SEND School Information Report

For parents

2026/2027

Our School

Portway Infant School was opened in 1958. In the current year the number of children on roll between the ages of 4 and 7 is 162. The maximum number of children in each age group to be admitted to school is 60.

This document has been written within the context of the Governors' values and vision, which they summarise in the mission statement of **"Learning, Caring, Sharing."**

Portway Infant School is an inclusive school where diversity is celebrated. Our school values are
Nurture – we care for, protect and support our children, families, staff, and the wider community
Harmony – we work together to build positive and healthy relationships with each other, the wider community and the natural world
Wellbeing – the emotional, mental and physical wellbeing of our school community drives everything we do.

Our school vision is:
We are a welcome, collaborative and creative school, nurturing and empowering a community of happy, confident and curious lifelong learners.

Our school is a safe and caring space supporting all children to be comfortable in themselves and able to recognise, understand and communicate their feelings. They develop healthy early friendships with each other and trusted adults and celebrate difference and diversity.

Through our diverse, memorable and inspiring learning experiences, including extensive outdoor learning opportunities, our children are excellent communicators, enjoy questioning the world around them, and are creative and curious learners.

Upon leaving our school, children will have a love of reading, a respect for nature and the environment, and they will know how to keep themselves safe and well. Children will be excited to learn, confident in their own ability, and be ready to embrace their lifelong learning journey.

Our highly skilled, collaborative staff, leadership and governor team feel fully supported, both emotionally and mentally, to be the best professionals we can be. We work hard to build open and caring relationships and are trusted, respected and valued by everyone in our school community.

Our school works within the heart of our local community, all our families feel listened to, heard and involved in school life. We work proactively with other schools, professionals, and organisations to ensure the wellbeing of every child and their family across our school community.

What is SEND and SEND support?
SEND stands for Special Educational Needs and Disabilities. The 0-25 SEND Code of Practice 2015:https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf states that,

'A student has SEN where their learning difficulty or disability calls for special educational provision, that is different from or additional to that normally available to children and young people of the same age.'

Many children will have special educational needs of some kind during their education. Schools and other organisations can help most children overcome the barriers their difficulties present quickly and easily. A few children will need extra help for some or all of their time in school.

Who are the best people to talk to at our school about my child's difficulties with learning/SEND?

The class teacher
The class teacher has responsibility for:

- checking on the progress of your child
- teaching the full curriculum to every child
- identifying, planning and delivering the differentiated curriculum for your child in class as required
- personalised teaching and learning for your child to ensure there are no barriers to them achieving
- planning and reviewing the support given to your child
- ensuring that the school's SEND Policy is followed in their classroom.

The Special Educational Needs Co-Ordinator (SENDCo)
They are responsible for:

- developing and reviewing the school's SEND Information report and policy
- co-ordinating all the support for children with special educational needs or disabilities
- providing support for teachers and support staff in the school, so that they can help children with SEND in the school to achieve the best possible progress.
- involved in supporting your child's learning
- kept informed about the support your child is receiving
- involved in reviewing how your child is doing and liaising with all other agencies which may be involved with your child e.g., Educational Psychology, Speech and Language Therapy Service.
- Liaising with other schools about your child to ensure a smooth transition.

The headteacher
The headteacher has responsibility for:

- Ensuring that the school has ambitious expectations for your child
- Ensure that your child is not discriminated against

The types of SEND provided for in our school
When identifying the nature of a child's special educational needs, the four areas of need are taken into account are,

- communication and interaction
- cognition and learning
- social, emotional and mental health difficulties
- sensory and/or physical needs.

The school recognises that the child may need support in more than one of these areas.

How are pupils with SEND identified at our school?
Referring to the 'SEND code of practice: 0-25' 2015, a child has SEN 'where their learning difficulty or disability calls for special educational provision, that is provision different from or additional to that normally available to pupils of the same age.'

Class teachers make regular assessments of progress for all children. From this, the school is able to identify children making less than expected progress given their age and individual circumstances. Other factors including attendance, punctuality and health are considered. Consideration is also given to the particular circumstances of children, for example those who are in Care and/or eligible for the Pupil Premium.

When deciding whether to make special educational provision, a meeting will be arranged between the Special Educational Needs co-ordinator (SENDCO) and class teacher to consider all the information gathered from within the school, e.g.

