

Portchester Community School



SEND Information Report 2021-2022

This document has been created to inform parents and agencies working with SEND pupils about the SEND provision in place at Portchester Community School.

Details of the Hampshire County wide local offer are available at

www.hantslocaloffer.info

and for those in Portsmouth

<http://www.portsmouthlocaloffer.org/>

All information provided is correct at the time of printing and will be reviewed on a yearly basis, at the end of every academic school year.

A glossary is available for all underlined words at the end of this document

INTENT	<ul style="list-style-type: none"> • To identify SEN/D needs for those with no identification • To fulfil statutory requirements for students with specific needs and provisions as identified through the EHCP process <ul style="list-style-type: none"> • To provide students access to a broad and balanced mainstream curriculum regardless of need or ability • To provide students with the skills to leave Portchester Community School as Successful, Confident and Responsible individuals, allowing them to progress onto their Post-16 route of choice. <ul style="list-style-type: none"> • To work in collaboration with external agencies forming a multidisciplinary approach to supporting students as identified. • To work with local schools and colleges ensuring a smooth transition between key stages for students starting in KS3 and leaving in KS4 <ul style="list-style-type: none"> • To work with the local community, parents and students in developing the provision at Portchester Community School <ul style="list-style-type: none"> • To provide a fully accessible school experience for students with physical disabilities
IMPLEMENTATION	Curriculum Structure designed to support student progress
	<ul style="list-style-type: none"> • Students are supported in lessons by Learning Support Assistants where needs identify this to be required • CAT4 tests taken at the start of y7, combined with data from KS2, identify students who are provided with a “transition pathway” to support the transition between KS2 and KS3. This pathway provides additional sessions in Literacy, Numeracy and SLCN work. <ul style="list-style-type: none"> • Students are supported through the use of assistive technology where this has been identified as an appropriate support strategy. <ul style="list-style-type: none"> • To offer an alternative curriculum pathway at KS4 which includes vocational and foundation courses where appropriate.
	Identification of need
	<ul style="list-style-type: none"> • An SEN/D referral process using a multidisciplinary approach to identifying needs. • A process of screening for identification of need with an in-house CCET Assessor • A robust screening process ensuring Access Arrangements for formal examinations are issued in line with JCQ guidance
	Supporting life skills
<ul style="list-style-type: none"> • Collaborative work with pastoral teams to ensure a diverse range of wellbeing support is offered • The staff team are supported by external agencies to deliver specific and bespoke training ensuring up to date knowledge on supporting needs. <ul style="list-style-type: none"> • An extra-curricular provision that is fully inclusive. • Bespoke extra-curricular provision for students to develop life and social skills. <ul style="list-style-type: none"> • Access to a physiotherapy programme where identified. 	
IMPACT	<ul style="list-style-type: none"> • Pupils engage and make expected progress in meaningful learning <ul style="list-style-type: none"> • Pupils develop skills and knowledge across the curriculum • Pupils are prepared for the next stage in their education <ul style="list-style-type: none"> • Pupils go onto profitable post-16 destinations • Pupils achieve the best possible outcomes • Pupils feel safe and happy and included in a mainstream environment <ul style="list-style-type: none"> • Pupils are able maintain physical health

Portchester Secondary School is a mainstream secondary school. It is also one of four Hampshire schools with a resourced provision for students with a range of physical disabilities.

We are committed to providing a fully accessible environment which includes and values all students, staff, parents, carers and visitors regardless of their physical, emotional, social, ethnic or culture needs. Our aim is to raise awareness, tolerance and inclusion for all. This means we will use our best endeavours to meet your child's needs.

The questions below should give you all the information you need about our approach to Special Education Needs and Disabilities (SEND). In addition you will also find our SEND Policy on this website and contact details should you wish to discuss any concerns with a member of staff.

