



SPRINGFIELD SCHOOL

Springfield School SEN Information Report **For Special Educational Needs and Disabilities (SEN/D)**

Springfield wants all pupils from the local area to feel respected, valued and welcome at our community school, where they can thrive with their friends and peer group. We want to support all pupils, whatever their educational and personal challenges. The school's vision states that we aim to 'empower our students to maximise their potential and develop the skills they need to live independent and happy lives'. Our ethos is one of inclusion and community.

What is SEN/D Provision?

Special educational provision is educational or training provision that is additional to or different from that made generally available 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 internally or require involvement of specialist staff or support services that support the school.

Our aim is to secure the best possible provision across the curriculum for all pupils with Special Educational Needs/Disabilities (SEN/D) in order to maximise their abilities and enable them to make good progress.

Springfield recognises all its members as equal individuals and is committed to developing an inclusive and supportive learning environment that removes barriers to learning.

At Springfield we believe all pupils are entitled to be treated fairly without discrimination in every aspect of school life and are entitled to a broad and balanced curriculum, which is differentiated to ensure maximum progress.

We are committed to enabling all pupils to achieve their potential and to prepare all pupils to access and enjoy the full range of life opportunities in the future.

Pupils with SEN/D are entitled to have their needs identified and assessed promptly. SEN/D pupils are the shared responsibility of all staff. Pupils with SEN/D will be integrated fully into the educational and social life of the school and parents will be involved as partners in the education of their children.

Staff will liaise with colleagues in junior and other secondary schools as well as post 16 institutions to ensure the smooth transition of pupils with special educational



needs between different educational phases. Staff will work with outside agencies including Educational Psychologists and Teacher Advisers to provide the most effective support for the pupils.

Our School has a **Special Educational Needs/Disability Co-ordinator (SENDCO)** who is responsible for the management of provision of support for identified pupils with special educational needs and to coach and support teachers and other staff to enable them to provide appropriate **assessment** and focussed **provision** for children in their class with SEN/D.

The Governors of Springfield delegate a Governor with specific responsibility for SEN/D to liaise between the SENDCO, curriculum support department and the Governing Board.



Areas of Need

The 'Code of Practice' (June 2014) states that there are four main areas which cover Special Educational Needs.

