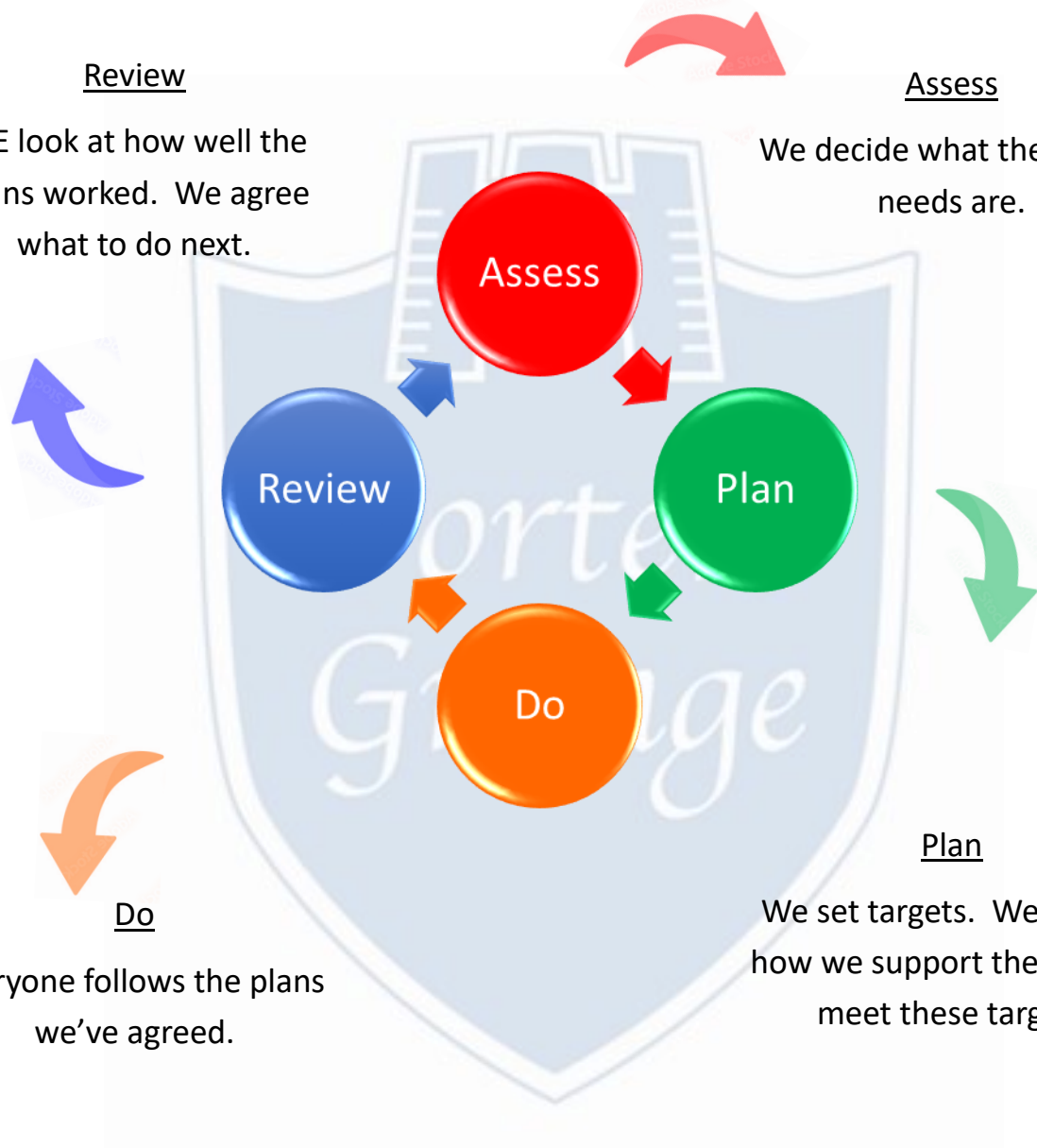
All of our SEND support fits into a four part cycle called **Assess, Plan, Do, Review**.