Starting at Portchester Community School

My Child	Portchester Community School
<p>My child is in year 5 or 6 and has an EHCP</p>	<ul style="list-style-type: none"> • If your child has an Educational Health Care plan (EHCP), or complex needs, contact the school's SENCo Mrs Kate Howell. We advise that you visit the school to talk through your child's needs and for a tour. • Your child's school should invite Mrs Howell to the annual review of the EHCP. • In the summer term of year 6, Mrs Howell will visit primary schools and meet with the SENCos. SEND information is passed on. • A transition plan will be agreed which may include additional transition visits before the whole cohort induction day. • Where possible your child will be allocated a Key LSA prior to the summer holiday to aid with transition. This Key LSA will then remain in place throughout year 7. • There will be opportunities throughout the summer term for parents to meet with Mrs Howell to support the transition process. • If your child has medical needs, parents will also meet with the medical co-ordinator Mrs Jackie Grundy to complete a medical healthcare plan.
<p>My child is on the SEND register in year 6 but does not have an EHCP</p>	<ul style="list-style-type: none"> • Your primary school SENCo will inform Mrs Howell if your child still has SEND needs at the end of year 6 • If your child still has SEND needs they will transfer to the SEND register at the start of year 7. • Mrs Howell will meet with SENCos of primary schools during the summer term and discuss the needs of your child in more detail. • If deemed necessary your child may be offered additional transitional visits prior to the whole cohort induction day. • The SEND register is reviewed 3 times a year. When your child's needs are above the criteria set by Hampshire Authority, s/he will be removed from the register.
<p>My child has physical disabilities with an EHCP</p>	<ul style="list-style-type: none"> • If your child has an Educational Health Care plan (EHCP) for a physical disability contact the school's SENCo Mrs Kate Howell. We advise that you visit the school to talk through your child's needs and for a tour. • If the physical needs of your child meet the criteria as established by Hampshire Authority, they may be admitted to the school under the Resourced Provision • The Resourced Provision is not a separate unit to the school and mainstream environment is still accessed
<p>My child has Special Needs and is starting at Portchester but not at the start of year 7</p>	<ul style="list-style-type: none"> • You are encouraged to arrange a meeting with the SENCO, Mrs Howell, before your child starts at Portchester Community School, either by phone or in person. Your child's previous school should hand over important documents or information about your child. Please bring any documents about your child's SEND into school as soon as possible. • This information and information from your child's current school will be used to draw up a pupil profile and made available to all of his/her teachers. • Your child may also be added to the SEND register if his/her needs meet the Hampshire guidelines.

	<ul style="list-style-type: none">• The SEND register is reviewed 3 times a year. When your child's needs are above the criteria set by Hampshire Authority, s/he will be removed from the register.
My child is moving on from Portchester Community School	<ul style="list-style-type: none">• If your child is moving to college, Portchester Community School will keep their records until your child is 25. After that date, all records will be destroyed.• If your child moves secondary school, we will send records and documents to the new school.• To prepare your child with SEN for moving on from secondary education during Years 10 and 11 all SEN pupils will be invited to a careers interview. Extra interviews can be arranged if necessary.• If your child has an EHCP then the Careers Advisor will be invited to the Annual Review when your child reaches Year 9 and they will stay involved up to and including the move to 16+ education/training.

Life at Portchester Community School

How will we know if your child has special education needs or needs extra help?	<p>We work closely with all primary schools to ensure continuity or provision on transfer. In particular information from:</p> <ul style="list-style-type: none">• Your child• Primary school teachers and end of Key Stage 2 levels• Reading and Spelling tests, taken by all Year 7 students at the start of the year• Base-line assessments, carried out by subject areas• Parents/carers and application form information• Specialist colleagues and external agencies <p>As your child gets older we use information or referrals from:</p> <ul style="list-style-type: none">• Termly progress data• Subject teachers and tutors• Parental concerns• External agencies <p>If your child needs to be assessed further, we would:</p> <ul style="list-style-type: none">• Use a range of assessments depending on the area of need, such as Cognitive Ability Tests (CATS), diagnostic reading and spelling tests or speech and language assessments <p>If it is thought that a family may need support, we have good working relationships with outside agencies and a referral can be made to them.</p> <p>We will continually monitor and review your child's progress so we can identify if your child requires anything additional to or different from Quality First Teaching and class teacher differentiation of tasks in terms of support and/or intervention. This would then be discussed with you and your child.</p>
Who will be involved in supporting my child?	<p>Subject teachers are responsible for the progress of pupils in their lessons. They are trained to teach children with all types of additional learning requirements and are responsible for making the curriculum accessible to all pupils.</p> <p>The SENCo is responsible for ensuring that:</p> <ul style="list-style-type: none">• Teachers and support staff understand a pupil's needs• Teachers and support staff are trained in meeting those needs• Teachers and support staff have support with strategies to meet a pupil's needs• The quality of teaching for pupils with SEND, and provision across the school are efficiently managed. <p>The Resourced Provision Co-ordinator is responsible for ensuring that:</p> <ul style="list-style-type: none">• Teachers and support staff understand a pupil's specific physical disability and/or medical condition• Teachers and support staff are trained in meeting the needs of pupils with physical disabilities

