



Special Educational Needs and Disability (SEND) Information Report / School Local Offer 2024-2025

Our Information Report will be updated annually and in year to respond to any key changes in the year to reflect the school's provision.

What are the kinds of special educational needs for which provision is made at Portland School & Specialist College?

At Portland School we aim to provide an inclusive education supporting all children to reach their full potential. We are a special school located in Stoke-on-Trent, catering for pupils aged 5 to 16 years who have Social, Emotional and Mental Health needs. In order to meet the needs of the children and young people at Portland, pupils are taught in specialist classes where there is a high staff to pupil ratio.

Admissions are made through the Local Authority. For further details, please see our website.

What types of SEN do we provide for?

Under the SEND Code of Practice, we provide for pupils with the following main area of need on their Education, Health and Care Plan:

- Social, Emotional and Mental Health (SEMH)

We specialise in catering for pupils who struggle to regulate their own emotions. This can be due to a range of factors including, but not limited to, attachment difficulties, experiences of trauma or a diagnosis of Attention Deficit & Hyperactivity Disorder (ADHD).

What are the school's policies for the identification and assessment of pupils/students attending the school?

Pupils at our school are either currently being assessed or have in place an Education Health and

Care Plan (EHCP).

Families are fully involved in the process and supported by our specialist staff.

Expertise and training of staff

Each class is taught by a teacher and is supported by two special educational needs support assistants.

Portland School is highly committed to ongoing training of staff. As well as meeting statutory requirements, our training is tailored to meet the needs of our pupils.

Our commitment to this can be seen through a weekly 1-hour training session, as well as external training.

Some examples of our CPD offer are: Attachment and Trauma training, Emotion Coaching, Mindfulness, Safeguarding, PREVENT, CPI and Boxall profiling.

Access to Medical Interventions

- We adhere to a comprehensive Supporting Pupils with Medical Conditions policy
- All staff access regular training on aspects of medical issues e.g. Epilepsy, Asthma
- Pupils with additional medical needs will have a Health Care Plan
- Some staff have additional training to administer rescue medication e.g. Buccal Midazolam, Epi – pen

Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of our provision for pupils by:

- Reviewing pupils' individual progress towards their targets each term
- Reviewing EHCP outcomes as part of an EHCP review
- Reviewing the impact of intervention
- Using pupil questionnaires
- Using parent questionnaires
- Holding annual EHCP reviews

How will the environment, equipment and facilities be provided to support pupils/students at Portland School & Specialist College?

Portland School and Specialist College is split across two sites. One in Trent Vale, catering for pupils between Year 1 and Year 11 and one in Blythe Bridge, catering for pupils between Year 3 and Y11. Both sites cater for SEMH needs however we understand that SEMH needs can be different for every child. Therefore, our two sites are set up to meet the unique needs of our pupils.

Facilities include:

- 3 x sensory rooms (Trent Vale Site)
- Science Laboratory, Technology room, cooking room (Blythe Bridge Site)
- Equipped outdoor playgrounds, including a Forest at the Blythe Bridge Site

All of these facilities ensure our pupils are supported in accessing an exciting curriculum that promotes learning. Resources are well-maintained and of a high quality. For further details please see our SEND policy.

What are the arrangements for consulting parents of children/young people at Portland School & Specialist College about, and involving them in the education of their child?

At Portland School parents are included in the process of their child's / young person's education, this includes:

- Initial visits to School
- Bespoke transition package
- Daily communication (where necessary)
- Annual Review meeting and report
- Contribution to EHC milestones
- Progress reports
- Parent workshops and training
- Coffee mornings
- Parent questionnaires
- Parent involvement in changes in School through informal and formal consultations
- Key Stage 4 options

What are the arrangements for consulting young people at Portland School & Specialist College about, and involving them in, their education?

At Portland School & Specialist College, pupils are consulted in the following ways:

- School Council
- Pupil questionnaire
- Attendance and contribution to their annual review
- Enquiry curriculum
- Regular discussion with pupils about their learning

What are the arrangements for assessing and reviewing pupils' / students' progress towards outcomes?

Pupils are assessed against progressive statements in all subjects.

Throughout the year, pupils work towards their individual EHC milestones. Evidence for the achievement of these is collated to support the review process.

For those students taking qualifications, assessment follows the examining board criteria

All pupils at Portland are assessed using the Boxall criteria for their Social, Emotional and Mental Health difficulties. Throughout the year, pupils work toward their individual Boxall. Evidence for these is collected and reviewed on a termly basis.

What are the arrangements made by the governing body for dealing with complaints from parents/carers of pupils/students in relation to the provision made at Portland School & Specialist College?

We aim to resolve any issues as soon as they arise. This is detailed in our complaints policy found on our website.

How does the governing body involve others - including health, social services, local authority services and voluntary organisations, in meeting the needs of pupils/students at Portland School & Specialist College and in supporting their families?

The governing body is aware of the wide range of staff working together within the school to support the children, young people, and their families.

The governing body plays a key strategic role in the leadership of the school and college, reviewing policy and procedures, and ensuring appropriate services are in place to support the pupils.

The governing body has approved the following:

- Speech and Language Therapists provided by NHS
- School Nursing staff provided by NHS
- Educational Psychology

What are the arrangements for supporting pupils/students in transferring between phases of education or in preparing for adulthood?

All transitions are well planned for. This commences prior to starting School and continues throughout their time here as pupils and students move from class to class and phase to phase.

Transitions are coordinated by our SENCo and our Senior Leadership Team. There are a range of opportunities for pupils to familiarise themselves with their future learning environment. These can include:

- Introductory visits
- Previous setting discussion
- Home visits
- Taster days
- Phased transition
- In-house transitions

In preparing our young people for adulthood, we focus on developing their independence and decision making. The following facilitates this:

- Careers guidance
- Destination planning
- Travel Training
- Visits to possible destination
- Extensive Careers programme
- Life Skills
- Social Education
- Supported Internships

We have a strong focus upon 'Employability' and 'Adulthood' where learners can develop skills to prepare them for life beyond Portland School and Specialist College, ensuring positive sustained destinations.

What is our approach to teaching pupils with SEND and how do we adapt the curriculum and learning environment?

Our ambition for our pupils is to be independent, creative, be able to challenge themselves, and to make a positive contribution to their local and wider community. This vision drives our curriculum and underpins everything we teach.

Our curriculum offer – see our website for further details

We use many approaches to meet the SEND needs of our pupils. Some of these include:

- Visual timetables
- Lesson breakdown
- Structured environment
- A focus on outdoor learning
- Uncluttered language
- Daily practice of relaxation techniques

How do we support the Social, Emotional and Mental Health development of pupils?

We have an extensive PSHE offer, which includes:

- Spiritual, Moral, Social and Cultural development
- Mindfulness
- Stop think do
- Wellbeing policy
- Behaviour policy
- CPI
- Self-regulation techniques
- Emotion Coaching
- Zones of regulation

Where is the information on the Stoke on Trent local offer published?

There is further detail on our website and a direct link to the Stoke on Trent Local Offer.

You can contact Stoke on Trent Local Authority by email at localoffer@stoke.gov.uk or access Stoke on Trent Local Offer website:

<http://localoffer.stoke.gov.uk/kb5/stoke/directory/home.page>

Who can young people and parents contact if they have concerns?

Executive Headteacher: Miss Alexis Bull

Head of School Trent Vale: Mr George Anderson

Head of School Blythe Bridge: Mr Jonathan Gillie

SENCO: Helen Burgess