Review

WE look at how well the plans worked. We agree what to do next.

Assess

We decide what the child's needs are.



Do

Everyone follows the plans we've agreed.

Plan

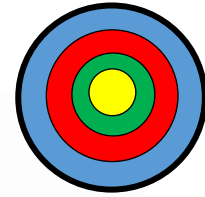
We set targets. We decide how we support the child to meet these targets

Each cycle of Assess, Plan, Do, Review takes two half terms. There are three cycles per year.

Sometimes the timescale is shorter (e.g. we are working on an important safety target or because the child is very young and is changing quickly).

Targets

We set targets for children with SEND so that staff, parents, and children know what we are all working towards. These targets are part of a child's Pupil Passport (this is sometimes known as an Individual Support Plan).



We often call these **SMART** targets. SMART targets are:

- Specific** We say exactly what the next small step will be for the child.
- Measurable** We say how we will know if the child is meeting the target.
- Achievable** We will be ambitious for the child, but it still needs to be achievable.
- Relevant** We link it to the child's difficulties or what they need to achieve next.
- Time bound** Targets are normally set for one term (10-14 weeks).

How are Targets Specific?

Specific targets say what the child **will be able to do**. We avoid words that are vague. Instead, we use action words to write targets (e.g. read, write, take turns).

Vague Words (We avoid these)	Specific Action	Examples
Improve	Add	James will add numbers up to 6 using apparatus (e.g. cubes)
Continue	Read	Satbir will read all Phase 4 tricky words.
Develop	Say	Wiktorija will say sentences that include where or when something happened (e.g. "In the water, the shark hunted her lunch", "The woodcutter ate his lunch when the sun was high")
Behave	Use	Sadaf will use calming strategies (e.g. squeeze, time out, calming box, breathing star, blowing up balloons) when she is anxious in class.

Parental Involvement

For ease of reading, this booklet uses the term “parents” to mean anyone who acts in the role of parent. This can include carers, other family members and, for children who are “looked after”, the local council.

Teamwork with Parents and Families

Parents are a vital to the success of children with SEND:

- ◆ Their knowledge helps us to get a complete view of a child's SEND.
- ◆ They tell us what strategies work well at home (often good ideas from home can help the child in school).
- ◆ Parents attend termly SEND Reviews so we can review their child’s progress as a team.
- ◆ Parents use ideas from school to help the child at home.
- ◆ Parents share useful information with us to help us meet the child’s SEND (e.g. clinic reports).

When we think a child might have SEND, we discuss this with parents. This is so that we can:

- ◆ Find out more about the parent’s views;
- ◆ Chat about what the next steps might be (this might include setting targets);
- ◆ Agree some long term goals (we might refer to these goals as outcomes).

Excellent teamwork between us and parents is very important to us.



Co-Production

The word *co-production* means parents being a key part of planning SEND support and what's provided for SEND.

Co-production is really important to us. Parents help by coming to SEND reviews and giving their input or by keeping us up to date on their child's life.



Just as importantly, parents help us to improve our SEND support through our yearly parent survey, giving views on our latest SEND documents (parents helped us to produce this document) and giving ideas for our next parent workshops.



Support For Families

SENDIASS is the Independent Advice and Support Service for parents.

The service is free and they offer a range of help:

- ◆ Info on local groups and services
- ◆ Info on SEND laws
- ◆ Info on local council procedures for SEND
- ◆ Help to prepare for meetings (so you have your say and feel heard).

