

# SEND Information Report

For: Special Educational Needs and Disability



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# 1. An Introduction

## Arundel Court Primary School

### **‘SEND INFORMATION REPORT’**

#### **For Special Educational Needs and Disability (SEND)**

Arundel Court believes that all pupils should be respected and valued as per our Own School Values.

Arundel Court strives hard to ensure that all pupils:

- Have a wide and balanced curriculum which is differentiated to meet individual needs
- Can learn and make progress according to their individual developmental trends
- Are assessed using appropriate assessment tools and guidelines
- Have equal access to resources, provision and interventions as needed

Special educational provision is educational or training provision that is additional to or different from that made generally for others of the same age. This means provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching. It may take the form of additional support from within a setting or require involvement of specialist staff or support services.

Our School has a Special Educational Needs Co-ordinator (SENCO) who is responsible for the management of provision and or support for identified pupils with SEND. They will also coach and support teachers and other staff to enable them to provide appropriate assessment and focussed provision for children in their class with SEND.

All teachers are teachers of SEND pupils and as such provide quality first teaching which takes account of the particular individual needs of pupils with SEN within the classroom.



*“The SENCO ensures thorough assessment of needs, effective deployment of resources to meet needs and effective use of outside agencies where required”*

*“Pupils that are disabled or have SEN achieve well”*

*Well trained teaching assistants make an effective contribution to learning, particularly for those pupils who are disabled or have SEN & those at an early stage of learning English. The provide well-targeted support that engages & motivates pupils to learn new skills*



## 2. 'Areas of Need' Explained

The new 'SEND Code of Practice' 0-25 (June 2014) states that there are four main areas which cover Special Educational Needs & Disabilities. These areas and their meanings are as follows:

Area of Special Educational Need	Relating to difficulties with:
<p><b>Communication and Interaction</b></p>	<p><b>Children may have a delay or disorder in one or more of the following areas:</b></p> <p><b>Attention / Interaction skills:</b> May have difficulties ignoring distractions. Need reminders to keep attention. May need regular prompts to stay on task. May need individualised motivation in order to complete tasks. Difficulty attending in whole class. Interaction will not always be appropriate. May have peer relationship difficulties. May not be able to initiate or maintain a conversation.</p> <p><b>Understanding / Receptive Language:</b> May need visual support to understand or process spoken language. May need augmented communication systems Frequent misunderstandings. Repetition of language and some basic language needs to be used to aid their understanding.</p> <p><b>Speech / Expressive Language:</b> May use simplified language and limited vocabulary. Ideas / conversations may be difficult to follow, with the need to request frequent clarification. Some immaturities in the speech sound system. Grammar / phonological awareness still fairly poor and therefore their literacy can be affected.</p>
<p><b>Cognition and Learning</b></p>	<p><b>May have difficulties with the skills needed for effective learning such as use of:</b></p> <ul style="list-style-type: none"> <li>• Language, memory and reasoning skills</li> <li>• Sequencing and organisational skills</li> <li>• An understanding of number</li> <li>• Problem-solving and concept development skills</li> <li>• Fine and gross motor skills</li> <li>• Independent learning skills</li> <li>• Exercising choice</li> <li>• Decision making</li> <li>• Information processing</li> </ul> <p><b>Children may have a specific learning disability such as dyslexia, dyscalculia, dyspraxia or dysgraphia.</b></p>
<p><b>Social, Emotional and Mental Health</b></p>	<p><b>May have difficulties with social and emotional development which may lead to or stem from:</b></p> <ul style="list-style-type: none"> <li>• Social isolation</li> <li>• Behaviour difficulties</li> <li>• Attention difficulties (ADHD)</li> <li>• Anxiety and depression</li> <li>• Attachment disorders</li> <li>• Low self esteem</li> <li>• Issues with self-image</li> </ul>
<p><b>Sensory and / or Physical</b></p>	<p><b>These pupils may have a medical or genetic condition that could lead to difficulties with:</b></p> <ul style="list-style-type: none"> <li>• Specific medical conditions</li> <li>• Gross / fine motor skills</li> <li>• Visual / hearing impairment</li> <li>• Accessing the curriculum without adaptation</li> <li>• Physically accessing the building(s) or equipment.</li> <li>• Over sensitivity to noise / smells / light / touch / taste.</li> <li>• Toileting / self-care.</li> </ul>



### 3. The 'Waves' of intervention available at Arundel Court

The school provides a graduated response to each child dependent on the level of need. These are often referred to as waves of intervention.

