Porchester Junior School

SEND Information Report
2026-27

Written by: Mr Joseph Whittle (SENDCo)
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Our Aims

Porchester Junior School is a positively driven school with a primary aim to ensure that every member of the school community feels valued, respected and aspires to be the PRIDE of Porchester. The children are at the heart of everything we do. We pride ourselves on being a positive and nurturing school. We treat every child as an individual and strive to be as inclusive as possible. Where a child has a potential barrier to learning, we endeavour to ensure that we provide them with the best opportunities to access all part of school life. The staff at the school strive to identify any children who have special educational needs, as early as possible. These may include: -

- General learning difficulties.
- Specific learning difficulties.
- Emotional and behavioural difficulties.
- Physical difficulties.
- Sensory difficulties.
- Speech and language difficulties.
- Medical conditions.

We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the Special Educational Needs Code of Practice.
Our aims are:

- To provide an environment in which all children feel safe, cared for and supported.
- To promote and encourage independent learning, resilience and the confidence to take risks. We recognise that everyone learns differently and that positivity, resilience, goal setting, self-awareness, cooperation and making mistakes are all part of learning.
- To encourage pupils to appreciate and understand the wider world in which we live
- To provide a broad and balanced curriculum which ensures equality and equity for all, enabling all children to achieve their full potential. We recognise and celebrate the diversity of achievements for each child.
- To establish a sound working partnership between home, school and the wider community.

Our Objectives

Our objectives are:

- **Identify the needs of pupils with SEND as early as possible.** This is most effectively done by gathering information from parents, education, health and care services [and feeding schools- usually Standhill Infant School] prior to the child's entry into the school.
- **Monitor the progress of all pupils** in order to aid the identification of pupils with SEND. Continuous monitoring of those pupils with SEND by their teachers will help to ensure that they are able to reach their full potential.
- **Make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum.** This will be co-ordinated by the SENCo and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.
- **Work with parents** to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEND procedures and practices, providing regular reports on their child's progress, and providing information [annually] on the provisions for pupils within the school as a whole, and the effectiveness of the SEND policy and the school's SEND work.
- **Work with outside agencies** when the pupils' needs cannot be met by the school alone.
- **Create a school environment where pupils feel safe to voice their opinions of their own needs.** Pupil participation is a right. This will be reflected in decision-making but also encouraged through wider opportunities for participation in school life.
- **Provide a broad and balanced curriculum**, delivered by skilled professionals, so that our pupils are enriched, understand and become tolerant of difference and diversity and to ensure that they thrive, feel valued and not marginalized. (With reference to the Government Prevent Strategy: see also the school's Child Protection Policy with regards to Preventing Extremism and Radicalisation)

Meet the Porchester SENCO

Mr. Whittle is the SENCO in school. The SENCO takes day to day responsibility for the operation of the SEN Policy and the coordination of provision made for children with Special Educational Needs. According to the Code of Practice (November 2014) the responsibilities of the primary school SENCO are as follows:



- Overseeing the day to day operation of the school's SEN policy.
- Coordinating provision for children with Special Educational Needs.
- Liaison with and advice to colleagues.
- The management of teaching assistants
- Overall responsibility for the records of pupils with SEN.
- Liaison with parents/carers.
- Contributing to in-service training.
- SEN Information Report Questions for Nottinghamshire
- Liaison with relevant external services

The SENCO can be contacted by telephone on: 0115 9520920

You can contact her by email: office@porchester.net

How do we identify children with SEND?

It is likely that the majority of children will experience some level of difficulty at some point during their time in education, however some children and young people may require additional support to remove barriers to their learning. This is based on an understanding that all children and young people are entitled to an education that is responsive to their needs, promotes high standards and opportunities to explore their hopes and aspirations, regardless of their starting point, background or area of need.

At Porchester, we use a Graduated Approach to identify children with SEND and put relevant support in place.

