SEN policy and information report

Penbridge Infants & Junior School

Part of the Thinking School's Academy Trust

Date of determination September 2026

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CHILD FIRST – ASPIRE – CHALLENGE – ACHIEVE

THINKING SCHOOLS ACADEMY TRUST

Contents

1. Aims 2
2. Legislation and guidance 2
3. Definitions 2
4. Roles and responsibilities 3
5. SEN information report 4
6. Monitoring arrangements 9
7. Links with other policies and documents 9

1. Aims

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

We have a child-centred ethos here at Penbridge School and aim to involve the children in open discussions about their progress both academically and holistically. Our universal approach is high-quality, inclusive teaching for all pupils. Teachers identify and remove barriers to learning through appropriate adaptations to teaching, resources, communication and the learning environment.

Parent/Carer engagement is key to our approach; through regular reviews, parents' evenings and coffee mornings we aim to work cohesively alongside parents/carers to achieve the best outcomes for their children.

To ensure the best outcomes we also use Portsmouth City Council's Ordinarily Available Provision (OAP), which can be found at: https://portsmouthlocaloffer.org/wpcontent/uploads/2019/10/OrdinarilyavailableProvision-document.pdf

2. Legislation and guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities

The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

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3. Definitions

A pupil has SEN if they have a learning difficulty or disability that calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

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

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Roles and responsibilities

4.1 The SENCO

The Assistant Head for Inclusion is Mrs Claire Filson and she is also the SENCO for the infant school and the inclusion centre.

The junior school SENCO is Mrs Linda Wrighton.

They can be contacted through the school's office.

They will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority (LA) and its support services
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

4.2 The SEN governor

The SEN governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and assistant head for inclusion and the SENCO to determine the strategic development of the SEN policy and provision in the school

4.3 The headteacher

The headteacher will:

- Work with the assistant head for inclusion, SENCO and SEN governor to determine the strategic development of the SEN policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development, and decide on any changes to provision
- Ensuring they follow this SEN policy

5. SEN information report

5.1 The kinds of SEN for which provision is made

Our school currently provides additional and/or different provision for a range of needs, including:

- **Communication and interaction**, for example, autism and/or speech and language difficulties
- **Cognition and learning**, for example, dyslexia, dyspraxia
- **Social, emotional and mental health**, for example, attention deficit hyperactivity disorder (ADHD)
- **Sensory and/or physical**, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
    - Moderate/severe/profound and multiple learning difficulties

The school recognises that pupils with SEND may experience additional barriers to achievement, attendance, participation and wellbeing, including disadvantage, involvement with children's social care, being a young carer, English as an additional language or other individual circumstances. Leaders consider these intersecting needs when identifying barriers and planning support.

In addition, we have an Inclusion Centre at our school. This is a specialist centre for children with complex Cognition and Learning difficulties aged between four and eleven, who have an Education Health and Care Plan (EHCP). This purpose-built part of school opened in September 2021 to 8 children for the first year. In September 2022 we expanded to 17 spaces. In September 2023 we expanded to 24 children.

Children who attend the Inclusion Centre are selected by the SEN Team at Portsmouth City Council.

5.2 Identifying pupils with SEN and assessing their needs

Underpinning all our provision in school is the graduated approach cycle.

All teachers are responsible for every child in their care, including those with special educational needs. (Reference: Teaching & Learning Policy)

Assess: – this involves taking into consideration all the information gathered from our assessments, observations and discussions with parents or carers.

Plan: – this stage identifies the barriers to learning, intended outcomes, and details what additional support will be provided to help overcome the barriers.

Do: The class teacher retains responsibility for the pupil's progress. The class teacher and teaching assistants will implement the support identified within the pupil's Learning Plan (LP), with progress monitored and recorded.

Review: – this stage measures the impact of the support that has been provided, and considers whether changes need to be made. All those involved contribute to these discussions. This stage informs the next cycle, if necessary. Having consulted with children, young people and their parents, all our additional provision (internal or external) is based on an agreed outcomes approach.