**Wave 1:** Quality first teaching through differentiation in English and Maths lessons.

**Wave 2:** Small group support for those pupils who are achieving below age expected levels

**Wave 3:** Focussed, individualised programmes for pupils working well below age expectation

Teaching Approach:	Whole School Approach (1st Quality Teaching) (Wave 1 intervention)	Targeted Support For Individuals or small groups (Wave 2 intervention)	Specialised Intervention for those with additional needs (Wave 3 intervention)
	<ul style="list-style-type: none"> <li>• Access to a varied and stimulating curriculum</li> <li>• Use of different Individualised teaching approaches according to needs</li> <li>• Hands on learning</li> <li>• School trips</li> <li>• Good use of visual and practical learning</li> <li>• Remove all potential barriers for all pupils while also providing support for pupils during learning activities.</li> <li>• A range of technology to support and aid quality teaching</li> <li>• Consideration of differing culture and beliefs</li> <li>• Setting groups with other children</li> <li>• Small guided groups</li> <li>• Opportunity for guided and independence work</li> <li>• Opportunities to develop positive self-esteem, independent learning, enabling pupils to exercise choice, involvement in decision making and problem solving</li> <li>• Extra adult (teaching Assistant) in every class</li> <li>• Refer to the Portsmouth Ordinarily Available Provision Document (2016)</li> </ul>	<ul style="list-style-type: none"> <li>• Phonics groups</li> <li>• Better Reading</li> <li>• BEAM: fine /gross motor</li> <li>• 1:1 reading (targeted)</li> <li>• Comprehension groups</li> <li>• Handwriting groups</li> <li>• Spelling</li> <li>• Maths</li> <li>• Homework group for Yr6 pupils</li> <li>• 1:1 Tuition where needed</li> <li>• Conferencing</li> <li>• Booster Groups</li> <li>• After school groups EG: Phonics</li> <li>• SENCo observation / assessment</li> <li>• Parent discussion with SENCo</li> <li>• Refer to the Portsmouth Ordinarily Available Provision Document (2016)</li> </ul>	<ul style="list-style-type: none"> <li>• ECAR (Every Child a Reader)</li> <li>• ECAC (Every Child a Mathematician)</li> <li>• FFT (Family Fisher Trust) reading/writing intervention</li> <li>• Precision Teaching (Reading / Writing / Maths)</li> <li>• IEP's (Individual Education Plans)</li> <li>• Refer to the Portsmouth Ordinarily Available Provision Document (2016)</li> </ul>

### 3. The 'Waves' of intervention available at Arundel Court

Communication and Interaction Needs:	Whole School Approach (1st Quality Teaching)	Targeted Support For Individuals or small groups	Specialised Intervention for those with additional needs
	(Wave 1 intervention)	(Wave 2 intervention)	(Wave 3 intervention)
<ul style="list-style-type: none"> <li>Speech, Language and Communication</li> <li>Autistic Spectrum Disorders</li> </ul>	<ul style="list-style-type: none"> <li>AS ABOVE +</li> <li>Drama / Role play</li> <li>Radio Station</li> <li>Outside theatre groups / shows and workshops</li> <li>Go-Karts</li> <li>ECO Warrior</li> <li>Golden Time / Peer interaction</li> <li>A range of technology to support learning</li> <li>Outdoor learning activities / areas to support environmental learning</li> <li>Arts week</li> <li>Puppets</li> <li>Full inclusion in all school assessment and tasks</li> <li>Clear verbal instructions / explanations which can be simplified along with visual or concrete support</li> <li>Visual timetables</li> <li>Referral to the Portsmouth Ordinarily Available Provision Document</li> <li>Use of 'CALM' Room</li> </ul>	<ul style="list-style-type: none"> <li>Additional Speaking and Listening groups</li> <li>PECS / Symbols</li> <li>Communication boards</li> <li>Makaton</li> <li>Pastoral Support Worker(as required)</li> <li>Referral to Parent Partnership (as required)</li> <li>SENCo observation / assessment</li> <li>Additional ICT use of audio / visual s</li> <li>Parent discussion with SENCo</li> <li>Referral to Schools own commissioned Speech Therapist</li> <li>Referral to the Portsmouth Ordinarily Available Provision Document</li> <li>Use of 'CALM' Room</li> <li>Access to Nurture Group sessions</li> </ul>	<ul style="list-style-type: none"> <li>Referral to the Speech and Language Therapist (SALT) NHS/Commission</li> <li>Speech and Language Support/specialist TA's who can deliver the individualised programmes according to the SALT directions</li> <li>Completion of a SAF</li> <li>Completion of an SEN Support Plan document, reviewed termly</li> <li>Application for an Educational Health Care Plan</li> <li>Application for an Education Health Care Plan if needed</li> <li>SENCo assessments and monitoring to ensure appropriate intervention and access to learning</li> <li>Referral to the Portsmouth Ordinarily Available Provision Document</li> <li>'Use of a CALM Room'</li> <li>Access to Nurture Group sessions</li> </ul>