Finding SENDIASS

Parents don't need anyone to refer them to SENDIAS. They can just get in touch:

Tel: 01702 215 499

Web: www.sendiassouthend.co.uk/

Email: iass@southend.gov.uk

Facebook: www.facebook.com/sendiassouthend

Apart from English, their key leaflets are available in the ten most spoken languages in Southend Schools:

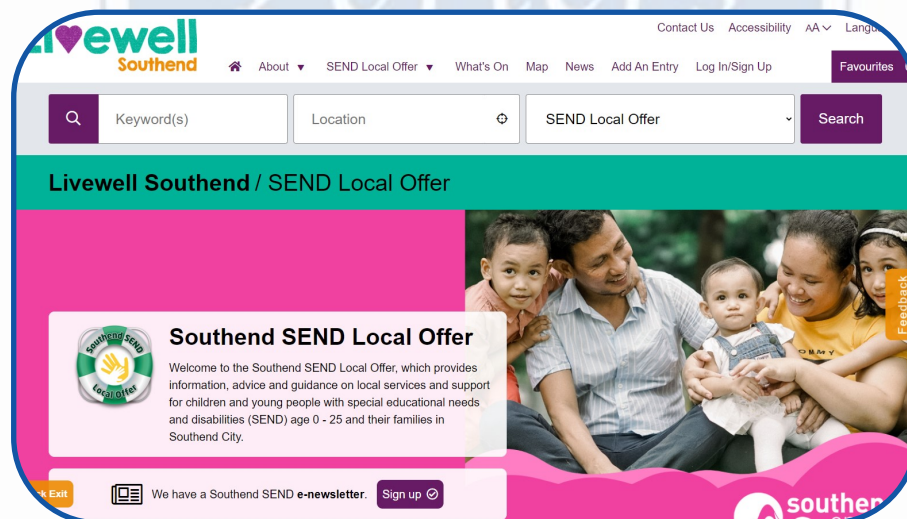
- ◆ European: Albanian, Czech, Polish, Portuguese, Romanian
- ◆ Asian: Bengali, Chinese (simplified font), Malay, Tamil, Urdu

Support For Families

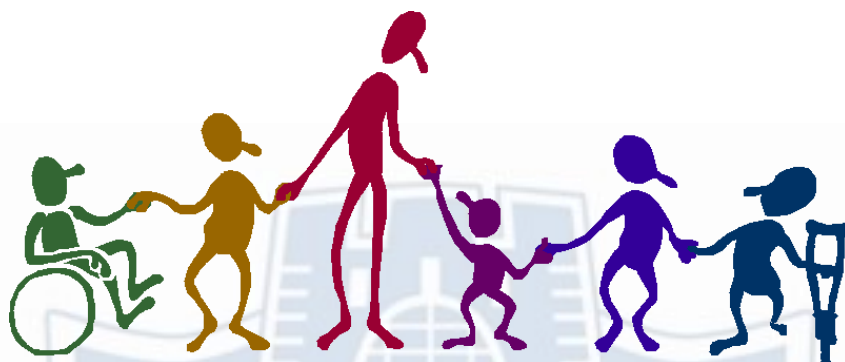
<https://livewellsouthend.com/kb5/southendonsea/directory/localoffer.page>

The Local Offer is a website that is written for parents and families. It helps them know 'what is out there' for youngsters with SEND in our local area. It includes:

- ◆ Support services
- ◆ Health services (e.g. contacts for the NHS speech and language team)
- ◆ Schools leisure activities (e.g. SEN sports clubs)
- ◆ Contracts for SEN charities



Children's Role



The role of children is to **do their very best** so that they **learn more, remember more and can do more** for the rest of their lives!

It is also important that adults listen to the views of children with SEND. The child's input can help us unlock extra progress. Collecting child views may include:

- ◆ Asking or observing the child.
- ◆ The child completing a survey.
- ◆ The child self-assessing their behaviour targets.
- ◆ The child coming to their SEND review meeting.
- ◆ An annual survey of SEND children.

How we collect child views depends on the child's age and development.

Can a child with SEND join in day trips, residential trips, breakfast, after school and holiday clubs?

Yes – we make adjustments so that children who have SEND can join in all of school life.

Staff may need to talk to parents to plan adjustments. Or, a parent can talk to their class teacher or a SENDCo about if they are worried that their child might need adjustments to be successful.