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

When progress is not as expected or there is low attainment, this will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

5.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns

- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEN support.

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**. The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, where relevant. The

assessment will be reviewed regularly."

Termly reviews, called Pupil Progress Meetings, with teachers and members of the Senior Leadership Team monitor children's attainment and progress. This is a review of progress, a time to discuss assessment results and make plans. This ensures early identification of children's additional needs, which is vital. When a child is not achieving levels at age expectation or there is an identified special educational need there will be a graduated response. Through careful identification of the child's need and barriers to learning, there may be adaptations made to the provision. Teaching in class will be at the heart of driving forward the child's progress. However, extra intervention may be planned for children to work in a small group or on a one-to-one basis with an adult.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

5.5 Supporting pupils moving between phases and preparing for adulthood

In school, we support pupils to develop independence, communication, self-advocacy, emotional regulation and community participation from the earliest stages of education. Preparation for adulthood begins from the earliest years. Through the curriculum, EHCP outcomes and individual provision, pupils are supported to develop age-appropriate skills relating to independence, communication, self-advocacy, relationships, emotional regulation, health, personal safety and participation in their community

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

We will work closely with nurseries to ensure that appropriate plans are in place to transition children into school from other early years settings. We will liaise with the Nursery Managers/SENCos to ensure that we are able to proactively put provision in place ready for their start.

In addition to this, we will work closely with other infant, junior and secondary settings that our children attend. We will meet with key staff for appropriate handovers and will discuss the need for any additional provision to support transition, such as additional school visits.

5.6 Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to pupils who have SEN. This will be adapted for individual pupils.

The effectiveness of support is measured through progress towards individual outcomes, attainment data, attendance, engagement, pupil voice and wider outcomes relating to independence and wellbeing.

Depending on identified individual need, available provision may include:

Reading interventions, which include,

- Precision teaching, booster phonics, 1:1 additional reading.

Spelling interventions, which include,

- Precision Teaching, booster phonics, All Aboard Phonics SEN support, support within class. additional spelling group work.

Maths interventions, which include,

- Precision Teaching, misconception small group or individual support, in class support.

Speech and Language and motor skills interventions which include

Speech and Language interventions;

personalised interventions recommended by SpringBoard Speech and Language Therapist or NHS Therapist delivered by specialist speech and language teaching assistant or class teaching assistant.

Motor Skills Interventions

We follow the support as outlined in the Solent Therapy Pack, with class teaching assistants delivering a fine motor programme or gross motor programme. If a child has a programme provided by physiotherapist or occupational therapist a teaching assistant will deliver these.

Social and Emotional Interventions

Emotional Literacy Support Assistants (ELSA) deliver tailored programmes to suit individual needs, Lego Therapy, emotional first aid, relational practice approaches, MyHappyMinds curriculum and a school counsellor.

We also access support from outside agencies including Multi Agency, Behaviour Support (MABS) and Mental Health Support Team (MHST)

We also have a Loss Companion to support children through times of bereavement, although all TAs have received training so can deliver this.

5.7 Adaptations to the curriculum and learning environment

High-quality, inclusive teaching is at the heart of our curriculum. Teaching in class will be at the heart of driving forward the child's progress. However, extra intervention may be planned for children to work in a small group or on a one to one basis with an adult. When an additional need is identified, there will be an ongoing cycle of assess, plan, do, review. Most intervention will happen through personalised strategies within the classroom.

We make the following adaptations to ensure all pupils' needs are met:

- Adapting our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, visual timetables, larger font, etc.
- Adapting teaching to respond to pupils' individual needs, for example by allowing appropriate processing time, pre-teaching key vocabulary, adapting instructions and using visual or other communication supports.
- We provide appropriate sensory and environmental adaptations to support pupils' safe and independent access to the school environment, working with habilitation and sensory impairment professionals where appropriate.