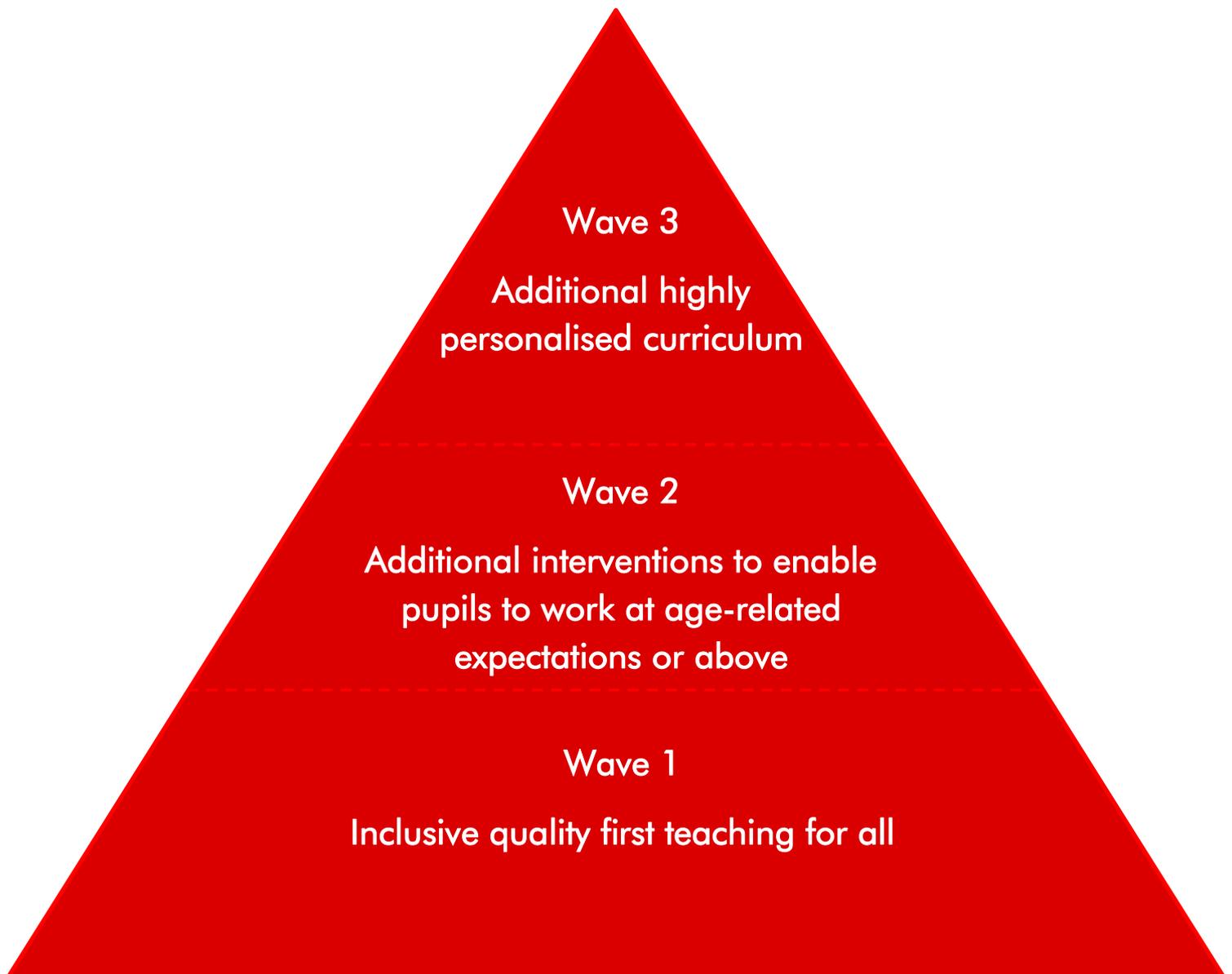
Area of Special Educational Need	Relating to difficulties with:
Communication and Interaction	<p>Pupils may have a delay or disorder in one or more of the following areas:</p> <ul style="list-style-type: none"> • Attention / Interaction skills: May have difficulties ignoring distractions; Need reminders 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 environments; Interactions may will not always be appropriate; May have peer relationship difficulties; May not be able to initiate or maintain a conversation. • Understanding / Receptive Language: May need visual support to understand or process spoken language; May need augmented communication systems to avoid frequent misunderstandings; May need repetition of language and some basic language needs to be used to aid their understanding. • Speech / Expressive Language: 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.
Cognition and Learning	<p>Pupils may have difficulties with the skills needed for effective learning such as use of:</p> <ul style="list-style-type: none"> • Language, memory and reasoning skills • Sequencing and organisational skills • An understanding of number • Problem-solving and concept development skills • Fine and gross motor skills <p>Pupils may have a specific learning disability such as Dyslexia, Dyscalculia, or Dyspraxia.</p>
Social, Mental and Emotional Health	<p>Pupils may have difficulties with social and emotional development which may lead to or stem from</p> <ul style="list-style-type: none"> • Social isolation • Behaviour difficulties • Attention difficulties (ADHD) • Anxiety and depression • Attachment disorders • Low self esteem • Issues with self-image
Sensory and/or Physical	<p>Pupils may have medical or genetic conditions that lead to difficulties with</p> <ul style="list-style-type: none"> • Specific medical conditions • Gross / fine motor skills • Visual / hearing impairment • Accessing the curriculum without adaptation • Physically accessing the building(s) or equipment • Over sensitivity to noise / smells / light / touch / taste • Toileting / self-care



Waves of Intervention

Throughout their time at Springfield, pupils may receive varying levels of support according to their changing needs and circumstances. The information in the table below is a guide to the 'typical' levels of provision as such levels of support and provision will vary across time for individual pupils in response to their individual needs.