Cognition and Learning:	Whole School Approach (1st Quality Teaching)	Targeted Support For Individuals or small groups	Specialised Intervention for those with additional needs
	(Wave 1 intervention)	(Wave 2 intervention)	(Wave 3 intervention)
<ul style="list-style-type: none"> <li>Moderate Learning Needs</li> <li>Severe Learning Difficulties</li> </ul>	<ul style="list-style-type: none"> <li>Use of different individualised teaching approaches according to needs</li> <li>Hands on learning</li> <li>School trips</li> <li>Good use of visual and practical learning</li> <li>Remove all potential barriers for all pupils while also providing support for pupils during learning activities.</li> <li>Appropriate quality resources</li> <li>Positive learning environment</li> <li>A curriculum delivered appropriate to level of ability and understanding</li> <li>Access to a full and broad curriculum</li> <li>Consideration of home, cultural, language and heritage</li> <li>Promotion of a positive attitude towards learning and behaviour</li> <li>Motivation to help build a positive self-esteem, increase concentration</li> <li>Lessons differentiated in order to include both sensory and physical disabilities</li> <li>Refer to the Portsmouth Ordinarily Available Provision Document</li> </ul>	<ul style="list-style-type: none"> <li>SENCo observation / assessment</li> <li>ECAR / ECAC assessment</li> <li>Parent discussion with SENCo</li> <li>Access to specialist support through the OUTREACH service (PSENSP)(Via Mary Rose and Cliffdle Special Schools)</li> <li>Refer to the Portsmouth Ordinarily Available Provision Document (2016)</li> <li>Access to Nurture Group sessions</li> <li>Class / Yr Group interventions as required</li> </ul>	<ul style="list-style-type: none"> <li>ECAR (Every Child a Reader)</li> <li>ECAC (Every Child a Mathematician)</li> <li>FFT (Family Fisher Trust) reading/writing intervention</li> <li>Precision Teaching</li> <li>(Reading / Writing / Maths)</li> <li>Rapid Writing:Yrs2-6</li> <li>IEP's (Individual Education Plans)Fully inclusive curriculum</li> <li>Access to a Specialist Teacher Advisor</li> <li>Access to an Educational Psychologist</li> <li>Completion of a SAF</li> <li>Completion of an SEN Support Plan document, reviewed termly</li> <li>Application for an Educational Health Care Plan</li> <li>SENCo assessments and monitoring to ensure appropriate intervention and access to learning</li> <li>Refer to the Portsmouth Ordinarily Available Provision Document (2016)</li> <li>Access to Nurture Group sessions</li> </ul>



### 3. The 'Waves' of intervention available at Arundel Court

Sensory and Physical Needs:	Whole School Approach (1st Quality Teaching)	Targeted Support For Individuals or small groups	Specialised Intervention for those with additional needs
	(Wave 1 intervention)	(Wave 2 intervention)	(Wave 3 intervention)
<ul style="list-style-type: none"> <li>Hearing Impairment</li> <li>Visual Impairment</li> <li>Multi-Sensory Impairment</li> <li>Physical Needs</li> <li>Medical Needs</li> </ul>	<ul style="list-style-type: none"> <li>Whole school approach</li> <li>Sports director</li> <li>After school clubs</li> <li>Outside play areas / go-carts/swimming</li> <li>A fully inclusive and differentiated class / curriculum approach according to individual needs</li> <li>Audit of environment to consider adaptations (as required)</li> <li>Modification of organisation, routine and environment</li> <li>Access to a base for therapy if required</li> <li>Referral to the Portsmouth Ordinarily Available Provision Document (2016)</li> </ul>	<ul style="list-style-type: none"> <li>Hand gym / BEAM</li> <li>Handwriting interventions</li> <li>Extra 1:1 / small group activities</li> <li>Targeted small group / individual intervention to address specific needs such as: self-help skills, touch typing and independence</li> <li>Physical aids where necessary or where advised by specialists</li> <li>Parent discussion with SENCo</li> <li>Referral to the Portsmouth Ordinarily Available Provision Document (2016)</li> <li>School advice / support</li> </ul>	<ul style="list-style-type: none"> <li>Access and liaison with the OT (Occupational Therapist)</li> <li>Access and liaison with the Physio Therapist</li> <li>SENCo assessments and monitoring to ensure appropriate intervention and access to learning</li> <li>Adult support / overview as required</li> <li>IEP's as needed</li> <li>Identified key worker</li> <li>SENCo to lead provision</li> <li>A place for time-out or exercise if necessary</li> <li>Extra support and access to appropriate ICT interventions needed</li> <li>Completion of an SEN Support Plan document, reviewed termly</li> <li>Access / Liaison with Specialist Teacher Advisors(STA) for Hearing impairment and Visual impairment</li> <li>Referral to the Portsmouth Ordinarily Available Provision Document (2016)</li> </ul>