Within our Inclusion Centre we tailor each child's curriculum to their individual needs and Education, Health and Care Plan (EHCP) to ensure that they are making appropriate progress to their needs.

5.8 Additional support for learning

The key role of teaching assistants in the school is to support learning in class. We have a number of teaching assistants who are trained to deliver interventions such as outlined in 5.7. We work with the following agencies to provide support for pupils with SEN:

- Educational Psychology
- NHS Speech and Language
- Springboard Speech and Language
- Multi-Agency Behaviour Support Service
- Portsmouth Outreach Service
- Occupational Therapy
- Sensory Impairment Service
- Schools Mental Health Team
- CAMHS
- Neuro-Diversity Team (ND Team)
- Virtual School

5.9 Expertise and training of staff

Our Assistant Head for Inclusion has extensive experience supporting pupils with SEND and previously worked as Lead Teacher within the Inclusion Centre before taking up the current role in September 2022

In April 2026 the junior school SENCO joined our school having worked with supporting SEN children and parents within schools and with local authorities.

We have a team of teaching assistants, including higher level teaching assistants (HLTAs) who are trained to deliver SEN provision.

Staff training is reviewed in response to the needs of pupils and the school's SEND profile. Recent training has included:

- PACE approach (Playfulness Acceptance Curiosity and Empathy)
- ELSA training
- Epilepsy training
- PECS Training
- Tube feeding training
- Catheter training
- Restorative Practice
- ND Profile
- Support SEN in Maths.
- VI Training from Sensory Impairment Service
- HI Training from Sensory Impairment Service
- Hoist transfer training.
- Anaphylaxis training
- Paediatric first aid training
- Positive behaviour support

5.10 Securing equipment and facilities

We allocate funds for resources through our SEN budget depending on the needs of the pupils at any time. We may also seek support for specific equipment through external agencies, such as the visual impairment service.

5.11 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term

- Regular reviews of the interventions in place
- Using pupil questionnaires
- Monitoring by the SENCO
- Learning walks across the school
- Year leader monitoring tasks
- Using provision maps alongside assessment and review information to evaluate the provision is meeting the identified need and improving pupil outcomes.
  - Holding annual reviews for pupils with EHC plans.
  - Independent quality assurance reviews

Evaluating the impact of provision

Leaders evaluate SEND provision by considering not only whether provision has been delivered, but the difference it has made to pupils' achievement, attendance, participation, independence, wellbeing and progress towards individual outcomes. Where provision is not having the intended impact, the assess-plan-do-review cycle is used to identify and implement appropriate changes

5.12 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

Penbridge is committed to ensuring that pupils with disabilities can access education, the curriculum and wider school life. Where the physical environment presents an accessibility barrier, the school will consider the individual pupil's needs and make reasonable adjustments in accordance with the Equality Act 2010. Planned improvements to physical accessibility are detailed within the school's Accessibility Plan.

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils regardless of any SEND needs, are encouraged to take part in all whole school events, including sports day, sports week and theme days. All learning is tailored to meet the needs of all pupils at their individual starting points. This may include the additional deployment of resources, including staff.

We work closely with relevant professionals, including the Sensory Impairment Service, to identify and remove barriers to pupils' access to the physical environment, curriculum and wider school life

Pupils with SEND are supported to participate fully in extracurricular activities, educational visits and the wider life of the school. Reasonable adjustments are considered and made, where required, to remove or minimise barriers to participation.

5.13 Support for improving emotional and social development

The school offers a variety of support for pupils who are encountering emotional & social difficulties. These include:

- Members of staff such as the Class Teacher, Teaching Assistant, Pupil and Family Support Worker and SENCo are available for pupils who wish to discuss issues and concerns.
- Social Skills groups are run in individual classes, where appropriate, for specific children.