Waves of Intervention Model



Waves of Intervention for Pupils with Communication and Interaction Needs

Wave 1 Interventions <i>Whole School Approach (Quality First Teaching)</i>	Wave 2 Interventions <i>Targeted Support for Individuals or Small Groups</i>	Wave 3 Interventions <i>Highly Personalised Interventions for Individuals</i>
<p>Includes:</p> <ul style="list-style-type: none"> • The effective inclusion of all pupils in high-quality everyday personalised teaching, tasks and assessments • Clear objectives that are shared with the children and returned to at the end of the lesson • Careful explanation of new vocabulary • Use of lively, interactive teaching styles which make maximum use of visual and kinaesthetic as well as auditory and verbal learning 	<p>Dependent on assessed need, the following small group interventions may be provided:</p> <ul style="list-style-type: none"> • A Group Education Plan to address specific areas of need • A social skills group • Speech and language group • Grouping arrangements to provide opportunities for peer support and awareness • Targeted intervention on vocabulary, comprehension and inference, sequencing and active listening skills 	<p>Dependent on assessed need, the following individual interventions may be provided:</p> <ul style="list-style-type: none"> • A SEN Support Plan which sets personal targets on a regular basis • An individual visual timetable • Social stories • Support from a Learning Support Assistant at points throughout the day • A specific programme written by the Speech and Language Therapy Service • Access to the curriculum supplemented by specific approaches which may have been suggested by outside agencies • Social skills withdrawal sessions and peer support both in class and at break times to facilitate social interaction



Waves of Intervention for Pupils with Cognition and Learning Needs

Wave 1 Interventions <i>Whole School Approach (Quality First Teaching)</i>	Wave 2 Interventions <i>Targeted Support for Individuals or Small Groups</i>	Wave 3 Interventions <i>Specialised Interventions for those with Additional Needs</i>
<p>Includes:</p> <ul style="list-style-type: none"> • The effective inclusion of all pupils in high-quality everyday personalised teaching, tasks and assessments • Clear objectives that are shared with the children and returned to at the end of the lesson • Careful explanation of new vocabulary • Use of lively, interactive teaching styles which make maximum use of visual and kinaesthetic as well as auditory/verbal learning 	<p>Dependent on assessed need, the following small group interventions may be provided:</p> <ul style="list-style-type: none"> • A Group Education Plan to address specific areas of need in reading, writing or numeracy • Additional guided group work with the teacher or TA • Additional time given for some activities • Regular additional support from an adult to support the pupil's thinking about how to approach a task or activity • Access to peer support learning • Arrangements made to support the use and delivery of approaches and materials for some pupils with Dyslexia 	<p>Dependent on assessed need, the following individual interventions may be provided:</p> <ul style="list-style-type: none"> • A SEN Support Plan which sets personal targets on a regular basis • Support from a Teaching Assistant/ LSA at points throughout the day • Activities are broken down into smaller steps and presented visually for children to work through at their own pace • Withdrawal support by the SEN/D department • Access to specialist teaching and learning programmes which are multi sensory and well structured with opportunities for revision and consolidation of skills