### 3. The 'Waves' of intervention available at Arundel Court

Social, Mental and Emotional Health:	Whole School Approach (1st Quality Teaching)	Targeted Support For Individuals or small groups	Specialised Intervention for those with additional needs
	(Wave 1 intervention)	(Wave 2 intervention)	(Wave 3 intervention)
<ul style="list-style-type: none"> <li>Moderate Learning Needs</li> <li>Severe Learning Difficulties</li> </ul>	<ul style="list-style-type: none"> <li>All pupils can confidently grow in a safe, caring, supportive and purposeful environment that enables the development of relationships based on mutual respect and understanding. As according to our school values.</li> <li>Access to Learning Mentor support</li> <li>Small group activities to address needs</li> <li>Opportunities for children to talk about any fears, confusion and guilt</li> <li>Opportunities for children to meet adults they can trust and to participate in activities where they can meet other children</li> <li>Provision to explain and discuss about the events and circumstances surrounding the parental mental health problems</li> <li>Continuity of care and minimal disruption of routines during a crisis</li> <li>Breakfast Club</li> <li>Referral to the Portsmouth Ordinarily Available Provision Document (2016)</li> </ul>	<ul style="list-style-type: none"> <li>Regular Pastoral Worker support / groups or 1:1 as needed</li> <li>Behaviour Logs / Charts</li> <li>Time out</li> <li>Parent discussion with SENCo</li> <li>Referral to the Portsmouth Ordinarily Available Provision Document (2016)</li> <li>Use of CALM Room</li> <li>Access to Nurture Group sessions</li> </ul>	<ul style="list-style-type: none"> <li>Referral to CAMHS (Child and Adolescent Mental Health Services)</li> <li>Support from MABS (Multi Agency Behaviour Support)</li> <li>Completion of a SAF</li> <li>Completion of an SEN Support Plan document, reviewed termly</li> <li>Application for an Educational Health Care Plan</li> <li>Access to the 'Friends for Life' Support group</li> <li>1:1 support</li> <li>Full inclusion in all school assessment and tasks</li> <li>SENCo assessments and monitoring to ensure appropriate intervention and access to learning</li> <li>ELSA Support</li> <li>Referral to the Portsmouth Ordinarily Available Provision Document (2016)</li> <li>Use of CALM Room</li> <li>Access to Nurture Group sessions</li> </ul>



## 4. Commonly asked Questions

### **Regularly Asked Questions and Answers**

#### **How does Arundel Court Primary know if children need extra help?**

Children may be identified as having SEN through a variety of ways including the following:-

- Liaison with Infant school/previous school
- Child performing below age expected levels
- Concerns raised by Parent
- Through termly Pupil Progress Meetings held with the Assessment Manager and includes the Teachers / SENCO / Head teacher / Attendance Officer
- Concerns raised by teacher for example behaviour or self-esteem is affecting performance
- Liaison with external agencies EG: Physical needs / learning / communication needs
- Health diagnosis through paediatrician /doctor

As a school we measure children's progress in learning against National expectations and Age Related Expectations (ARE).

The class teacher continually assesses each child and notes areas where they are improving and where further support is needed. As a school, we track children's progress from entry at Nursery or Reception through to Year 6, using a school tracking tool called OTrack as well as Tapestry for Early Years, and plan accordingly: This includes use of Foundation Stage Profiles and P Levels

Children who are not making expected progress are picked up through our termly Pupil Progress Review meetings with the Assessment Manager (Our Deputy Head Teacher), Class teacher, SENCO and Headteacher. In this meeting a discussion takes place addressing individual children and why they may be experiencing difficulty and what further support can be given to aid their progression.

#### **What should I do if I think my child may have special educational needs?**

Talk to us – firstly contact your child's class teacher. If you require more information contact our SENCO or Head Teacher. We pride ourselves on building positive relationships with parents. We are open and honest with parents and hope that they are able to do the same with us.

#### **How will Arundel Court Primary School staff support my child?**

Our SENCO / Inclusion Manager (Mrs Diane Cook) will closely monitor all provision and progress of any child requiring additional support across the school. The class teacher will oversee, plan and work with each child with SEND in their class to ensure that progress in every area is made. There may be a Teaching Assistant (TA) working with your child either individually or as part of a group, if this is seen as necessary by the class teacher. The regularity of these sessions will be explained to parents when the support starts.