	<ul style="list-style-type: none"> • Teachers and support staff are trained in using specialised equipment, where required and trained to have an understanding of learning & physical implication of a disability. • Teachers and support staff are provided with strategies to support pupils with physical disabilities • Provision across the school is efficiently managed. <p>Mrs Kate Howell (SENCo/Resourced Provision co-ordinator) and Miss Sherri Barney (Assistant SENCo) will be your initial point of contact for further information about SEND support. Please contact the school on 02392 364369 or email SEN@portchester.hants.schl.uk in the first instance, if you wish to discuss your child and their needs.</p> <p>Depending on the level of needs, any or all of the following may be involved:</p> <ul style="list-style-type: none"> • Subject Teacher • Learning Support Assistant • Higher Level Teaching Assistant (HLTA) • Physiotherapist • Medical Coordinator • Specialist Teacher • Outside Agencies as appropriate e.g. Educational Psychologist, Occupational Therapist etc <p>The above staff may support within the classroom or specialist areas within the school. All support is regularly reviewed and adjusted as and when necessary.</p> <p>The School Governors with responsibility for Special Educational Needs meet regularly with the SEND staff.</p>
<p>What support will my child get in the Resourced Provision?</p>	<p>In addition, the school has a resourced provision for physically disabled pupils. Admission to the resourced provision is determined by Hampshire County Council and will mean that the support implemented is determined at a school level. Led by the Resourced Provision Coordinator, support is tailored to meet the individual needs of each pupil.</p> <p>This could include:</p> <ul style="list-style-type: none"> • physiotherapy • occupational therapy • speech therapy • adapted equipment to enable access to curriculum and activities. • Specialist Teacher Advisor input • LSA support within lessons-amount of support determined by the Resourced Provision Co-ordinator. <p>The provision comprises a physiotherapy suite with the use of physiotherapy bed, equipment and hoists; a learning support; a disabled toilet comprising the necessary equipment to support daily care needs, hoists and a shower. There are also a number of disabled toilets and changing facilities throughout the school.</p>

