



SEND POLICY

March 2026 to March 2027

Aims and objectives

Our special educational needs and disabilities (SEND) policy aims to:

Make sure our school fully implements national legislation and guidance regarding pupils with SEND.

Set out how our school will:

- Support and make provision for pupils with special educational needs and disabilities
- Provide pupils with SEND access to all aspects of school life so they can engage in the activities of the school alongside pupils who do not have SEND
- Help pupils with SEND fulfil their aspirations and achieve their best
- Help pupils with SEND become confident individuals living fulfilling lives
- Help pupils with SEND make a successful transition into adulthood
- Communicate with pupils with SEND and their parents or carers and involve them in discussions and decisions about support and provision for the pupil

Explain the roles and responsibilities of everyone involved in providing for pupils with SEND.

Communicate with, and involve, pupils with SEND and their parents or carers in discussions and decisions.

VISION

All pupils on the SEND register to make at least the nationally expected levels of progress. For all pupils identified as having special educational needs and/or disabilities to leave Portchester Community School with the same opportunities as their peers and being responsible, confident and successful individuals. At our school we will provide all pupils with access to a broad and balanced curriculum. We are committed to making sure all our pupils have the chance to thrive and supporting them to meet their full potential.



Roles and responsibilities

Kate Howell

National Award for Special Educational Needs Co-ordination (NASENC)

Special Educational Need Coordinator (SENCo)

Responsibility for physically disabled pupils, resourced and non-resourced.

Contact: SEN@portchester.hants.sch.uk

This policy should be read in conjunction with the school's Accessibility Policy, Teaching and Learning Policy, Anti-Bullying Policy and the SEND Information Report on the school's website.

The roles and responsibilities of school personnel regarding special educational needs are given below. They are in accordance with Code of Practice (2014) guidelines and school job descriptions.

The SENCo

The SENCo at our school is Kate Howell, SEN@portchester.hants.sch.uk

They will:

- Inform any parents that their child may have SEND and then liaise with them about the pupil's needs and any provision made
- Work with the Headteacher 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 liaise and work with staff, parents, and other agencies to make sure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support and differentiated teaching methods appropriate for individual pupils
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to ensure that appropriate provision is provided
- Liaise with potential next providers of education to make sure that the pupil and their parents are informed about options and that a smooth transition is planned



- When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil's SEND and the provision for them are sent to the appropriate authority, school or institution in a timely manner
- Work with the Headteacher and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Make sure the school keeps its records of all pupils with SEND up to date and accurate
- With the Headteacher, monitor to identify any staff who have specific training needs regarding SEND, and incorporate this into the school's plan for continuous professional development
- With the Headteacher, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- Prepare and review information for inclusion in the school's SEND information report and any updates to this policy
- With the Headteacher and teaching staff, identify any patterns in the school's identification of SEND, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching
- In addition, the SENCo is also responsible for the management of the Resourced Provision for pupils with Physical Disabilities

The governing board

The governing board is responsible for making sure the following duties are carried out, though the duties can be delegated to a committee or an individual:

- Co-operate with the LA in reviewing the provision that is available locally and developing the local offer
- Do all it can to make sure that every pupil with SEND gets the support they need
- Make sure that pupils with SEND engage in the activities of the school alongside pupils who don't have SEND
- Inform parents when the school is making special educational provision for their child
- Make sure that the school has arrangements in place to support any pupils with medical conditions
- Provide access to a broad and balanced curriculum
- Have a clear approach to identifying and responding to SEND
- Provide an annual report for parents on their child's progress
- Record accurately and keep up to date the provision made for pupils with SEND



- Publish information on the school website about how the school is implementing its SEND policy, in a SEND information report
- Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the school's accessibility plans
- Make sure that there is a qualified teacher designated as SENCo for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out
- Determine their approach to using their resources to support the progress of pupils with SEND
- Make sure that all pupils from year 9 until year 11 are provided with independent careers advice

The SEND link governor

The SEND link governor is Diane Sparshott

The SEND governor will:

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

The Headteacher

The Headteacher will:

- Work with the SENCo and SEND link governor to determine the strategic development of the SEND policy and provision within the school
- Work with the SENCo and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils
- Make sure that the SENCo has enough time to carry out their duties
- Have an overview of the needs of the current cohort of pupils on the SEND register
- Advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review



- With the SENCo, monitor to identify any staff who have specific training needs regarding SEND, and incorporate this into the school's plan for continuous professional development
- With the SENCo, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- With the SENCo and teaching staff, identify any patterns in the school's identification of SEND, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

Class teachers

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is differentiated to meet pupil needs through a graduated approach
- 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 consider 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 and the SEND information report
- Communicating with parents regularly to:
 - Set clear outcomes and review progress towards them
 - Discuss the activities and support that will help achieve the set outcomes
 - Identify the responsibilities of the parent, the pupil and the school
 - Listen to the parents' concerns and agree their aspirations for the pupil

Parents or carers

Parents or carers should inform the school if they have any concerns about their child's progress or development.

Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Invited to termly meetings to review the provision that is in place for their child
- Asked to provide information about the impact of SEND support outside school and any changes in the pupil's needs



- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil
- Given an annual report on the pupil's progress

The school will take into account the views of the parent or carer in any decisions made about the pupil.

The pupil

Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the pupil:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending review meetings
- Giving feedback on the effectiveness of interventions

The pupil's view will be taken into account in making decisions that affect them, whenever possible.

Philosophy

This policy acknowledges the obligation to provide a broad, balanced and challenging curriculum for all pupils. The Governors of Portchester Community School value the abilities and achievements of all its pupils and are committed to providing, for each pupil, the best possible environment for learning.

The Learning Support Department operates in accordance with the following principles:

- All teachers at Portchester Community School are teachers of pupils with SEND.
- All pupils can achieve their very best.
- All pupils have a right to a broad and balanced curriculum.

All pupils should share in all aspects of the life of the school.

The department, pupils and parents should work in partnership.

Legislation and guidance

This 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 SEND
- [The Special Educational Needs and Disability Regulations 2014](#), which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEND coordinators (SENCOs) and the special educational needs (SEND) information report



- The [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The [Maintained Schools Governance Guide](#), which sets out governors' responsibilities for pupils with SEND
- The [School Admissions Code](#), which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

Definition of Special Educational Needs

Pupils have special educational needs if they have difficulty accessing the curriculum which calls for special educational provision to be made for them. Pupils have difficulty accessing the curriculum if they:

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

The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. However, these four broad areas of need give an overview of the range which are planned for:

- Communication and interaction, including speech and language needs, social interaction needs and Autism.
- Cognition and learning, including MLD, SLD and Global Delay.
- Social, emotional and mental health difficulties, including ADD, ADHD and Attachment Disorder.
- Sensory and/or physical needs, including Vision impairment, hearing impairment and physical disability.

Identifying Special Educational Needs

Special Educational Provision may be triggered when pupils fail to achieve adequate progress, despite having had access to a differentiated programme. Parents/Carers and staff will be informed that the child has special educational needs and appropriate provision will be identified to meet the pupil's individual need(s).



Lack of adequate progress **may** be indicated by:

- Little or no progress despite the use of targeted teaching approaches and a differentiated curriculum.
- Working at levels significantly below age expectations, particularly in Literacy or Numeracy.
- Presenting persistent emotional and / or behavioral difficulties, which have not been managed by appropriate strategies usually employed.
- Sensory or physical impairments that result in little progress despite the provision of appropriate aids or equipment.
- Poor communication or interaction, requiring specific interactions and adaptations to access learning.

The following are **NOT SEND** but may impact on progress and attainment:

- Disability (the Code of Practice outlines the “reasonable adjustment “duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEND)
- Persistent disruptive behaviour where there are no causal factors such as undiagnosed learning difficulties or difficulties with communication or mental health issues
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

Admission Arrangements for Pupils with SEND

The Governing Body believes that the admissions criteria should not discriminate against pupils with SEND and has due regard to the Code of Practice. Admission arrangements for pupils with SEND, (but without an Education, Health and Care Plan), do not differ from those of other pupils. However, in the case of a pupil in possession of an Education, Health and Care Plan, the placement recommendations of the last Annual Review will be taken into account.

Allocation of Resources

The school is funded to meet the needs of all their pupils through its core notional SEND budget but is additionally funded to support provision for SEND through:

- 1) Resourced provision for pupils admitted under resourced provision criteria for pupils with Physical Disabilities.
- 2) Additional funding for high-needs pupils.