#### **How will the curriculum be matched to my child's needs?**

All work within class is pitched at an appropriate level so that all children are able to access according to their specific needs. Typically this might mean that in a lesson there would be three different levels of work set for the class, however on occasions this can be individually differentiated. The benefit of this type of differentiation is that all children can access a lesson and learn at their level.

## 4. Commonly asked Questions

### How do we know if the support or strategies used have had an impact?

In school we will at times use IEP's (Individual Education Plan) or IBP's (Individual Behaviour Plan) to set targets and review progress. We can use these targets to monitor pupils progress academically against national/age expected levels and update or adjust the IEP. This may involve updating into smaller steps or using a different approach to ensure progress is made.

We may also put your child on and SEN Support Plan which will be reviewed termly to ensure appropriate support and resources are in place. This helps us to identify whether the interventions set are having the required impact.

Children may move off of the SEN register when they have 'caught up' or made sufficient progress.

### How will I know how my child is doing and how will you help me to support my child's learning?

The class teacher will meet with parents at least twice a year (this could be as part of Parent's evening) to discuss your child's needs, support and progress. For further information the SENCo is available to discuss support in more detail.

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. We can offer advice and practical ways that you can help your child at home.

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.

- Your child may have an IEP / IBP in place and therefore the targets set are SMART (Specific, Measurable, Achievable, Realistic, Time scaled) targets with the expectation that the child will achieve the target by the time it is reviewed.
- If your child has complex SEND they may have an EHC Plan (education Health Care Plan) which means that a formal Annual Review will take place to discuss your child's progress and a report will be written. This can also be done at a six monthly interim review if changes to circumstances occur or concerns arise.

### How will my child be able to contribute 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 the School Council which has an open forum for any issues or viewpoints to be raised.

Children who have IEPs (Individual Education Plans) will have set their targets with their class teacher. There is an annual pupil questionnaire where we actively seek the viewpoints of children especially concerning being able to speak to an adult if they have a worry. If your child has an EHC Plan or an Annual Review of their EHC Plan then their views will be obtained before any meetings.

### What support will there be for my child's overall well-being?

We are an inclusive school, we welcome and celebrate diversity. All staff appreciates the importance of children having high self-esteem in order to achieve positive well-being. Here at Arundel Court Primary we commit to our own values and ensure pupils are able to develop in a caring, fair and understanding environment.

The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore this would be the parents' first point of contact. If further support is required the class teacher can liaise with the SENCo / Inclusion Manager for further advice and support. This may involve working alongside outside agencies such as Health and Social Services, and/or the Behaviour Support Team.



## 4. Commonly asked Questions

- The school has five ELSA Teaching Assistants (Emotional Literacy Support Assistant) who work under the direction of the SENCo, with vulnerable children during the school day.
- The school has a policy regarding the administration and managing of medicines on the school site. Parents need to contact the schools Medical Manager to discuss this and if agreed complete a form: 'Parental Agreement for School to Administer Medicines'. This may include medicines for life threatening conditions or required for a long term illness such as asthma and diabetes. In such cases a 'Care Plan' may be put in place according to the directions of the School Nurse.
- School will generally not take responsibility for other medicines such as cough medicines, however we may be able to administer prescribed medicines following discussions with parents.

### **What specialist services and expertise are available at or accessed by Arundel Court Primary School?**

Our SENCo / Inclusion Manager is fully qualified and accredited.

As a school we work closely with any external agencies that we feel are relevant to individual children's needs within our school including: MABS (Multi-agency Behaviour Support), Health including: School Nurse, General Practitioners, CAMHS (Child and Adult Mental Health), Paediatricians, OT (Occupational Therapist) and the Speech & Language Therapy service. We also work very closely with Social Care and the Educational Psychology Team. Should your child require any form of involvement with an outside agency then the school would immediately discuss our concerns with you and obtain permission from parents to pursue any kind of professional intervention.

### **What training have staff had or going to have?**

- We have five Pastoral Workers who are fully trained as ELSA's (Emotional Literacy Support Assistants) who receive regular support from the Educational Psychologist.
- Most of our TAs have had training in delivering reading and spelling / phonics programmes such as Better Reading, FFT (Family Fisher Trust) a reading and writing intervention, Precision Teaching (Literacy and Numeracy), Rapid Writing Intervention and Catch-Up (a literacy and maths intervention).
- The school are lucky enough to have its own Commissioned Speech Therapist who works closely with staff and trained TA's in order to enable them to effectively deliver Speech and Language sessions to pupils according to their individualised reports.

As a staff we have regular training and updates of SEND conditions, Medication use and Resources / interventions available for our pupils in order to ensure all staff are able to manage pupils accordingly.

### **What are the Governors responsibilities?**

We currently have two Governors involved in both SEND and Inclusion. Both Governors regularly meet with the SENCo who will update on changes, needs in school, current concerns and budget. The Governors are then also able to agree priorities for spending within the SEN budget with the overall aim that all children receive the support they need in order to make progress.