	<p>Every pupil within the resourced provision has an up to date care plan which is reviewed to ensure that the pupil's needs are continually met in accordance with their disability. The provision works closely with supporting agencies and parents in order to devise strategies and plans in order to suit each individual's needs. All areas of the school are fully accessible.</p>
<p>How will the curriculum be matched to my child's needs?</p>	<p>Our intention will always be to provide support that allows your child to make progress within the normal class setting and to have access to the whole curriculum.</p> <ul style="list-style-type: none"> • For those students who have an Educational Help Care Plan, an Individual Education Plan will be drawn up in consultation with the student, staff and parents/carers. • Curriculum targets will be set by the class teachers. • Our whole philosophy is to support all teachers in meeting the needs of the students in line with High Quality Provision. <p>When necessary the support will take place within our specialist learning environments and may involve small group work, or very occasionally, one to one provision.</p>
<p>How will I know how my child is doing and how will you help me to support my child's learning?</p>	<p>Students receive regular feedback about their progress through our PCS marking policy. In addition to this there are opportunities throughout the year to talk to staff about your child's progress.</p> <ul style="list-style-type: none"> • School Organiser and Home/School Link Book where appropriate • Progress Review Meetings when you can meet your child's tutor • Parent Consultation Evenings when you can meet your child's subject teachers • Annual Reports • Annual Reviews where an Educational Health Care Plan (EHCP) is in place • Written information is sent home each term following a whole school data collection <p>All staff can also be contacted via telephone or their school email address.</p>
<p>What support will there be for my child's Wellbeing?</p>	<p>Your child will be placed in a year-based tutor group and have a Head of Year. Further support for students with particular needs includes:</p> <ul style="list-style-type: none"> • Specialist staff trained to deliver Wellbeing Programmes e.g. Counselling, Emotional Literacy, • Physiotherapy Coordinator to oversee relevant therapies within school • A Medical Coordinator to oversee health or care plans • Designated Teacher for Looked After Children • A consistent approach to positive classroom disciplines through our school behaviour policy • Students have an opportunity to voice their opinions through our Portchester Student voice Group.
<p>How will my child be protected against bullying?</p>	<p>Portchester Community School is proud to be a rights respecting school, which encourages all members of the school to understand and respect one another, appreciate the value of individuality, respect diversity of Cultural background and facilitate equality of opportunity within the learning community.</p> <ul style="list-style-type: none"> • Staff and governors believe that all students are entitled to a safe and secure learning environment. • Staff know that early intervention in a bullying situation is important if negative behaviours are to be modified and changed.

	<ul style="list-style-type: none"> • Staff will work to ensure that students disclose problems in such a way that they feel safe and have confidence that the issue will be taken seriously, fully investigated and dealt with fairly. • Students will be regularly reminded about the school’s expectations of good citizenship, and the consequences of inappropriate behaviour. • Students will be made aware of the link between this policy and the School’s Anti Bullying Policy and Behaviour for Learning Policy. • Bullying is antisocial behaviour. Staff will respond to bullies and those who incite bullying, in such a way that makes clear it is the action and/or the language that is being condemned, not the student.
What specialist services and expertise are available at or accessed by the school?	<p>The SENCo and Assistant SENCo work to liaise with many specialist services and outside experts, to ensure provision for our pupils is appropriate and meets all needs.</p> <p>The school works closely with any external agencies that are relevant to individual pupils’ needs, including:</p> <ul style="list-style-type: none"> • Health – GPs, school nurse, clinical psychologists and psychiatrists (CAMHS), paediatricians, speech and language therapists, occupational therapists • Social services – locality teams, social workers, child protection teams, family intervention programmes o Hampshire Educational Psychology Service • Hampshire Inspectorate and Advisory Service : Specialist Teacher Advisors – hearing impairment, physical disabilities, communication and language, SEND team o Osbourne Special Needs School- providing guidance and outreach support • We liaise with HEMTAS (Hampshire Ethnic Minority and Traveller Advisory Service) who assist us in supporting families with English as an additional language or with a Traveller background. <p>The Resourced Provision Coordinator manages the resourced provision and has close working relations with the agencies listed above as well as Occupational Therapy and Physiotherapy, in order to meet the needs of the pupils in the resourced provision.</p>
What SEND training have the staff had or are currently having?	<p>SEND training is an on-going rolling programme of professional development for our staff, throughout the school year.</p> <ul style="list-style-type: none"> • All staff are trained each year on the needs of new pupils joining the school – this can include training from specialist agencies or consultants, as well as from the SENCo or other staff with relevant expertise. • SEND training forms part of the continuing professional development of all teachers and support staff and is organised in accordance with the needs of the pupils. • The school works closely with other local schools, especially our linked primary schools, sharing training opportunities including INSET days and outside experts. Opportunities to develop this aspect of local expertise are actively sought throughout the school year. • Support staff are trained and refreshed on a yearly basis on manual handling and any specialist equipment in order to ensure pupils and staff are safe when moving and using the equipment.
How does the school manage the administration of medicines?	<p>Medicines for pupils are managed by the medical co-ordinator from the medical room.</p> <p>If a pupil requires medicine during the school day, the following procedures must be followed:</p> <ul style="list-style-type: none"> • All medication must be given in person to the medical co-ordinator by a parent/carer • The pupil’s name and date of birth are recorded alongside the date, time, name of medicine, and dosage • Depending on how the medicine needs to be stored, it will be kept in either a locked cupboard or a fridge in the medical room • To take their medicine, the pupil must go the medical room, where the dose will be administered by a member of medical staff • Each time the medicine is administered, the time, date and dosage is recorded. It is vital that any changes in medication have been communicated with the school as soon as possible so that records can be updated accordingly