Waves of Intervention for Pupils with Social, Emotional and Mental Health Needs

Wave 1 Interventions <i>Whole School Approach (Quality First Teaching)</i>	Wave 2 Interventions <i>Targeted Support for Individuals or Small Groups</i>	Wave 3 Interventions <i>Specialised Interventions for those with Additional Needs</i>
<p>Includes:</p> <ul style="list-style-type: none"> • The effective inclusion of all pupils in high-quality everyday personalised teaching, tasks and assessment • Clear objectives that are shared with the children and returned to at the end of the lesson • Careful explanation of new vocabulary • Use of lively, interactive teaching styles which make maximum use of visual and kinaesthetic as well as auditory/verbal learning • An awareness of difficulties noted and monitored by tutor/subject teachers • Clear boundaries and school wide system of rules, incentives and sanctions with consistent and fair application 	<p>Dependent on assessed need, the following small group interventions may be provided:</p> <ul style="list-style-type: none"> • A social skills group • Careful grouping to ensure positive outcomes and avoid clashes • Regular additional support from an adult to support children’s thinking about how to approach a task or activity and to minimise anxiety • An enhanced level of pastoral support may compliment established pastoral arrangements 	<p>Dependent on assessed need, the following individual interventions may be provided:</p> <ul style="list-style-type: none"> • A SEN Support Plan which sets personal targets on a regular basis • Social stories • Specific intervention outlined by MABS (Multi Agency Behaviour Service) and CAMHS (Child and Adolescent Mental Health Service) • A Pastoral Support Plan which outlines the proactive and reactive interventions used in school and considers the risks for the child, other children and adults involved • Support from a Teaching Assistant/LSA at points throughout the day • Multi agency TAC/TAF meetings to agree effective intervention from all agencies involved with the family • Liaison with pastoral staff to manage day to day support • Swift identification of ‘hidden’ learning needs that may contribute to presenting behaviour issues



Waves of Intervention for Pupils with Sensory or Physical Needs

Wave 1 Interventions <i>Whole School Approach (Quality First Teaching)</i>	Wave 2 Interventions <i>Targeted Support for Individuals or Small Groups</i>	Wave 3 Interventions <i>Specialised Interventions for those with Additional Needs</i>
<p>Includes:</p> <ul style="list-style-type: none"> • The effective inclusion of all pupils in high-quality everyday personalised teaching, tasks and assessment • Clear objectives that are shared with the children and returned to at the end of the lesson • Careful explanation of new vocabulary • Use of lively, interactive teaching styles which make maximum use of visual and kinaesthetic as well as auditory/verbal learning • Differentiation may be required to take account of slower and pace in performing some tasks • School implements/reviews accessibility plan regularly • Careful consideration given to the position of the student in the classroom to allow for maximum independence of movement/access to resources and environment 	<p>Dependent on assessed need, the following small group interventions may be provided:</p> <ul style="list-style-type: none"> • Additional guided group work with the teacher or TA/LSA • Additional time given for some activities • Handwriting practice • Intervention aimed to help students with specific targets linked to independence and self help – keeping withdrawal from class to a minimum • Curriculum differentiation and a degree of support to reflect individual needs (e.g. P.E. and practical activities) • Support with physical aids 	<p>Dependent on assessed need, the following individual interventions may be provided:</p> <ul style="list-style-type: none"> • A SEN Support Plan which sets personal targets on a regular basis • Support from a Teaching Assistant/LSA at points throughout the day • Changes to the environment may be adapted on the advice of a Physiotherapist, Occupational Therapist or Children’s Rehabilitation Officer • Regular visits by specialist teacher advisors • Differentiation techniques widely used to provide all access to practical activities



Frequently Asked Questions

Please click on a question to reveal the answer

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How does Springfield know if children need extra help?

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

- Liaison with Junior school/previous school
- Child performing below age expected level
- Concerns raised by parent and/or teacher and pupil
- Through termly Pupil Progress Meetings held between the tutors, SENDCo, Heads of Achievement and Heads of Departments
- Concerns raised by tutor - for example, behaviour or self-esteem - is affecting performance or that learning needs are having a negative impact on behaviour
- Liaison with external agencies e.g. physical issues supported by Occupational Therapist or Children's Rehabilitation officer
- Health diagnosis through paediatrician/doctor

As a school we measure pupils' progress in learning against national expectations and age related expectations.

The school continually assesses each pupil and notes areas where they are improving and where further support is needed. As a school, we regularly track pupils' progress from entry in Year 7 through to Year 11, using a variety of different methods including Raise On Line data and 4Matrix. Progress is reported to parents four times each year.

Pupils who are not making expected progress are identified through our review meetings with the Tutors, SENDCo, Heads of Achievement and Heads of Departments at Pupil Group Action Planning (PGAP) meetings. In this meeting a discussion takes place about why individual pupils are experiencing difficulty and what further support can be given to aid their progression.