### **How will my child be included in activities outside the classroom including school trips?**

All children are included in all parts of the school curriculum and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful.

A risk assessment is carried out prior to any off site activity to ensure everyone's health & safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities which will cover the same curriculum areas will be provided in school.



## 4. Commonly asked Questions

### How accessible is the school environment?

- Arundel Court is situated on one floor and can be accessed access to by wheelchair. We also have a disabled toilet. Any other resources needed for access may be assessed by OT and Physiotherapy in order for us to ensure ease of access and safety for all.
- The school is able to liaise with EMAS (Ethnic minority Achievement Service) who can at times assist us in supporting our families with English as an additional language.

### How will Arundel Court Primary Academy school prepare and support my child to join the school and then transfer to secondary school?

We encourage all new children to visit the school prior to starting when they will be shown around the school and any concerns can be addressed. For children with SEND we would encourage further visits to assist with the acclimatisation of the new surroundings.

- We may need to write a 'Social Story' to ease the transition for pupils with high anxiety and communication difficulties
- School / Parents may also feel the need to arrange several transition meetings / sessions between the schools in order to alleviate pupil concerns

Many of our 'feeder' secondary schools 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. If your child has complex needs then an Education Health Care Plan review may be used as a transition meeting during which we will invite staff from both schools to attend.

### How are resources allocated and matched to children's special educational needs?

We ensure that all children who have Special Educational needs are met to the best of the school's ability with the funds available. We will often allocate teaching Assistants who are funded by the SEN budget to deliver programmes designed to meet groups of children's needs. The budget is allocated on a needs basis.

### How is the decision made about what type and how much support my child will receive?

The class teacher alongside the SENCo will discuss the child's needs and what support would be appropriate. Different children will require different levels of support in order to bridge the gap to achieve age expected levels. This will be through on-going discussions with parents.

### What support is there for improving behaviour, attendance and avoiding exclusion?

As a school we have a very positive approach to all types of behaviour with a clear reward system that is followed by all staff and pupils. If a child has behavioural difficulties we may refer to MABS and therefore set up Pastoral Support Plan (PSP) which is written alongside the child and Parents to identify the specific issues, put relevant support in place and set targets.

After any behaviour incident we expect the child to reflect on their behaviour with an adult. This helps to identify why the incident happened and what the child needs to do differently next time to change and improve their behaviour.



## 4. Commonly asked Questions

Attendance of every child is monitored on a daily basis by the Admin department. Lateness and absence are recorded and reported upon to the Attendance Officer (Mrs Teresa Campbell) . Good attendance is actively encouraged throughout the school and rewarded on a termly basis as is improvement in attendance. Families who struggle with attendance and lateness can discuss how best to address issues and therefore improve attendance and lateness. We have had many successes where families were struggling with lateness but are now able to get their children into school on time.

### **Who can I contact for further information?**

Your main point of contact would always be the class teacher and then following this you may need to speak to the SENCo / Inclusion Manager (Diane Cook).

### **What should you do if you feel that this 'SEND Information Report' is not being delivered or is not meeting your child's needs?**

First point of contact would be your child's class teacher to share your concerns.

You could also arrange to meet Mrs Cook our SENCo / Inclusion Manager and / or Miss Stocks our Headteacher. You may also wish to:

- Look at the SEN policy on our website
- [Contact Parent Partnership](#) or the SEN team at PCC.

### **Who should I contact if I am considering whether my child should join Arundel Court Primary Academy School?**

In this instance you can contact the school Admin office to arrange a meeting with either the Head Teacher 'Ms Stocks' or our SENCO / Inclusion Manager 'Mrs Cook' to discuss how the school could meet your child's needs.

### **How is the local offer reviewed?**

This SEND Information Report will be reviewed annually to reflect the changing needs of the children who join and are developing in our school. Part of this review process will involve contributions from parents. All parents of children with SEN are invited to join the Parent Forum to help us match our local offer to the needs of their child.



## 5. Your SENCO

**Inclusion Manager / SENCO: Mrs Diane Cook**

Working as part of the Senior Management Team I work closely with all staff in school, parents, outside agencies and colleagues throughout the city. I have the responsibility of co-ordinating the provision made for individual children with: Special Educational Needs and Disabilities, Social and Emotional Needs and also oversee English as An additional Language and am a Designated Teacher for Looked After Children. Support is available through:

- Giving advice on issues related to Special Educational Needs and Disabilities, Social and Emotional difficulties, pupils with English as an additional language and Looked After Children.
- Meeting with parents to discuss any concerns they may have about their child's development or learning difficulties
- Assessments of individual pupils to identify need
- Referrals may be made to a range of other professionals such as: Educational Psychologist, Speech and Language and Specialist Teacher Advisors in the City



## 6. Pastoral Workers

**The team includes: Mrs Agnieszka Heather | Miss Lindsey Wells | Mr Matt Denford  
Ms Tanya Cutler | Mr Dom Chapman**

Pastoral Workers are here to support the children in overcoming any difficulties that are getting in the way of their learning. The support each child gets will depend on their individual needs.