<p>How will my child be included in activities outside the classroom including school trips?</p>	<p>All pupils are entitled to be encompassed in all parts of the school curriculum and we aim for all pupils to be involved on school trips. We will provide the necessary support to ensure that this is successful.</p> <p>A risk assessment is carried out prior to any off-site activity to ensure no-one's health and safety will be compromised.</p> <p>It is with confidence that Portchester Community School can offer many opportunities and experiences, outside the curriculum, for those pupils with physical disabilities. However, there are very few activities that may not be suitable for some of the pupils with physical disabilities, despite every effort to try and make them accessible, it is sometimes beyond the control of the school.</p>
<p>How are the school's resources allocated and matched to children's special educational needs?</p>	<p>Resources will be allocated on a needs basis, taking into consideration the school's budget. The children with the most complex needs will receive the most support, often including input from an LSA.</p> <p>The school has a resourced provision for pupils with physical disabilities, which is funded by the local authority and admits pupils on specific admission criteria. Resources are determined by the school for students in the resourced provision.</p>
<p>How is the decision made about what type and how much support my child will receive?</p>	<p>Our provision is arranged to meet our pupils' needs, within the resources available. This approach reflects the fact that different pupils require different levels of support in order to achieve age expected attainment.</p> <p>The Learning Support department Leadership Team allocates support staff time to those pupils with EHCPs first, in order to meet the assigned number of hours as outlined in the document. For those students in the Resourced Provision, hours detailed on the EHCP are no longer statutory and support will be determined by the school. Any remaining support staff time is provided to those pupils with the greatest need.</p> <p>Other forms of support are decided through communication amongst the Pastoral Team, Heads of Year and SENCo.</p>
<p>How are parents involved in the school? How can I be involved?</p>	<p>At Portchester Community School we are keen to involve parents and carers in all aspects of school life through the following:</p> <ul style="list-style-type: none"> • Use of the School Organiser/Home Link Book for daily communication • Attendance and participation in community events e.g. Performing Arts Festival • Parent Forum which meets each half term • Parent Teacher Association led by Miss J Grew, Assistant Headteacher • Parent Governor