The following diagram shows the process that we follow:

Porchester's SEND Graduated Response and Identification Flowchart

Concerns identified by Class Teacher, Parent, Feeder school, Healthcare Professional or School data tracking process shows they are consistently working below the expected standard for their age, child exhibits challenging behaviour, pupil struggles to access whole class learning.

Class Teacher Responsibility

Assess, plan, do, review 1

Class teacher to follow the assess, plan, do, review cycle:

- Class Teacher to monitor and assess the child
- Use AFL to identify the child's broad area of need and class teacher to make adaptations to learning (using QFT document and curriculum adaptations and the toolkit)
- Talk to the child and family about their needs and support
- Follow assess, plan, do, review approach for the strategies used over a period of lessons.

Child not making expected progress

Child makes expected progress

Continue to Monitor and use QFT

Class Teacher Responsibility

Assess, plan, do, review 2

Class teacher to follow the assess, plan, do, review cycle:

- Class Teacher to inform SENCO that child needs to be added to the SEND Monitoring and Concern (MaC) Register
- Class Teacher completes page 1 only of SEND Support Plan (Pupil Profile)
- Class teacher leads on setting outcomes using QFT provision/adaptations/scaffolding and interventions if required.
- Class Teacher to start using baseline assessments as required to inform provision - speak to SENCO for advice on specific diagnostic assessments that may be needed
- Conversations with child and parent/carer to discuss strategies in place and what may support further.

Class teacher to **review progress** made from QFT provision/adaptations/scaffolding and targeted interventions and inform parents of progress and next steps

Child not making expected progress

Child making some progress and alterations to intervention needed.

Child makes expected progress

Continue to Monitor and use QFT

Class Teacher Responsibility with SENCO support

Assess, plan, do, review 3

- Formally record as SEN and inform parents
- Class Teacher to complete the SEND Support Plan (Pupil Profile) targets and provision to meet identified need.
- SENCO to quality assure the SEND Support Plan (Pupil Profile).
- SEND provision is reviewed and targets set with parents at least termly.
- SENCO to refer to external agencies as required.

How do we work with parents and carers?

A close working relationship with parents is vital in order to ensure:

- Early and accurate identification and assessment of SEND leading to the correct intervention and provision.
- Continuing social and academic progress of children with SEND.
- Personal and academic targets are set and met effectively

Every parent/carer will be kept up to date with their child's progress through termly parents evening, annual reports and if necessary, during SEND reviews. In addition to this we operate an open-door approach, where parents/carers can meet with staff at any point throughout the year. Each day a member of staff is on the playground to meet and great parents/carers from 8:45.

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SENCO may also signpost parents of pupils with SEND to the local authority Parent Partnership service or other agencies where specific advice, guidance and support may be required.

If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child and are kept up to date and consulted on any points of action drawn up in regard to the provision for their child.

What is our approach to teaching children with SEND?

At Porchester Junior School, learning in the classroom is adapted for all children in our school; scaffolds are in place in lessons to meet the needs of the pupils. Every teacher is a teacher of SEND, therefore quality first teaching takes place in all classrooms with the setting of high expectations and the provision of opportunities for all to achieve. Provision for children with SEND is a matter for the school as a whole. Teachers work hard to ensure work is planned and delivered offering the right amount of support and challenge for all pupils. The school has guidance documents for quality first teaching adaptions for all areas of need in different subjects across the curriculum. Where needed some children will also receive a specific intervention programme. Where a child is highlighted as having Special Education Needs, we will follow a continuous cycle of: Assess, Plan Do, Review (See above) to meet each child's individual needs and targets.