- Children referred to the Pastoral team may have difficulties with: feelings, making friends, social skills, behaviour or home issues
- Children may come out of class to work 1:1 or in a small group with the Learning Mentors
- There is very good communication with all staff in school, parents, carers, pupils and outside agencies including: Social Services and the Police
- As part of their role Pastoral team may signpost to other relevant services
- Pastoral workers also track attendance for all pupils in school. Parents will be informed of a pupils lateness and attendance throughout the year.
- Supporting parents to gain access to learning
- Help parents to access areas of health needs
- Supporting parents with behaviour management
- Helping parents seek out resources and activities in the area
- Supporting with budgeting, finances, attendance and menu planning



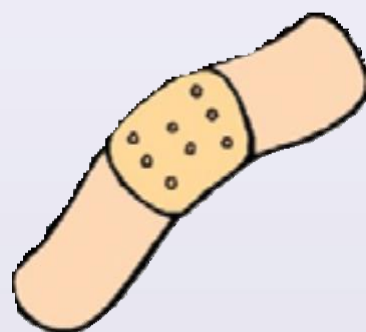


## 7. Medical Support

### Medical Manager: Ms Teresa Campbell

I Work closely with all staff in School, the School Nurse, parents/carers and a range of outside agencies throughout the city to support all pupils health and medical needs within school. This support includes:

- I am available to meet with parents/carers to discuss their concerns within a confidential environment.
- Making sure that staff are updated and when necessary receive training and or advice from relevant health professional to meet a pupil's individual needs.
- Arranging School nurse and Community Asthma nurse 'Drop ins' for parents/carers
- Administering medication including asthma inhalers or train staff to do so.
- Liaise with the School nurse, parents and staff and provide support in writing care plans for pupils with more complex medical needs
- Support for Speech and Language: Working with pupils in small groups or on a 1:1 basis in delivering activities according to the Speech and Language Therapists programme



## 8. Speech and Language Support

As well as half termly visits from our NHS Speech Therapist we have also now commissioned our own Speech and Language Therapist (SALT) one day a week. The SALT will work closely with the SENCo and the role will include:

- Working directly with pupils and ensuring the curriculum is appropriately differentiated to suit the individuals level of understanding
- Deliver training, coaching and modelling to all staff. This may also include joint teaching with teachers on specific issues, following up classroom activities to ensure children have understood vocabulary
- Observations and assessment, including screening to ensure appropriate intervention are put in place. These will also be regularly reviewed
- Referring to the NHS Speech Therapist as required
- Consultations with parents, school staff and outside agencies
- Deliver programmes for specific groups or individuals
- Work closely with families and other professionals
- Support good practice in the classroom
- Support educational target setting, targeted interventions and support for pupils

## 9. Current Interventions in place at Arundel Court

### Every Child a Reader Programme: Miss Heath | Mrs Meggison

This is a programme delivered by two very experienced teachers (Mrs Meggison & Miss Heath) to close the attainment gap for some of our children who struggle with reading and writing. This usually happens in years 1 & 2 however we do use it in years 3 & 4 at times.

The programme takes place on a daily basis for up to 30 minutes every day and is taught on a 'one to one' basis for a period of time until the reading 'gap' is closed.

### Special Needs Assistants for Reading and Writing:

Reading and writing recover is a daily 20 minute Programme delivered on a 1:1 basis. It is aimed to support those pupils identified as not making expected progress in reading and writing. (As identified by the SENCo, ECAR Teacher and Class Teacher).

- Continuous assessment of pupils and delivery of the programme according to the FFT wave 3 intervention guidelines
- Ensure pupils participate fully in the programme each day
- Work closely with the SENCo, ECAR and Class Teacher ensuring difficulties identified are addressed and new strategies learnt are put into practice within the class.
- Feedback to parents and support strategies given

Within school we have at least one Teaching Assistant based within each class and some who work on a 1:1 basis supporting those pupils with Special Educational Needs. All of our Teaching Assistants within the school are trained to deliver a range of intervention schemes, some of which include:

- Better Reading
- Literacy Catch-up
- Literacy and Numeracy Precision Teaching
- BEAM (A Fine and Gross motor development programme)
- Rapid Writing
- Precision Teaching



### Nurture:

Our Nurture Groups run sessions each week and they aim to help build children's Social and Emotional needs. They work on supporting pupils, increasing their confidence and self-esteem including self motivation to access learning in the mainstream classroom.