It is very rare that we must make the hard decision for a child to not attend – in the very small number of occasions this is due to safety, wellbeing, or both.

More About Our Team

What Do Teachers Do For SEND?

- ◆ Teachers are responsible for *every* child they teach.
- ◆ Teachers work closely with support staff to plan and review support.
- ◆ Teachers adjust lessons to make them accessible for every child.
- ◆ Teachers use assessments to plan inclusive lessons.
- ◆ Teachers follow advice from any support services.
- ◆ Teachers review each child's progress and plan the next steps.

What Do Support Staff Do For SEND?

Support staff are a key part of helping your children. They support children during lessons and also lead both SEND groups and 1:1 work inside and outside of the classroom. They work across the whole school.



Who Else Helps Within The School?

We have a Play and Creative Arts Therapist, Miss T. Freeman who runs 1:1 sessions with some children. She also runs group Lego Therapy sessions to support Social Communication needs.

Our Pupil and Family Well-being lead, Mrs K. Thomas is always here to support families and can signpost you to appropriate agencies.

Our Trustees

All our trustees must “think SEND” when making decisions so that we become even more inclusive. We have one trustee who has extra responsibilities – this is our SEND trustee.

Our SEND Trustee is Ms S. Hay. She:

- overviews long term plans for improving SEND in school.
- monitors SEND in our school. This includes our legal duties.
- meets with the SENDCO three times a year

Staff Training

Our team have lots of SEND expertise. However, it is important we refresh and develop our learning and further develop our skills. To train and develop our team, we use:

- ◆ Staff meeting and INSET day training
- ◆ Staff supporting each other
- ◆ Subscribing to The National College
- ◆ Online courses and webinars e.g. MindEd: www.minded.org.uk
- ◆ Online information e.g. NASEN's What Works at www.sendgateway.org.uk/page/what-works.

Specialist help?

Some students have needs that are very specific or complex. Therefore, we work with support services to benefit from specialist advice. You may sometimes hear us refer to these support services as “external agencies”.

Support Services we work with include:

- ◆ Dr Emma Rawlings—EP In The Community
- ◆ Child and Adolescent Mental Health Service
- ◆ Behaviour Outreach Support Service
- ◆ Deaf and Hearing Impairment Team
- ◆ Visual Impairment Team
- ◆ Supporting Families
- ◆ School Nurses and Health Visitors



For most children, we meet their SEND without needing support services. This is because our staff have training and skills to **adapt classrooms and lessons** to meet their needs.

If we think we need extra advice from a SEND support service, we discuss this with the student's parent. Parents normally understand the many benefits for their child, but they are welcome to chat with the class teacher or SENDCo. The parent makes the final decision.

Support services advise teachers and the SENDCo. Teachers make sure advice is followed and the SENDCo monitors this.

Transitions

How do we help children joining our school?

- ◆ We meet parents and any nursery, childminder or current school to find out about the child's needs.
- ◆ We provide a Welcome to School booklet.
- ◆ The child visits school and gets to meet the adults in their new class.
- ◆ The child can have extra visits if needed.



How do we help children leaving our school?

- ◆ We link with the next school to share SEND information.
- ◆ We often support children having extra visits or talk to children about any worries about their new school.
- ◆ Transfer to secondary school is normally led by the secondary school. You can find more about how they manage this in their SEND Information Report.
- ◆ We invite the SENDCo of child's secondary school to the Y6 summer SEND review.
- ◆ We take the same approach if a child with SEND leaves our school before the end of Y6 e.g. because of a house move). If a child moves school quickly or further afield, we may tweak our support (for example, there is not a SEND Review before they move).

Transition between Year Groups

Before the end of the summer term, teachers pass on SEND information to the new teacher and the child gets to visit their new class.

If needed, extra visits to the new class or transition booklets are provided to help children with SEND have a smooth transition to their new class.