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What should I do if I think my child has SEN/D?

Talk to us - firstly, contact your child's tutor. If you require more information contact our SENDCo or your child's Head of Achievement. We pride ourselves on building positive relationships with parents. We are open and honest with parents and hope that they are able to be the same with us.

We run are always happy to meet with parents of Year 5 and 6 pupils if you want to discuss your child's needs. Please contact us to make an appointment.

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How will staff support my child?

Springfield School supports all pupils and staff and aims to be flexible in adapting different ways of working. Our SENDCo oversees all support and progress of any pupil requiring additional support across the school. Individual subject teachers will oversee, plan and work with each child with SEN in their class to ensure that progress in every area is made. There may be a Teaching Assistant (TA) or Learning Support Assistant (LSA) working with your child either individually or as part of a group, if this is assessed as necessary by the SENDCo.

Some pupils might be offered a 6 week block of intensive support in a specific area, e.g. phonics, basic numeracy or expressive language in place of a non-core lesson. If this is the case, you will be updated on the progress made and the impact of this intervention.

Head of Departments monitor and review progress of SEN within their subject area and liaise with SENDCo re individual pupils. There is also discussion between parents, Governors and SENDCo as to the level of support required and how to best utilise resources.

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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 it according to their specific needs. Typically this might mean that in a lesson there may be different levels of work set for children. In addition to this, adult support is targeted towards the children who need it most. The benefit of this type of differentiation is that all children can access a lesson and learn and make progress at their individual level.

As pupils progress through school, they may be offered some courses in place of GCSEs such as NVQ or Functional Skills qualifications. We also offer extended work experience to some pupils in Year 10 and 11, or bespoke courses at local colleges.

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How will we know if support/strategies have had an impact?

There are several systems in school which check to ensure that interventions and additional help are effective. Firstly, all teachers regularly review data and pupils who are not making the expected progress are identified, discussed and supported. Additionally, at the onset of a Group Intervention or additional support group, an assessment is made of where the child is in the areas in which goals have been set. After 4-6 weeks when the goals are reviewed, the child is reassessed and their progress and remaining gaps noted. Pupils also assess how much they have achieved in these interventions.

Pupils are tracked via the Year Offices and Inclusion Register, whereby Heads of Achievement, Pastoral Managers, Core subject managers and SENDCo analyse progress made by each pupil at regular meetings and assess the impact of support. We also review the targets of pupils who have an SEN Support Plan and ensure they are being met. We check the child is making progress academically against national/age expected levels and if the gap is narrowing i.e. whether they are catching up with their peers or reaching expected age levels.

Feedback from the teachers, parents and pupil is gathered.

Children will move off the Inclusion Register when they have 'caught up' or made sufficient progress.

We also regularly monitor pupils' Reading Ages using the Accelerated Reader, a programme Year 7 and 8 follow which Tutors and English teachers review to monitor progress.

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

Parents receive a progress report four times a year which details expected GCSE grades, progress towards these, homework and attitude. Individual subject teachers will meet with parents once a year to discuss your child's needs, support and progress at the Parents Evening. For further information the SENDCO and Heads of Achievement are available to discuss available support in more detail. You are welcome to make an appointment at any other times to meet with Tutors, subject teachers or SENDCO to 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, teachers and the child. Therefore we aim to keep communication channels open and communicate regularly, especially if your child has complex needs.

- Pupils on the Inclusion register have a half termly meeting with a member of the SEN/D team to chat about school, their progress, worries and friendships – these communication logs feed into the SEN support plans.
- Your child may have an SEN Support Plan or Pastoral Support Plan 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 SEN/D he/she may have an EHCP (Educational 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.

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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 representatives from each class.

Children who have SEN Support Plans discuss and review their targets with their LSA. If your child has an EHCP their views will be sought before review meetings.

1:1 review day gives each pupil the opportunity to attend an interview with a member of staff to review their individual progress and set themselves some targets for the coming year.