We aim to deliver a creative, stimulating and exciting curriculum in a variety of ways to engage all pupils with a variety of learning styles and needs. We recognise that children with SEND may require further alterations and additional, personalised resources to support them with accessing elements of the curriculum. Our teachers have a strong understanding of the individual needs of each child, which is clearly shown on their 'All About Me Profile', and address these appropriately for each lesson. Alongside the child's individual needs, the scaffolds for the lessons are also accessible. Teachers continue to have high expectations for children with SEND. Therefore, we 'Scaffold up' to allow the children to achieve the learning objective, without reducing the expectations required.
Every effort will be made to educate pupils with Special Educational Needs alongside their peers in a classroom setting, where appropriate. Whereas interventions will take place out of the classroom environment, in another area of the school.

To ensure that all staff are able to effectively personalise the curriculum to each child, we:

- Keep staff fully informed of the special educational needs of any pupils in their charge including sharing progress reports, medical reports and teacher feedback.
- Provide regular training and learning opportunities for staff in all departments on the subject of Special Educational Needs and Special Educational Needs teaching. School staff should be up to date with teaching methods, which will aid the progress of all pupils including those with Special Educational Needs.
- Use in-class provisions and support effectively to ensure that the curriculum is differentiated where necessary.
- Set appropriate individual targets that motivate pupils to do their best, and celebrating achievements at all levels.

At Porchester Junior School, we monitor and assess the progress of all children each term. Class teachers, the SENCO and members of the Senior Leadership Team (SLT) have termly pupil progress meetings to discuss and plan what is needed for children not making expected progress. The SENCO/Intervention lead will use this information and school assessment data to plan interventions for children using the 'Assess, Plan, Do, Review' cycle highlighted in the Code of Practice.

Where additional adult support is required, the leadership team considers the needs of individual children and the cohort. This is reviewed for the needs of the school regularly. Some children may need additional support for learning, medical or behavioural needs. In these circumstances the school will 'bid' to our family of schools for additional funding. A very low percentage of children meet the criteria for additional funding and the leadership team decides who bids will be written for, alongside careful consideration of the bid criteria.

Porchester Junior School is an inclusive school and as such we include all of our pupils, including those with SEND, in school trips and after school activities. Risk assessments are completed for all our school visits, and we specifically consider our pupils with SEND. We make careful choices of groupings and may raise our adult / pupil ratio if we feel this is required. When necessary, we seek the views of the parent / carer when considering if a trip would be appropriate for a child with SEND.

For our vulnerable pupils who find the start of the school day difficult, we offer a 'meet and greet' system, to ease the transition into the school day.

As part of our inclusive ethos, the social and emotional wellbeing of our children is a high priority. We have a caring, understanding team looking after our children, who believe children's self-esteem is crucial to a child's well-being.
Some of the systems we have in school are:

- We have a strong, passionate ELSA (Emotional Literacy Support Assistant) running within our school for children to access.
- Wellbeing Team
- School house systems
- Positive behaviour system with house points
- School Council- all children have a voice
- School Leadership Team- child leadership for all parts of school.
- Sensory Circuit
- Mindfulness breaks
- Strong links with the Primary Mental Health Team

Links with other agencies and voluntary organisations

The school will seek advice, as appropriate, around individual pupils, from external support services through the termly Springboard meetings, Early Help Unit and the Multi-Agency Safeguarding Hub and any others that are relevant to our school e.g. SBAPs.
Porchester Junior School invites and seeks advice and support from external agencies in the identification and assessment of and provision for SEND.

The SENCO is the designated person responsible for liaising with external agencies, through our family springboard meetings we have access to:

- Schools and Family Specialist Services (SFSS)
- Gedling Area Partnership (GAP)
- Educational Psychologists
- PSED team (social, educational & behavioural)
- Visual and Hearing Impairment Teams
- PDSS (Physical Disability Specialist Services)
- SBAP (Schools behaviour and attendance partnership)

We can also contact, SALT (speech and language), CAMHS (Child and adolescent mental health services) and other specialist services according to the needs of our pupils.

How do we know that the support in place is working?