Identification, Assessment and Provision

Identification

- The school uses the **graduated response** as outlined in “The Code of Practice (2014)”. To help with this process a variety of screening procedures are used, which are then disseminated to teaching staff

New Intake Pupils in Year 7

a) Primary Liaison Check

- Feeder primary schools are visited / contacted throughout the year prior to transfer. Any pupil identified as having a “learning difficulty” and who is on SEND Support or has an EHC plan is referred to the SENCo.
- The LA notifies school about pupils who are transferring with EHC plans in the Spring of their Year 6. Where practicable, the SENCo attends their Annual Review in Year 5 and 6 to ensure a smooth transition is made. At this meeting, the SENCo becomes the Lead Professional for the child with an EHC plan. Relevant information is disseminated to teaching staff before transfer via the EHCP and IEP.

b) Initial Screening

- KS2 tests
- Reading, comprehension, spelling and writing tests
- CAT tests
- Vernon graded word spelling test

Additional tests available for pupils who may require further interventions including:

- Bangor Dyslexia test
- Diagnostic reading analysis
- Cognitive abilities test (GL assessment)

Screening in Other Year Groups

Additional screening tests are administered when required at the direction of the SENCo



Staff Observation

Members of staff consult with the SENCo if they notice pupils who may need specialist help during the school year. Evidence for that concern must be produced, prior to any testing and / or additional intervention being undertaken.

The SENCo may then ask for additional diagnostic assessment to be undertaken by other professionals.

Referrals by Parents or Carers

- A pupil's parent/carer may express concern. Once information is gathered the process is the same as for staff referrals.

Provision

Teaching pupils with SEND is a whole school responsibility. Central to the work of every teacher and subject is a continuous cycle of planning, teaching, assessment and evaluation that takes account of the wide range of abilities, aptitudes and interests of the pupils.

The school follows the guidance set out in **the Ordinarily Available Provision for Children and Young People with Special Educational Needs and Disabilities** developed by Hampshire County Council in collaboration with Hampshire schools. This guidance outlines the high-quality teaching strategies, adaptations and support that should be available for all pupils within mainstream educational settings. At Portchester Community school, this framework is used to inform classroom practice, targeted support and the graduated approach to meeting pupils' needs. Teachers are responsible for implementing appropriate adaptations as part of *quality-first teaching*, while the SENCO works with staff to ensure that provision is planned, monitored and reviewed effectively. The guidance helps ensure that pupils receive appropriate support at the earliest stage and that additional interventions are implemented where required to enable pupils with SEND to make progress alongside their peers.

A Graduated Response is adopted for pupils identified as having SEND. A level and type of support is provided to enable the pupil to achieve at least nationally expected progress. Provision is identified and managed by the SENCo but will be planned and delivered by teaching and support staff.

Graduated Response

- **Wave 1** – Quality first teaching by all teaching staff
- **Wave 2** - Is initiated where pupils have failed to make adequate progress as identified by the SENCo through the assessment arrangements as in 3.1.



Criteria for Wave 2 include:

- Low CAT scores
- Low Numeracy / Literacy scores
- Level 3 or below in Key Stage 2 SATs
- Teacher's observations
- Primary teachers' comments
- Concerns from staff or parents

Provision from within the school's resources is identified to help meet the pupil's needs.

Interventions may include:

- Additional learning programmes to support literacy
- Smaller group sessions and extraction groups
- Small intervention groups
- Appropriate teaching groups / sets
- Group support on a regular basis
- One to one support for specific gaps in understanding.

Wave 3

Where pupils fail to make adequate progress, despite additional provision at Wave 2, the school seeks advice and involvement from external support services. They are requested to:

- Provide specialist assessments.
- Give advice on teaching strategies or materials.
- Provide short-term support or training for staff.

The support is revised and new strategies are put in place following the involvement of pupils and parents. Should the assessments identify that a pupil with an EHC Plan requires additional provision on a regular basis for an extended period then the school will apply for additional resources. The application will be evaluated against criteria established by the LA. Should a parent/carer wish to initiate a request for an EHC Needs assessment before this stage, the SENCo will advise them of the process.

Statutory Assessment

If a pupil fails to make adequate progress and has demonstrated a significant cause for concern, the school and / or a parent / carer may decide to request that the LA undertakes a statutory assessment. This may lead to the pupil being provided with an EHC plan. Any adult involved in the Education, Health or Care for a pupil can apply for an EHC Needs assessment to the Local Authority. In some



situations, it may be advised that the SENCo is not the most appropriate person to lead on an application.

Support Plans and Reviews

The strategies that will be employed at Wave 2 and Wave 3 are recorded in an SEND Support plan reflecting provision that is additional to, or different from, normal differentiated provision.

The plan is communicated to all staff who support the pupil's learning, and to the parents or carers and the pupil. Plans are regularly reviewed and updated.

Provision of an appropriate curriculum

Through their departmental development plans, the SIP and in conjunction with SEND statements/EHCP, provision for pupils with SEND is regularly reviewed and revised. It is the responsibility of individual department at the school to ensure that the requirements of the National Curriculum are met for those pupils with SEND in partnership with the Learning Support Department.