- the child's areas of strengths and difficulties
- any parent/carer concerns
- plan any additional support the child may receive

Parents/carers will be notified to discuss with you any referrals to outside professionals to support your child's learning.

Where a child is identified as having SEND, the school will seek to remove barriers to learning and put SEND provision in place. We aim to work with the children and parents through this process. The SEND support will take the form of a four-part cycle:

Assess an analysis of the child's need will be carried out by the teacher and SENDCO Outside agencies may also be involved

Plan if the school decides to provide the child with SEN support parents/carers will be notified. All staff involved with the child will be informed

Do interventions/support will be delivered

Review the effectiveness of the intervention/support will be reviewed regularly.

What are the different types of support available at our school?

Teachers have the highest possible expectations for your child and all children in their class. First and foremost, we believe in quality first teaching. The quality of teaching and learning is reviewed regularly to ensure the highest possible standards are achieved. The school has a training plan for all staff to improve the teaching and learning of children, including those with SEND. This incorporates whole school training on SEND issues and a variety of approaches in the classroom including,

- Teachers adapt planning to support the needs of children with SEND
- Teachers use different teaching styles and cater for different learning styles to allow children with SEND to access the curriculum
- Teachers and other adults in the classroom work together to give targeted support according to your child's needs
- Your child is fully involved in learning in class
- Strategies which may be suggested by the SENDCO or other professionals working with your child are in place to support your child to learn

Specific group work intervention:

- Individual speech and language programmes from the Speech and Language Therapist
- Precision teaching – individual support for phonics and reading
- Physical Literacy – exercises to improve core strength and stability
- Talk Boost – an intervention in Early Years Foundation Stage for children with speech and language understanding difficulties (this is run if the need arises and there are staff available for the intervention)
- Same day interventions for extra practice with concepts
- Phonics interventions
- Pre-teaching concepts with children who need extra support

Adaptations to curriculum or learning environment may be made to remove barriers to learning, such as,

- Sitting at the front of the classroom
- Using enlarged resources
- Use of ICT, e.g., laptops and iPads
- Visual timetable provided

- Using resources supplied or recommended by Occupational Therapists, e.g., wobble cushions
- Fiddle toys/autism-friendly resources (each classroom has a range of these)
- Outdoor learning and use of the outside area, e.g., trim trail, allotment, forest school
- Resources on loan from STePs (Specialist Teaching and Psychology service) e.g., a radio microphone, large elevated boards for children with visual impairment, large print reading scheme books, games to promote social skills, workbooks etc.
- Sensory Circuits

Other resources or methods may be put in place depending on the individual pupils needs.

Outside agencies

You may be asked to give permission for your child to be referred to a specialist professional, e.g., Educational Psychologist, Speech and Language Therapist, Occupational Therapist, School Nurse, Visual/hearing/physical impairment teams. This will help the school and you to understand your child's needs better and so support them more effectively. The specialist professional may work directly with you and your child and may make recommendations on support strategies to be used at home and in school.

How we measure progress?

Children's progress is continually monitored by class teachers. Progress is reviewed at regular intervals and formally once each term. If your child is at SEND Support or has an EHC Plan (education, health and care plan issued by the local authority for children with complex needs), you will receive regular updates on their progress as well as having the opportunity to speak to class teachers at a parents'/carers' evening. A meeting will be offered termly to review Individual Education Plans (IEPs) and receive feedback from parents and gather the views of the child. The progress of children with an EHC Plan is formally reviewed at an annual review.

The SENDCO will also monitor that the child is making good progress in any targeted work while also monitoring the effectiveness of the provision or interventions through termly reviews with the class teacher.

Evaluating Effectiveness

The SENDCO and School Leadership Team will use the four-part cycle (Assess, Plan, Do, Review) through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the child's needs and of what supports the child in making good progress and securing good outcomes. This is known as the graduated approach (6.44 Code of Practice 2014).

How can I raise concerns about my child's progress in school?

If you have concerns about your child's progress you should, in the first instance**,** speak to your child's teacher and a meeting can be arranged at a mutually convenient time. If you have concerns that your child has an unmet special educational need after speaking to the teacher, you should contact the SENDCO (senco@portwayi.derby.sch.uk).

What support is there for my child's overall wellbeing at school?