For pupils with social, emotional, mental health issues (SEMH) regular opportunities are provided for pupils to discuss planned intervention and its impact. They might be offered the opportunity to work with our ELSA (Emotional Literacy Support Assistant) on issues around anxiety, anger, sadness or self belief.

All pupils who have an SEN support plan will meet regularly with a member of the SEN team to discuss their progress and this links into their SEN support plan to which parents are also invited to contribute.

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What support is there for my child's overall well-being?

We are an inclusive school; we welcome and celebrate diversity. All staff believe that self-esteem is crucial to pupils' well-being. We have a caring, understanding team of teachers and support staff looking after our children. The Form Tutors should be the first point of contact as they should have up to date knowledge of the needs of all tutees. If further support is required the Tutor liaises with the SENDCo and Year Office for further advice and support. This may involve working alongside outside agencies such as Health and Social Care, and/or the Behavioural Support Team. Pastoral Managers are attached to each Year Office to provide daily support and advice. They do not have a teaching role, so might be able to respond more quickly to your queries at your child's tutor.

The school has a procedure regarding the administration and managing of medication on the school site. Parents need to contact the School Nurse if medication is required to ensure a child's good health i.e. medicine for conditions such as asthma and diabetes. In such cases, a Health Care Plan (HCP) will be put in place - overseen by the School Nurse.

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What specialist services and expertise are available or accessed by Springfield?

Our SENDCo is fully qualified and accredited with the British Dyslexia Association. As a school we work closely with any external agencies that we feel are relevant to individual pupils' needs within our school including: - Behaviour Intervention (Multi Agency Behaviour Support or Child and Adolescent Mental Health Service (MABS/CAMHS)); Health including – GPs, School Nurse, paediatricians, Speech and Language Therapists; Occupational Therapists; Social Services including Social Workers and Educational Psychologists.

Should your child require any form of involvement with an outside agency then the school would immediately inform you and obtain permission from parents to pursue any kind of professional intervention (however, this might not be the case if concerns are regarding child protection issues).

We also have a Pastoral Manager in each Year Group and individual members of staff who have had specific training in self-harm, ADHD and Tourettes. The curriculum support department has a fully qualified HLTA who is trained as an ELSA (emotional literacy support assistant), an another HLTA who oversees behaviour management.

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What training have staff had?

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

LSAs have regularly updated training on Dyslexia, Autism, Down's Syndrome and hearing/visual impairment conditions.

The SENDCo and Safe Guarding Officer have been accredited in physical interventions (restraints).

All staff receive safeguarding training in line with Portsmouth City Council recommendations.

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What are the Governors' responsibilities?

The Governing Body regularly reviews its statutory responsibilities to secure appropriate provision for pupils with SEN/D.

One of the Governors is responsible for SEN/D and meets regularly with the SENDCo. The SENDCo provides reports to the Governors to keep them informed. The Senior Leadership Team agree priorities for spending the SEN/D budget with the overall aim that all pupils receive the support they need in order to make progress.

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How will my child be included in activities outside of the curriculum (i.e. trips)?

All pupils are included in all aspects of the school curriculum and we aim for all pupils to be included on school trips. We will complete a risk assessment to enable us to provide the necessary support and thus ensure everyone's health and 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.

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How accessible is the school environment?

Resource and access needs may be assessed by an Occupational Therapist and/or a Physiotherapist in order for us to ensure ease of access and safety for all.

We have adapted the premises for visually impaired pupils. The site is regularly visited and reviewed. We have a disabled toilet. We have a newly fitted out Science lab that is accessible for wheelchair users, however the corridors remain narrow and we do not have appropriate spaces to install lifts.

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How will Springfield prepare and support my child to join the school and then transfer to college?

We encourage all new pupils and parents to visit the school prior to starting when they will be shown around the school and any queries can be addressed. For children with SEN/D we would encourage further visits to assist with their acclimatisation to the new surroundings. Parents of pupils in Year 5 and 6 are invited to attend open evening held during the autumn term.