Extra Equipment for SEND

Some children need extra items to help them be successful at school. Most of these are not expensive and we buy these from our budget.

From time to time, equipment costs much more than this (e.g. hoists, hearing aid loops). If so, we might ask for extra funding from the local council's SEND funds. We do not ask parents to pay for SEN provision from their own money.



Your Questions Answered

Does a child need a diagnosis in order to have SEND?

No. Some children do have a diagnosis (e.g. autism, ADHD), but we can address a child's SEND even if they don't have a diagnosis.

We know that families often want a diagnosis so that they can be sure what is going on for their child. But, it's also important that we help the child as soon as we can – so we do not need to wait for a diagnosis to make adjustments for a child.

What is an EHCP?

EHCP is short for Education, Health and Care Plan. This is like a contract between a local council, school and parents.

Most children's SEND can be met without an EHCP - we use our SEND funding to do this. Some of these children will have SEND Support Plans (a plan that sets out their needs and how we'll meet them).

A small number of children with more complex SEND have an EHCP (about 2% of all children). Some of these children are in special schools and some are in mainstream schools.

More information on EHCPs can be found on the Local Offer website or you can ask our SENDCo about EHCPs.





Are emotional difficulties always SEND?

No. Some children have time when they are withdrawn or sad (e.g. because of a death of a family member or loved pet).

When a child is distressed, this is often short term. We have a range of emotional support, including the Zones of Regulation, that we can offer, depending on a child's difficulties.

Some adverse experiences lead to longer term or more severe emotional issues. If so, the child's difficulties might be assessed as SEND

The ZONES of Regulation

			
Blue Zone Sad Bored Tired Sick	Green Zone Happy Focused Calm Proud	Yellow Zone Worried Frustrated Silly Excited	Red Zone overjoyed/Elated Panicked Angry Terrified

More Questions Answered

What support is available for social and emotional needs?

We are proud to be a caring, nurturing and supportive school. We believe that children need to feel happy, secure and safe in order to meet their potential.

Every child is treated as an individual. If they exhibit challenging behaviour, we try to find the causes and then adapt so we can alleviate the behaviour.

Some of our support is available to all children, including:

- ◆ School assemblies about emotions and feelings
- ◆ The SEN, Well-being and Inclusion team—including Oasis and Coral Island rooms.
- ◆ Clear systems for managing behaviour
- ◆ Play equipment for children to enjoy at playtime and lunch time
- ◆ Lunch club

Some children also have extra support, including:

- ◆ Play and Creative Arts Therapy
- ◆ Small groups to support social skills such as Lego therapy
- ◆ Behaviour Support Plans help some children regulate their emotions.
- ◆ Zones of Regulation Support, either in groups or 1:1.

Why don't schools include a child with autism or ADHD as having a sensory need on the paperwork or the school SEND register?

Every school must follow the government's SEND handbook. This is called the SEND Code of Practice. It tells us what categories of SEND we are allowed to use and what they mean.

The Government's category "Physical / Sensory Needs" includes three specific sensory needs:

- ◆ Visual impairment: Loss of some or all of their sight;
- ◆ Hearing impairment: Loss of some or all of their hearing;
- ◆ Multisensory impairment: Loss of some or all of both their hearing & sight.

Each of these sensory needs refers to the loss of sight and/or hearing.

Children with ASD or ADHD can also have sensory needs but they have not lost the use of their senses. They might be over or under-sensitive to sights, smells or sounds etc. Their needs are usually about processing of sensory information rather than loss of vision or hearing.

Although we can't put these needs into the Government's sensory needs category, it doesn't make a difference to the support that the child receives .

SEND & Looked after Children

LAC stands for Looked After Children. Being looked after means that parents are unable to care for a child and the council or court takes on parenting decisions. This can be temporary or permanent. There are a few ways the child's new care might be provided. Two common ways are foster care or children's homes.

NSPCC has a good explanation of LAC: learning.nspcc.org.uk/children-and-families-at-risk/looked-after-children.