- We follow the Derbyshire scheme for PSHE (personal, social, health education), 'Growing Up Great'
- Topics covered include healthy relationships, friendship, belonging, healthy lifestyles, emotions and anti-bullying
- Trained mental health lead available at all times in school.
- 1:1 time with our Learning Mentor
- A buddy bench on the playground
- A weekly celebration assembly, lunchtime Golden Table and 'Boogie and a Biscuit'
- School Council/ECO Rangers
- Themed weeks e.g., healthy heart week, science week

- An “open door” policy for parents to discuss issues as they arise
- Outside agency support at the request of parents or class teachers to give support with issues such as continence, issues around mental health or other physical problems.

How is SEND support allocated to children at our School?
The Code of Practice 2014 states that,
‘A student has SEN where their learning difficulty or disability calls for special educational provision, that is different from or additional to that normally available to children of the same age’.

- Children who are underachieving and failing to meet targets have interventions in and out of class
- Children are moved on to SEND support, when, despite accessing catch up interventions, they are still not making expected progress and are not meeting their targets
- Children with more complex needs who may also require support from outside agencies would also be classified as SEND support.

The school budget is received from Derby City Local Authority and includes funding to support children with SEND. The headteacher decides on the budget allocation for SEND in consultation with the School Governors, on the basis of needs within the school. The headteacher and SENDCO discuss information they have about SEND including:

- Children already receiving extra support
- Children needing extra support
- Children who have been identified as not making as much progress as expected.

All resources/training and support are reviewed regularly and changes made as necessary. Children will be taken off the SEND register if and when targets/outcomes have been achieved.

Children with an Education, Health and Care Plan (EHCP) from the local authority do not automatically receive extra funding or 1:1 support. Extra funding will be allocated from the local authority separately according to the needs of the child concerned and the resources available in school.

Who else could support your child with SEND?
School provision,

- Teaching Assistants funded from SEN budget who support in class and deliver programmes designed to meet individual and group needs

Outside agencies that require parental permission for referrals,

- Educational Psychology Service/STePS, including physical impairment, hearing impairment and visual impairment
- Educational Welfare Officer
- School Nurse
- Speech and Language Therapy
- Occupational Therapy
- Behaviour Support Service
- Multi-agency team
- Community Learning Disabilities Team
- Social Care
- Physiotherapy Service
- SENDIASS (a support group for parents)

Voluntary Sector including,

- Umbrella
- Fun-abil8y
- Disability Direct
- Derby City Parent and Carer Forum
- Voices in Action.

For more information go to www.derby.gov.uk/sendlocaloffer a hub of information and advice for children and young people from 0 to 25 with special educational needs and disabilities (SEND) and their families.

What support do we have for you as a parent/carer of a child with SEND?
This section is also appropriate for children and young people who are looked after by the Local Authority (corporate parent).

- Teachers, Learning Mentor and SENDCO are available to discuss issues, as appropriate to their roles in school
- Your child's target will be reviewed 3 times a year, we will work with you to plan and review these through a discussion at a mutually convenient time
- We will meet with you 3 times a year to discuss how you think things are going (the minimum requirement is at least once a year)
- We will hold meetings with outside professionals where and when appropriate
- We hold two parent's evenings per year
- We will share information with you about parent/carer support groups
- For children with Autism Spectrum Disorder (ASD), our school has an autism champion and autism advocate who attends meetings, workshops and training linked to ASD. The Autism Champion and advocate in our school is **Mrs Claire Stockwell**
- We will refer or help with referrals to professionals if and when appropriate, e.g., Community Paediatrician, School Nurse, Speech and Language Therapist, Occupational Therapist, Educational Psychologist, etc.
- Some children who are having difficulties learning phonics and reading will have time allocated in school with a teacher or teaching assistant to ensure they read regularly.

How can you support your child?

- Communicate frequently with school. Class dojo or a home/school diary can be effective if parents are unable to get into school often
- Read at home and share books with your child daily
- Ensure your child attends school regularly
- Engage with professionals working with your child
- Attend parent's evening and curriculum workshops when provided
- Help your child with homework and extra-curricular activities

How does the school support children with medical conditions?
Portway Infant School follows 'Supporting pupils at school with medical conditions - Statutory guidance for governing bodies of maintained schools and proprietors of academies in England' April 2014.
The school has a policy regarding the administration and management of medicines on the school site. Some children will have a care plan in place. All staff are made aware of individual care plans.
Staff have updates on conditions and medication affecting individual children and training, where appropriate, so that they are able to manage medical situations.