- We have a team of Emotional Literacy Support Assistants (ELSA's) in school who work 1:1 and with small groups on processing their emotions and supporting them with coping mechanisms when they are finding certain situations difficult.
- We work closely with a range of outside agencies to support our children, including but not limited to Mental Health in Schools Support Team, Multi-agency Behaviour Support Service and our Educational Psychology
- Early Help (EH) assessments are used to support the wellbeing of a child and their family, the child is invited to attend if appropriate.
- Where necessary, Parents and carers are invited to Attendance Review meetings with the Attendance Officer, Ms Arnett, to improve attendance.
- Where, despite relevant and purposeful action through SEN Support, a pupil continues to require provision that may be beyond that ordinarily available within the school, the school and/or parents may consider requesting an Education, Health and Care needs assessment from the local authority.
- Investigating all reported incidents of possible bullying and peer-on-peer abuse rigorously in line with our safeguarding and anti-bullying policy.
- As part of our child-centred ethos, we proactively seek pupils' views at all stages to ensure that they are part of the decision-making process.

5.14 Working with other agencies

We aim to maintain strong, collaborative relationships with other professionals, working together to achieve the best possible outcomes for pupils. Where appropriate we will hold regular reviews to support the children and identify next steps for their learning. A list of some of the outside agencies that we work with can be seen in 5.8.

5.15 Complaints about SEN provision

Concerns about SEND provision should initially be discussed with the pupil's class teacher and/or SENCO. We aim to work collaboratively with pupils, parents and carers to resolve concerns at the earliest opportunity.

Where a concern cannot be resolved informally, parents and carers should follow the school's Complaints Policy, which is available on the school website.

Parents and carers may also access independent information, advice and support through Portsmouth SENDIASS.

Parents of disabled pupils have the right to make disability discrimination claims to the First-tier Tribunal (Special Educational Needs and Disability) where they believe that the school has discriminated against their child

5.16 Contact details of support services for parents of pupils with SEN

Below is a table of key contacts within our school. All of these staff members can be contacted via the school office:

Name	**Role/area of expertise**	Relevant training/qualification

Mrs Claire Filson	Special Educational Needs	SENCO qualification requirements met.
Mrs Linda Wrighton	Special Educational Needs	SENCO qualification requirements met.
Mr Owen Greenaway	Safeguarding and Family Support	DSL/ Early intervention
Mrs Kerry Arnett	Attendance and Behaviour	Early intervention, PACE, positive behaviour support
Kelly Jones, Victoria Davies, Jenna Mackenzie, Tyrah Haines and Aysha Mauger	Emotional Literacy Support Assistants (ELSA)	ELSAs and accessing regular supervision
Kelly Jones, Clare Selwood , Steve Webb	Behaviour Support Officers.	Early intervention, PACE, positive behaviour support

In addition to these there are numerous services that may be able to provide support to pupils and families which include:

- Portsmouth SENIASS - *Portsmouth SENDIASS – Special Educational Needs & Disability Information Advice & Support Service*
- Portsmouth Parent Voice - *https://www.portsmouthparentvoice.org*
- Moriah group - *Moriah Family Support Group > Portsmouth Local Offer* • • HIVE - *HIVE Portsmouth |*

5.17 Contact details for raising concerns

If you have concerns about your child, in the first instance please contact their class teacher. If you wish to discuss it further this can be done via the school office on: office@penbridgeschool.org.uk

5.18 The local authority local offer

Our contribution to the local offer can be found at: Infant, junior and primary schools in Portsmouth < Portsmouth Local Offer

Inclusion Centre Inclusion Centres < Portsmouth Local Offer

Our local authority's local offer is published here: www.portsmouthlocaloffer.org

6. Monitoring arrangements

This policy and SEN Information Report will be reviewed by the SENCO, Mrs Claire Filson, at least annually. It will also be updated during the academic year where changes to the information make this necessary. The policy and SEN Information Report will be approved by the governing board and published on the school website.

7. Links with other policies and documents

This policy links to the following documents

- Behaviour and relationships policy
- Accessibility plan
- Inclusion policy
- Equality information and objectives
- Supporting pupils with medical conditions policy