For our pupils who are LAC and have SEND, we:

I lead LAC support in school. The full name for this role is "Designated Teacher for Looked After and Previously Looked After Children.

Ms T. Quinn

Contact me:

SENDCo

office@pgps.porticoacademytrust.co.uk

01702 478593

- ◆ Monitor progress through a termly Personal Education Plan (PEP).
- ◆ As often as we can, schedule PEP meetings at the same time as SEND meetings so that PEPs and SEND plans are joined up.
- ◆ Work well with LAC support services (e.g. social workers, the Virtual School Headteacher).
- ◆ Make sure LAC pupils with SEND can join in extra activities, by making extra arrangements such as:
 - ◇ Permission from both a social worker and a pupil's carer to allow them to go on a residential trip
 - ◇ Liaising with carers and taxi drivers so that a pupil is collected early and gets to school in time for the day trip leaving at 8.00am.
- ◆ Use Pupil Premium plus money to get the best outcomes for the pupil.
- ◆ Give LAC children equal access to SEND provision that is no less than they would get if they were not LAC.
- ◆ Support staff to understand the effects of loss or separation from birth families.
- ◆ Know that SEND can make it even harder for some LAC children to trust adults, and how we might overcome this.
- ◆ Have big ambitions for our pupils who are LAC and SEND. National data shows that this group of pupils aren't achieving well enough. We'll make sure that no LAC & SEND child is failed by us.

Extra Funding (Pupil Premium Plus)

We get extra money for LAC pupils and those who were LAC but aren't anymore (e.g. pupils who've been adopted after time in foster care). This money is called Pupil Premium Plus. From time to time, you might also hear it being called LAC Pupil Premium.

Being LAC and having SEND does not mean that a pupil is behind in their learning. For example, a LAC pupil who is very able at maths and English but experiences social difficulties that are identified as a SEND .

Other Information

Exclusions

We reduce the risk of exclusions by making adjustments to help everyone fully access life in school.

However, you can find out more about exclusions in our **Behaviour Policy** on the policies page of our website.

Evaluating our SEND Policy

We have five key ways to check how well our SEND policy is working:

1. Monitoring the progress children have made.
2. Monitoring how well children with SEND meet their SMART targets.
3. Regular reviews of interventions with teachers and support staff.
4. Our leadership team visit classrooms to observe and look through children's books.
5. Listening to the views of parents, families and children.

Our SENDCo and leadership team are in charge of evaluating our SEND policy.

Where to find more SEND Information?

Visit our website, www.portersgrange.co.uk, to read other policies that link to SEND:

- ♦ **Accessibility plan**—A three year plan to be a more inclusive school.
- ♦ **Behaviour Policy**— Rewards, rules, sanctions and much more.
- ♦ **Anti-bullying**— Information on our approach to tackling bullying.
- ♦ **Medical Policy**— Support for children with medical conditions and what we do about medicines.

Want to read more?

If you want to read more, these are the key SEND rules and laws:

SEND Code of Practice

- ◆ This is the Government's SEND rulebook.
- ◆ Find out more [here](#).

Equality Act

- ◆ This 2010 law outlines our duties to make reasonable adjustments and not discriminate.
- ◆ Find out more [here](#).

The Children & Families Act

This 2014 law outlines our duties for children with SEND.

Find it [here](#) (p.21 onwards).

Status of our SEND Policy

This policy is statutory. That means that the law says schools must have a SEND policy and a SEND information report.

Reviewing this policy

We review the SEND policy every 12 months. Our SENDCo is in charge of the policy review. Then, our governors discuss and approve it.

Complaints

Parents who wish to complain are encouraged to speak to the class teacher or SENCo in the first instance. If the issue cannot be resolved, a copy of the Complaints Policy can be found on the school website.

We hope you found this SEND document helpful. Thank you for reading.

We welcome questions and comments – please get in touch with our SENDCo.