As a school we measure children's progress in learning against National expectations and age-related expectations. The class teacher continually assesses each child and notes areas where they are improving and where further support is needed.

How we share your child's progress:

- We offer an open-door policy where you are welcome any time to make an appointment to meet with either the class teacher or SENCo and discuss how your child is getting on.
- If your child is identified as have special education needs then they will have an Send support plan, which will outline their strengths, areas of difficulty and individual targets. This is discussed and reviewed on a termly basis and parents are given a copy (usually at parents' evenings).
- We set SMART (Specific, Measurable, Achievable, Realistic, Time scaled) targets with the expectation that the child will achieve the target by the end of a term.
- We believe that your child's education should be a partnership between parents and teachers, therefore we aim to keep communication channels open and communicate regularly, especially if your child has complex needs.
- In Autumn and Spring terms we hold Parents Evenings to discuss how children are doing. In the Summer term all parents will receive an end of year written report, detailing progress within all areas of learning and parents are invited to discuss this with their child's class teacher.

How do we support children moving between phases?

Joining the school/setting?

Transfer to a new school or setting can be an anxious time for both child and parent and we encourage visits to our school before applying. Most children coming to our school come from our feeder infant school, Standhill Infant School. We have a strong relationship with the Infant school, to ensure that there is a smooth transition over with the children. All children receive transitional visits to our school. Children with special education needs will also have additional visits in small groups and a passport book made. The SENCOs from both schools meet regularly to ensure that our SENCo is fully aware of each child's needs and replicates provision where possible. Early discussions are also had with parents to discuss the child's needs and provision that they feel would be necessary in our school, where possible we will ensure that this is put in place.

Transfer between phases of education (e.g. primary to secondary etc.)?

- Many children with Special Educational Needs require additional transition visits to support the transition and familiarise the child with the new setting. A familiar staff member will usually accompany the child during the initial visit.
- When a child is transitioning to a new setting a staff member from the new setting will often visit the children at Porchester. This provides an opportunity for the current and new staff to share assessments and strategies to support the child.
- We encourage all new children to visit the school prior to starting. For children with SEND we would encourage further visits to assist with the acclimatisation of the new surroundings.
- When children are preparing to leave us for a new school, typically to go to Secondary education, we arrange additional visits. At our 'feeder' secondary school, Carlton Academy, they run a programme specifically tailored to aid transition for the more vulnerable pupils.
- We liaise closely with Staff when receiving and transferring children to different schools ensuring all relevant paperwork is passed on and all needs are discussed and understood.
- We write social stories with children if transition is potentially going to be difficult. We also do group work to share worries and discuss solutions with our SENCO/ ELSA support.
- If your child has complex needs or Education Health Care Plan review will be used as a transition meeting during which we will invite staff from both schools to attend.
- In addition, any child who is identified as having complex needs will have an 'All About Me' passport. This passport is created in collaboration with the child, key staff members and the child's parents/carer.

What if I am not happy with the support being provided?

The class teacher, who has ultimate responsibility for a child in their class, is willing to support parents/carers' concerns. They are more than happy to discuss issues and find solutions in the first instance. After that, the school SENCO or Head Teacher can be contacted. Please call into school and ask to make an appointment. Otherwise, parents/carers should follow the school's complaints procedures, set out in the policy available directly from the school.

Who can I contact for support?

Information regarding out school is on our website. On the website you will find, our SEND policy and our local offer information.

https://www.porchester.notts.sch.uk/

In Nottinghamshire, support for parents of children with SEND is available through 'Ask Us' (formerly known as parent partnership). They can be contacted on 0800 121 7772 or through the contact on their website www.askusnotts.org.uk.

Nottinghamshire has developed a SEND Local Offer, which is a resource that is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Nottinghamshire that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

You can find the Nottinghamshire SEND Local Offer online at www.yournottsdirectory.org.uk/send-local-offer/nottinghamshire or simply search for Nottinghamshire SEND Local Offer.