- 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
- 'No Fears' sessions are in place for some of the most vulnerable pupils

We liaise closely with staff when receiving and transferring children to different schools/colleges ensuring all relevant paperwork is passed on and all needs are discussed and understood. If your child has complex needs then an Educational Health Care Plan review may be used at a transition meeting during which we will invite staff from both schools and colleges to attend.

Prior to college placements, all pupils will have careers guidance sessions. 'Moving on' plans and transition advice is provided by our Careers Advice Worker. The pupils will have college taster day visits and additional sessions will be provided if required. The SENCO will liaise closely with colleges regarding post-16 provision and is happy to facilitate meetings between parents, pupils and college staff to ease transition and allay worries and anxieties.

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How are resources allocated and matched to pupil's SEN/D?

We ensure that the needs of all pupils who have Special Educational Needs are met to the best of the school's ability with the funds available. We have a team of LSAs who are funded from the SEN/D budget and deliver programmes designed to meet group and individual pupils' needs. Resources are allocated on a needs basis. The pupils who have the most complex needs are given the most support, often involving a TA, and this will be prioritised in the event of staff absence. Funding is also used to ensure there are enough teachers to keep class sizes small so that pupils with SEND can be taught in groups no larger than 20.

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

Tutors, Heads of Achievement, Heads of Departments, Senior Leadership Team and the SENDCo will discuss the child's needs and what support would be appropriate. Different pupils 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.

In the case of children with an Educational Health Care Plan, the level of support and individual targets are laid out within the document. During the year, the Year Offices and SENDCo will work together to review provision and ensure it is being provided. There is a formal review of each EHCP at the Annual Review where the targets are discussed with the local authority, specialist advisors and parents.

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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 of postcards and commendations that is followed by all staff and pupils. Pupils have embraced the recently introduced house system and enjoy working hard for House points. If a pupil has behavioural difficulties a Pastoral Support Plan (PSP) is written at a meeting with the pupil and parents to identify the specific issues, put relevant support in place and set targets. The Year Offices have experience of creating individual behaviour plans which are always created with parents and pupils following a PGAP meeting.

TAC/TAF meetings are held and EHAs are put in place when required. Attendance of every pupil is monitored on a daily basis by our Welfare/Attendance Assistant. We also have a Pastoral Manager with responsibility for supporting families with attendance. The Head of Achievement also has oversight of attendance and medical concerns and reports to the Deputy Headteacher. Lateness and absence are recorded and reported upon. Good attendance is actively encouraged throughout the school and rewarded on a yearly basis.

Our Pastoral Managers provides support and advice to pupils and parents when attendance becomes a problem.

Our HLTA with responsibility for behaviour runs a 3-5pm provision to support pupils who find it difficult to manage their behaviour during the school day.

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Who can I contact for further information?

Your first point of contact would be your child's Tutor to raise any queries or concerns.

You could also arrange to meet the SENDCo or your relevant Head of Achievement.

You may also want to look at the SEN/D Policy available on our website. Finally for external support and advice, you may also consider contacting [Portsmouth Independent Support Service \(Family Parent Partnership\)](#) the SEN team at [Portsmouth City Council](#) (PCC). Our SENDCO can provide contact details for these organisations or see [Portsmouth Local Offer](#).

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Who's who?

SENDCo - Mrs M Rooks

Works closely with all staff in school, pupils with SEN/D, parents/carers, outside agencies and colleagues throughout the City. She has the responsibility of co-ordinating the provision made for individual children with: Special Educational Needs, Social and Emotional Needs and Children Looked After. Support is available through:

- Giving advice on issues related to Special Educational Needs and Social and Emotional difficulties.
- Meeting with parents to discuss any concerns they may have about their child's development or learning difficulties
- Assessment of individual pupils to identify need
- Referrals may be made to a range of other professionals such as Educational Psychologist, Speech and Language Therapists and Specialist Teacher Advisors

Nurse - Mrs W Evans

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

- Being able 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 professionals to meet a pupil's individual needs
- Administering medication including asthma inhalers or train staff to do so
- Providing written care plans for pupils with more complex medical needs



TAs - Teaching Assistants

Work in lessons with targeted pupils for a short term input under the direction of the Head of Department.