Pupils who access the Nurture Groups will have been identified by the SENCo / Class Teacher and Nurture Practitioner. This will then be discussed with parents and a 'Boxall Profile' assessment completed to ensure they are appropriate for the Nurture group. Some strategies we use include:

- Grouped according to need and ability
- Use of a Therapy / reading dog
- Social interactions skills development
- Praise and motivators
- Emotional awareness / friendship skills development and understanding
- Individual Education Plans addressing: Social / Literacy and Maths development
- Close liaison with teachers and Parents / Carers
- Observations / review in class and during Nurture Group sessions

## 10. Current Outside agency involvement

### Multi Behaviour Support Team (MABS):

Can provide an outreach support service to help support schools in developing children social and emotional skills

### Social Care:

School has access to and works very closely with Social Care in supporting both our children and families as needed.

### **Specialist Teacher Advisor (STA):**

Assessing and working with pupils in order to help schools make the most of the educational opportunities for every individual child. They also work in partnership with parents, carers, teachers and colleagues in other agencies

### **Specialist Teacher Advisor for Visual Impairment (STAVI):**

Can provide support, advice and at times direct teaching. They will work closely with schools and give training where required in order to ensure pupils with a visual impairment have the appropriate resources and support needed to enable full access to learning

### **Speech and Language Therapy (SALT):**

School currently have a SALT come into school at least half termly. The support from the therapy service may include the following:

- Discussion and advice on activities you can use at home
- Assessing pupils individual communication needs and supplying school / home with an individual SALT plan identifying targets to be worked towards
- Providing advice, games and activities for school / or home to work on with the children

### **School Nurse:**

The School Nurse 'Mrs Sarah Shore' is assigned to the school and can be contacted via the schools Medical Manager 'Mrs Teresa Campbell'. You may also be referred to the School Nurse via your GP and a possible Care plan may need to be put in place. School will also hold sessions for parents to come in and discuss and health concerns. We also have access to a range of other Specialist Nurses should they be required.

### **Occupational Therapist (OT):**

Helps to reduce a child's difficulties and improve their ability to learn, socialise and play, finding ways to overcome any problems they experience in participating in day to day activities. They will work closely with the child, parents and teachers to develop practical approaches and find solutions to help children get the most from life, whether at nursery, school or in the home.

### **Educational Psychologist (EP):**

School have subscribed to the Portsmouth EP service and access will be dependent upon individual pupils needs through discussion with the SENCo, Parents/Carers and Class Teacher. The EP service are able to work with school staff, parents and directly assessing / observing pupils in order to support learning and identify area of need and how best to support.

### **Specialist Teacher Advisor for Hearing Impairment (STAH):**

Can provide support, advice and sometimes direct teaching. They will work closely with schools and give training where required in order to ensure pupils with a hearing impairment have the appropriate resources and support needed to enable full access to learning

### **Child & Adolescent Mental Health (CAMHS):**

A wide range of health professionals who can support children where there are concerns about their emotional well-being and mental health. They can also work with their families and carers

### **Rainbow Trust:**

A voluntary organisation who can support both pupil and families of those who have a child or young person up to the age of 18 with a life threatening or terminal condition

[www.rainbowtrust.org.uk](http://www.rainbowtrust.org.uk)

### **Parent Partnership:**

Parent Partnership provides clear and accurate information and advice, so parents can participate in decisions about their child's education. Can support parents in accessing information regarding Statutory Assessment Requests

## 11. Current Outside agency involvement

### Portsmouth Parent Voice (PPV)

Information, Participation, run by parents for parents of children with and additional/special need and/or disability.

t: 07825 185608

w: [www.portsmouthparentvoice.org](http://www.portsmouthparentvoice.org)

### Portsmouth Independent Support

Provides support and advice to parents, children and young people 0-25 years with SEND on the conversion to the new Educational, Health & Care Plans.

Tel: 0330 6600 925

Email: [info@portsmouthis.org.uk](mailto:info@portsmouthis.org.uk)

### PALS (Partnership for Active Leisure Scheme)

Enables young people aged 6-21 with a physically mild to moderate learning disability to socialise and enjoy life

Tel: 023 9267 1874

Email: [pals@enableability.org.uk](mailto:pals@enableability.org.uk)

### Physio Therapist:

Treatment is based on the assessment of the child's needs and developing an individualised treatment plan.

Review date: September 2020

This document was prepared in accordance with the new SEND code of practice 0-25 (2014). It was completed in collaboration with both parents of SEND pupils and Governors.