<p>Who can I contact for further information?</p>	<p>All staff can be contacted on 02392 364399 or via their school email address. The tutor or subject teacher is the first point of contact. If they are unable to answer your query the following staff can be contacted:</p> <p>Head of Year 7: Mr A Shaul Head of Year 8: Mr N Barrett Head of Year 9: Mr J Webb Head of Year 10: Mrs J Rixon Head of Year 11: Mr C James SENCo: Mrs Kate Howell Assistant SENCo: Miss S Barney Headteacher: Mr R Carlyle</p> <p>Additionally, the school liaises with and can refer parents/carers to the following agencies for information and support:</p> <ul style="list-style-type: none"> • Parent Partnership, offering independent, free advice for parents of children with SEND: www3.hants.gov.uk/parentpartnership • IPSEA (Independent Parental Special Education Advice): www.ipsea.org.uk • The National Autistic Society Hampshire Branch: http://www.shantsnas.org.uk/ • Hampshire Dyslexia: http://hantsda.org.uk/ • Parent Voice: http://www3.hants.gov.uk/parentvoice • Hampshire Gateway Card, giving children and young people with SEND opportunities in the local area: http://www3.hants.gov.uk/gatewaycard • Hampshire Inspectorate and Advisory Service Communication and Language team: http://www3.hants.gov.uk/childrens-services/specialneeds/teacheradvisers/communication-and-language.htm • Hampshire Educational Psychology Service, which includes an advice phone line and bookable consultations for parents/carers and school staff: http://www3.hants.gov.uk/servicesforschools/education-psychology.htm • Speech and Language Therapy service: http://www.hampshirehospitals.nhs.uk/our-services/a-z-departments-and-specialities/s/speech-and-language-therapy-(paediatric).aspx • Hampshire Ethnic Minority and Travellers Advisory Service: http://www3.hants.gov.uk/education/emtas.htm • School nurse team: http://www.hampshirehospitals.nhs.uk/schoolnursing • Winchester Young Carers: http://wycp.org.uk/ • Friends of the Family, offering voluntary support for families who need help: http://www.friendsofthefamilywinchester.org.uk/ • Police Community Support Officers: http://www.wdsp.co.uk/communitysafety/anti-social-behaviour/communitysafety-patrolling-officers/police-community-support-officers/ • Winston's Wish, a national charity supporting families that have been bereaved: http://www.winstonswish.org.uk/ • Simon Says, a local charity supporting families that have been bereaved: http://www.simonsays.org.uk/ • SONUS, Hampshire Deaf Association: http://www.sonus.org.uk/ • NDCS, National Deaf Children's Society: http://www.ndcs.org.uk/ • CAMHS, Child and Adolescent Mental Health Service: http://www3.hants.gov.uk/childrensservices/childrenandyoungpeople/childmentalhealth/ehcypf/ehcypcamhs.htm
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http://www3.hants.gov.uk/childrensservices/childrenandyoungpeople/youthtube/youthprofessionals/hampshirecareersandemployabilityservice.htm• Paediatricians: http://www.hampshirehospitals.nhs.uk/our-services/a-zdepartments-and-specialities/c/child-health-services-(paediatrics)/royalhampshire-county-hospital-child-health-services.aspx• Occupational Therapists: http://www3.hants.gov.uk/adultservices/aboutas/structure/ot/ot-direct.htm• Physiotherapists: http://www.hampshirehospitals.nhs.uk/our-services/a-zdepartments-and-specialities/o/occupationaltherapy/winchester-andeastleigh-therapy-services.aspx• County SEN Team: http://www3.hants.gov.uk/sen-home |
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Glossary

Access Arrangements

Arrangements to allow students to access examinations and assessments, such as a reader, scribe, rest breaks or extra time.

Annual Review

The review of a Statement of Special Educational Needs.

CAMHS

Child and Adolescent Mental Health Services – an NHS service. Education, Health and Care Plan (EHCP) A new assessment process which replaces the current assessment and statementing process. An EHCP will look at all the needs a child has in education, health and care. Professionals from each area, along with you, will consider what outcomes you would like to see for your child. The EHCP will identify what is needed to help your child to achieve these outcomes. EHCPs have the same protection in law as a Statement of SEN.

Educational Psychologist

A person with a degree in psychology, training and experience in teaching and a further degree in educational psychology.

ELSA

Teaching Assistant who has had special training from Educational Psychologists to support the emotional development of children in school.

FEIPS

Framework for Enhanced Individual Pastoral Support – a form of counselling.

Inclusion Partnership Agreement (IPA)

An IPA aims to provide an alternative to some statutory assessments. Its purpose is to be as effective as some statements but with less paperwork and assessments.

Individual Education Plan (IEP)

Short term targets for achievements set, reviewed and evaluated by the school.

LSA

Learning Support Assistant who works in the classroom with children.

Occupational Therapist

A person who advises about aids and adaptations that may help your child.

Outside Agencies

Organisations from outside education who may support students, such as CAMHS or Occupational Therapy.

SEND

Special Educational Needs and Disabilities

SEN Personal Advisor

The SEN Post-16 Advisor is responsible for overseeing the transition plan that organises the move from school to college.

SENCo

Special Educational Needs Coordinator

Specialist Teacher Advisor

Provider of specialist advice to schools