How is our school accessible to children with SEND?

- The main building has accessible toilets.
- The school is accessible to wheelchair users through the main entrance.
- There are access ramps in place on to the playground.
- Classrooms will be adapted as far as possible to meet the needs of all children, with appropriate guidance from outside agencies
- The school is accessible to visually impaired children with painted steps and handrails to aid visibility. Blinds are fitted in all classrooms to reduce glare.
- The main entrance has an automatic door

Teaching resources and equipment used are equally accessible to all children. After school and extra-curricular provision is accessible to all children including those with SEND.

'Cool Kids' after school provision is privately run details of which are available from the school office.

All children have an equal opportunity to go on all school visits. Extra support is provided if required. Educational visits will only be planned to locations accessible to all. Risk assessments are carried out prior to any off site activity.

For further information see the Accessibility Policy and Plan in the policies section of the school website.

How will my child be supported through transitions?
The school recognises that transitions can be difficult for children with SEND and their families and so take steps to ensure any transition is as smooth as possible. For more details, please see the Transition Policy available on the school website.

- **Starting school:**
  - Visits to school arranged with parents
  - Parent sessions and meetings
  - Nursery and playgroup records are shared
  - Visits from local nurseries and playgroups during the summer term
  - Extra visits may be arranged for children with identified SEND with familiar staff/adults.
- **When moving classes in school:**
  - Information will be passed on to new teachers. All relevant information will be shared
  - Children will make extra visits to their new class, if necessary, alongside the usual transition arrangements
  - Individual targets will be shared with the new teacher.
- **If your child is moving to another school:**
  - We will contact the school's SENCO and ensure they know about any special arrangements and support that needs to be made for your child
  - All records about your child are passed on as soon as possible
  - We will arrange meetings where appropriate with parents, teachers and the SENCO of the receiving school
  - For children with SEND extra visits will be made to the receiving school if necessary.
- **From Infant to Junior school**
  - Visits to school
  - Parent sessions
  - Records are shared
  - Transition meetings for children with SEND with the parents, SENDCOs and Junior School safeguarding and wellbeing manager
  - Children may have their own 'one page profile' which is shared amongst staff in school and passed onto the next teacher/school.

How will my child be able to share their views?
We value and celebrate each child being able to express their views on all aspects of school life. This is usually carried out through regular meetings of the School Council.
If your child has an Education Healthcare Plan (EHCP), they will be involved in writing and reviewing their own outcomes.
As part of the annual review cycle, children have to the opportunity to complete a questionnaire about aspects of the school (with adult support if necessary).
Individual Education Plans (IEP) have a space for the voice of the child.

What training have the staff had about SEND?
As part of the School Development Plan (SDP), there may be on-going professional development throughout the school year which addresses areas of SEND within the school. For example, recent training has included,

- Making Sense of Autism training
- NPQ Senco
- Half termly SENCO network meetings
- Supporting Memory led by Educational Psychologist
- PECs (picture exchange communication)
- Writing SMART targets and planning suitable provision

What if I want to complain?
Our school has a complaints policy which can be found on our website. If you wish to complain we always suggest you come and speak to us first to try to resolve any issues.
If you still want to complain you can do so in writing to Mrs Cat Smith – Chair of Governors. Please see the complaints policy for full details.

Linked policies on the school's website include:

- Complaints
- Anti-Bullying
- Supporting pupils at school with medical conditions
- SEND
- Child Protection and Safeguarding
- Behaviour
- Pupil Equality, Equity, Diversity and Inclusion
- Intimate Care
- SMSC Policy
- Accessibility Plan
- Transition

Contacts

Role	Name	Email
SENDCO, Autism Champion, Autism Advocate	Mrs Claire Stockwell	senco@portwayi.derby.sch.uk
SEND Governor	Mrs Tori Beat	t.beat@portwayi.derby.sch.uk
Designated Safeguarding Lead	Mrs Lisa McSherry	head@portwayi.derby.sch.uk
Senior Mental Health Lead	Miss Emma Wood	head@portwayi.derby.sch.uk
Learning Mentor	Miss Emma Wood	e.wood@portwayi.derby.sch.uk
Chair of Governors	Mrs Cat Pearson	chair@portwayi.derby.sch.uk