



SEND Policy 25/26

Document Owner: Alexis Bull

Approved By: SET

Queries to: Portland School

Review Period: 1 years or as appropriate

Date of last review: 1st September 2025

Aims and Objectives

Our SEND policy aims to:

- Ensure the school fully implements national SEND legislation, including the SEND Code of Practice (2015).
- Support and make provision for pupils with special educational needs and disabilities.
- Ensure pupils with SEND have equal opportunities to access all aspects of school life.
- Help pupils with SEND fulfil their aspirations and achieve their best.
- Support pupils with SEND to become confident individuals living fulfilling lives.
- Support successful transition into adulthood.
- Ensure regular communication with pupils with SEND and their Parents/Carers.
- Ensure consistent implementation of SEND approaches across the school.

Visions and Values

Portland School is a 3–16 SEMH provision for 140 pupils with SEMH as the primary area of need on their Education, Health and Care Plan (EHCP). Many pupils also present with autism, moderate learning difficulties, sensory needs, anxiety, and physical, visual or hearing impairments.

Our ethos is:

“Provide every child with the steps to a brighter future.”

Our core values are:

1. **Respectful**
2. **Ambitious**
3. **Responsible**
4. **Inclusive**
5. **Resilient**

Legislation and Guidance

This policy is based on:

- Children and Families Act (2014)
- SEND Code of Practice (2015)
- SEND Regulations (2014)
- Equality Act (2010)
- Public Sector Equality Duty (2010)
- Governance Handbook (SEND responsibilities)
- School Admissions Code
- Shaw Education Trust SEND & Inclusion Framework (2024)

Inclusion and Equal Opportunities

We aim to provide an inclusive teaching environment where all pupils can thrive visually, socially and personally.

We ensure this by:

- Making reasonable adjustments
- Ensuring pupils are included in all aspects of school life
- Providing trauma-informed approaches
- Embedding predictable routines and therapeutic strategies
- Tailoring provision to individual pupil needs and EHCP outcomes

Definitions

A pupil is identified as having SEND if they require special educational provision that is different from, or additional to, that made generally for others of the same age.

All pupils at Portland School have an EHCP. Each pupil has:

- A Pupil Profile
- Short-term targets linked to EHCP outcomes
- A support plan based on individual need

A pupil is considered disabled if they have a long-term physical or mental impairment which significantly affects daily functioning.

The Four Areas of Need

1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotional and Mental Health
4. Sensory and/or Physical Needs

Staff receive annual training to identify and support needs in these categories.

Roles and Responsibilities

SENCO

The SENCO will:

- Lead strategic development of SEND provision
- Coordinate SEND support and interventions
- Liaise with staff, families, and professionals
- Maintain accurate SEND records
- Ensure statutory annual reviews are completed
- Monitor provision and outcomes
- Oversee SEND-related CPD
- Support transition for pupils moving to other settings

IEB

The IEB will:

- Ensure the school fulfils statutory SEND duties
- Monitor SEND provision and progress
- Receive termly SEND reports
- Approve the SEND policy
- Oversee SEND funding

Headteacher

The Headteacher will:

- Oversee strategic SEND development
- Ensure compliance with legislation and Trust policy
- Ensure reasonable adjustments are in place
- Ensure Trauma-Informed Practice is embedded
- Work with the SENCO to monitor SEND provision

Class Teachers

Teachers are responsible for:

- Delivering high-quality, adaptive teaching
- Using Pupil Profiles to plan
- Working with TAs and specialists
- Tracking progress and adjusting provision
- Engaging with families
- Ensuring inclusion for all pupils

SEND Support Team

The SEND Support Team includes the SENCO, Teaching Assistants (TAs) and HLTA. The team:

- Assists teachers in curriculum delivery
- Supports targeted interventions
- Liaises with parents and professionals
- Maintains progress records
- Provides 1:1 and small group support
- Contributes to reviews and planning meetings

Assessment Tools and Identification of Needs

To identify and support pupils' needs, we use:

- Reading, spelling and comprehension assessments – GL
- Maths assessments - GL
- Wellbeing screening
- Teacher observations and referrals
- External agency reports and assessments
- Previous school information
- SENSS and LA specialist assessments

Graduated Response (APDR)

Portland School follows the Assess–Plan–Do–Review cycle.

ASSESS – identification of needs

PLAN – agreed outcomes and strategies

DO – implementation of support

REVIEW – evaluation and adjustment

Assess

Teaching staff should work with the special educational needs co-ordinator (SENCo) in the school to assess the child or young person's needs, so that they give the right support. It should draw on the pupil's progress and quantitative data, views and experience of parents and the pupil's own views. Sometimes schools will seek advice from a specialist teacher or health professional. They should talk to parents and carers about this first.

Plan

If the school decides that the child or young person needs SEND support, it will discuss this with parents. The school should agree in consultation with parents, carers and the pupil the outcomes that will be set, what help will be provided and a date for progress to be reviewed.

Do

The child or young person's class or subject teacher is usually responsible for the work that is done with the pupil and should work closely with any teaching assistants or specialist staff involved. Adaptive teaching may be targeted to further support a child's needs. Depending on the graduated response cycle or level of need, there may be targeted interventions offered

to support a child's learning and development.

Review

The school should review the child or young person's progress, and the difference that the help the pupil has been given has made, on the date agreed in the plan. Parents and the pupil should be involved in the review and in planning the next step.

If the child or young person has not responded to the help they were given, the review should decide what can be done next. This may include more or different help, with professionals considering a statutory assessment of needs by the Local Authority (LA).

SEN Information Report

Updated annually every September and published on the school website.

Evaluating the Effectiveness of SEND Provision

We use:

- Progress data
- Learning walks and observations
- Behaviour and attendance data
- Pupil and parent voice
- EHCP reviews
- Trust QA and external audits
- CPD tracking

EHCPs – Extended Section

EHCPs:

- Outline pupil needs, outcomes, and provision
- Contain long-term outcomes and short-term targets
- Are reviewed annually with parents, pupils, and professionals
- May continue until age 25 if in education/training
- Include coordinated education, health and social care provision
- Are forward-looking and prepare for adulthood

Local Authorities must carry out statutory assessment where necessary.

Links with Other Schools and Trust Networks

As part of the Shaw Education Trust, Portland School:

- Attends Trust-wide SENCO network meetings
- Shares practice with mainstream and special schools
- Supports transitions between phases
- Accesses joint training opportunities

Admission and Accessibility Arrangements

Admissions

- All pupils have an EHCP
- SEMH is the primary area of need
- Placements follow LA consultation procedures
- Admissions comply with Shaw Education Trust policy

Accessibility

The Accessibility Plan sets out how we improve:

- Curriculum access
- Environmental access
- Information access

Reviewed every three years or sooner if needed.

Complaints

Steps:

1. Class Teacher
2. SENCO
3. Headteacher
4. IEB
5. LA / SENDIASS / mediation

Refer also to SEND Code of Practice pages 246–247.

Monitoring and Review of This Policy

- Reviewed annually
- Updated following legislation changes
- Approved by IEB

Links to Other Policies

- SEN Information Report
- Accessibility Plan

- Behaviour Policy
- Equality Objectives
- Supporting Pupils with Medical Conditions
- Safeguarding
- Attendance
- Complaints Policy

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Be
people
centred

Act with
integrity

Be
innovative

Be best
in class

Be
accountable