Provision of Curriculum Support

The Learning Support Department can help subject areas in the following ways (although this is not an exhaustive list):

a) Curriculum development:

- Planning with individual members of staff / departments.
- Selection / design and preparation of suitably differentiated materials
- Selection / design of teaching strategies

b) Support teaching:

This is achieved by working collaboratively with a subject teacher. The SENCo and members of the Learning Support Department can assist by:

- Planning appropriate programmes of work.
- Preparation of relevant and differentiated materials.
- Individual teaching.
- Helping to facilitate a wide range of teaching and learning styles.
- Evaluating and reviewing what has been achieved.

c) Withdrawal

Some pupils with special educational needs may be withdrawn 1:1 or within small group sessions or to use technological support; the withdrawal of pupils is kept to



an absolute minimum, in accordance with Portchester Community School's inclusive ethos.

d) In-service Training

All teaching staff benefit from specialist led training focused through the lens of Ordinarily Available Provision. This is woven into both full staff training and Joint Practice Development session in subject teams. Learning support staff attend whole school INSET days, SEND department briefings once a week, learning support development meetings after school once every half term.

Where necessary staff attend courses provided outside of school and disseminate training at learning support meetings.

Arrangements for Considering SEND Related Complaints

If a parent is unhappy about the arrangements made to meet the SEND of their child, they should in the first instance discuss the matter with the SENCo. The Headteacher will address secondary complaints.

The matter will be investigated by the school, in a reasonable period of time, in line with the Governors' arrangements for consideration of complaints.

Arrangements for Inclusion

The school's policy is to provide all pupils with access to a rich and broad curriculum, which meets the needs of children of all ability and ages.

- The use of setting and the differentiation of work enable this to happen
- The provision of additional support which enables pupils to access the curriculum has already been documented
- Pupils with an EHC Plan can be dis-applied from National Curriculum subjects. This is only considered in extreme circumstances when all parties, particularly the parents, pupil and appropriate services, request it.

As the school operates a policy of full access to the National Curriculum and of Curriculum Support, pupils with SEND are included fully into the School Curriculum. All pupils join in all activities, as far as is reasonably practical, both curricular and extra-curricular, except where an activity may constitute a problem for any pupil's health or safety.



Partnerships

In school

- The SENCo liaises closely with the SLT, Heads of Department and Heads of Year. Information and concerns are always discussed with the appropriate member of staff.
- School systems and procedures provide the mechanism through which SEND issues are discussed and disseminated.

Parents

Portchester Community School actively seeks to work with parents/carers and values the contributions they make.

- Parental views are recorded as part of the Annual Review procedures.
- Parents are actively encouraged to help their child in many ways; for example: hearing their child read and learning spellings.
- Parents are encouraged to attend Parents' Evenings where their child's progress is discussed with subject teachers.
- Effective communication is achieved through regular contact with home either through letters, telephone calls or the pupil's planner.
- New parents can attend the Open Evening prior to transfer and plan for additional visits through the SENCo.

Pupils

Portchester Community School acknowledges the pupil's role as a partner in his / her own education.

- Pupils are actively encouraged to be involved in decision making by attending all Reviews and to be involved with negotiating and evaluating their targets.
- Pupil views are recorded as part of the Review process and their views are valued and listened to.

External Support

The school aims to work in partnership with other agencies in order to provide an integrated support based on the needs of the Pupil. The main external support agencies used by Portchester Community School include (*this is not an exhaustive list*):

Child and Adolescent Mental Health
Occupational Therapist
Hampshire Children's Services
Specialist Speech and Language Therapist



Physiotherapist
SEND adviser
Community School Health Nurses
AJM wheelchair services

Between Schools

The SENCo liaises with other SENCos:

- From local secondary schools to discuss local and national SEND issues at LA run 'SENCo network' meetings. (SENCo Circle)
- On the transfer of a pupil with SEND.
- At locally held SENCo conferences.

Transfer Arrangements

- All documentation about special needs included in a pupil's record is transferred between schools. The SENCo deals with specific enquiries.
- A minimum of one additional induction day is arranged as required for all pupils with SEND and vulnerability factors.
- A programme of induction for particularly vulnerable pupils with SEND is designed in a bespoke manner for each individual based on need.
- The records of pupils who leave at the end of Year 11 are kept and stored in school.
- Documentation relevant to the last Review is forwarded to Post 16 placements.

SEND Marking Policy

This follows the school's PCS marking policy.
LSAs will also support the implementation of this policy and will identify where they have scribed work for pupils.