HLTA – Higher Level Teaching Assistants

Withdrawing pupils for planned, targeted support and resources interventions for pupils identified by the SENDCo and senior leadership team.

LSAs - Learning Support Assistants

Support pupils in class or in small groups, under the direction of the class teacher or SENDCo.

Mentors

Volunteers who come into school to act as ‘critical friends’ to students who need advice on a range of issues.

MABS - Multi Agency Behaviour Support Service

MABS provides outreach support to develop pupils’ social and emotional skills.

CAMHS - Child and Adolescent Mental Health Service

CAMHS provide specialist support for pupils with emotional, behavioural and mental health difficulties.

DOSC - Designated Officer for Safeguarding Children (Child Protection)

DOSC is the first point of contact for staff to go to for advice if they are concerned about a child.

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Annual Review Pupil Comment:

"I'm remembering to get things ready at night. I'm making real progress with my organisation"

Year 8 Pupil

Annual Review Parent Comment:

"My son is able to attend school without any fear or concern which allows him to make progress"

Year 11 Parent

Annual Review Pupil Comment:

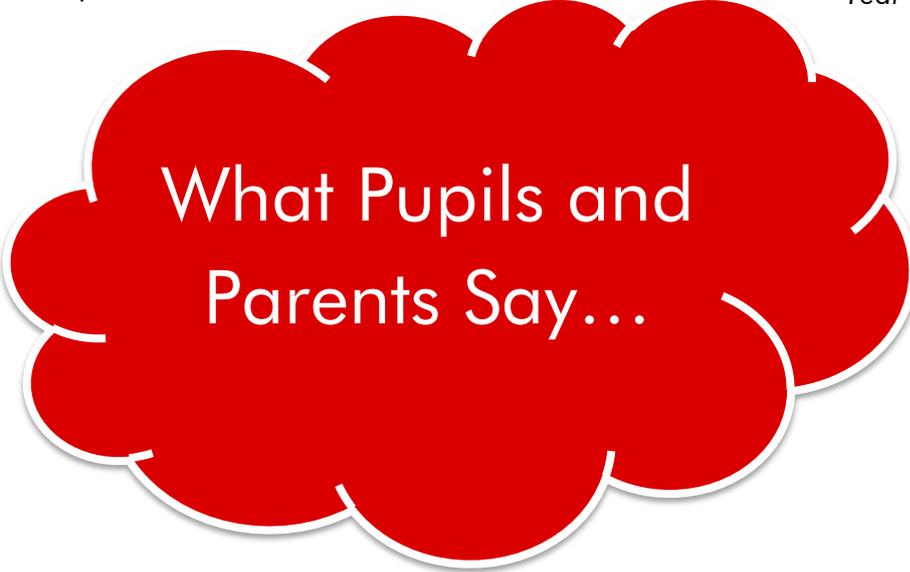
"I know there is a lot of pressure on us to do well at school. However, the teachers do a really good job at hiding it and helping us through, making it as less stressful as possible"

Year 11 Pupil

Annual Review Parent Comment:

"My daughter has improved so much that her confidence is shown in all areas"

Year 8 Parent



What Pupils and Parents Say...

Parent Comment:

"We were happy to be invited to take part in the co-production of the policy"

Year 9 Parent

Withdrawal Pupil Comment:

"I think that my writing is getting better"

Year 7 Pupil

Withdrawal Pupil Comment:

"I am proud of how I learnt to develop my ideas and improve my work with punctuation"

Year 9 Pupil

Withdrawal Pupil Comment:

"I think it's good when I get taken out for extra English as I make lots of improvement and get lots of help. This helps me make progress in the lessons"

Year 8 Pupil

Governor Comment:

"It was helpful to work with staff and parents to ensure we do what we say we will"

SEN Governor

