

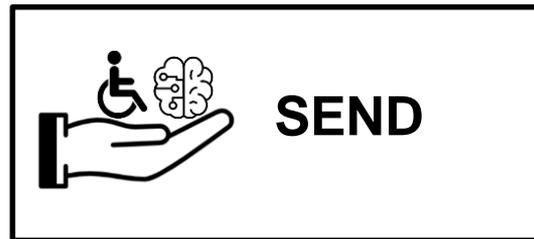
**A bad system will beat a
good person every time.**

W. Edwards Deming



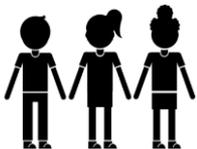
The way to build a
complex system that
works is to build it from
very simple systems
that work.

**Where there is a WILL;
there is a way.**



SEND

Quality First Teaching for all



Through our ASPIRE ethos and our HEART curriculum we pride ourselves on delivering high quality, inclusive teaching for all pupils in a class. This Quality first teaching includes differentiated learning, strategies to support SEN pupils' learning in class, on-going formative assessment and many others. This ensures children who have special educational needs and/or disabilities are included, valued and can achieve in all aspects of school life.

Personalised approach



Personalised learning means tailoring learning and teaching to learners' needs. Staff do this by knowing learners well and building on prior learning so that all learners can participate, progress and achieve. Personalised learning focuses on the individual learner from the earliest level through to lifelong learning. Staff do this well by involving the child in planning and being responsive to their needs and interests.

CPD



SEND CPD addresses areas for development and aims to help teachers and TAs maintain high quality practice in order to better meet the needs of their learners with SEND. It is based on the evidence of what constitutes good continuing professional development (CPD) and so takes a practice-led, research informed and collaborative approach.

Accessibility



At Portland, we ensure that our curriculum design, learning environment and wider school setting removes unnecessary barriers in order that no student faces discrimination. Staff, in conjunction with the senior leadership team, parents and the child, identify any potential impacts of SEND at the earliest stage possible, and make reasonable adjustments accordingly.

Interventions



Targeted interventions are carefully planned and delivered to address gaps in children's learning and development. These can be taught on a 1:1 basis or in small groups and are informed with up-to-date assessment. Interventions provided should be selected to meet the outcomes identified for the pupil, and are based on reliable evidence of effectiveness. They are delivered by skilled and knowledgeable staff.

Working beyond the school



Staff at Portland work alongside many stakeholders in the best interest of each and every child. We ensure that multi-agency working and joint problem solving informs next steps in school, enabling each child's learning to be catered for appropriately. In order for each child to be successful, we work collaboratively with parents. We ensure their voice is ever present, whilst also offering support and guidance.

Quality First Teaching for all

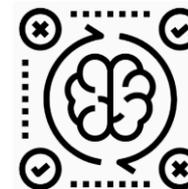


Identification of need
At Portland through observations and assessment staff refer to the SENDCo to identify whether a child has a special educational need.

Should it then be decided that there is an area of need the SENDCo, following discussion with the Parent/carer, will place the child on the SEND register and identify what level they are on the graduated response.



Quality first teaching
Through the culture at Portland, staff understand that they are teacher of all children including those with a special educational need. They utilise a variety of strategies within their quality first teaching and refer to the Quality First Teaching Checklist to help identify approaches that can support children with particular area of need.
[Click here for an example of the Quality First Teaching Checklist](#)



Assessment
For our children with SEND who are working below their current year group staff record which year groups objectives (can be Pre-Key stage standards) the child is working at.
If the child is only starting that year groups objectives they will be deemed emerging into that year group. If the child has made progress within that year group but has not met the majority of its objectives they will be deemed developing in that year group.

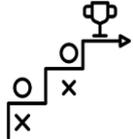


Research
informed

Strategies for all learners - QFT checklist

Classroom well organized and labelled (with picture symbols)	
Plan by considering all the learners in your class and differentiate appropriately	
Clear lesson structure with learning question presented orally and visually	
Instructions given in small chunks with visual cues	
Understanding checked by asking pupils to explain what they have to do	
Understanding is demonstrated in a variety of ways	
Learning journeys show clear connections between learning with children being able to share these connections	
Range of groupings within the class including some random pairing activities	
Activities and listening broken up with breaks for more kinaesthetic activities	
Five positive comments to one negative	
Praise is specific and named	
Worked examples are used to model learning and are evident in the classroom environment	
Memory supported by explicit demonstration and modelling of memory techniques	
Learning is clearly modelled and scaffolding is gradually removed for all learners	
The use of my turn, our turn, your turn to encourage learners to deepen thinking	
Sentence stems and key vocabulary are displayed and clearly modelled	
Classroom assistants planned for and used to maximize learning	
Pupils are clear what is expected - use of 'WAGOLL' - what a good one looks like - examples	
Resources are made available and are labelled which encourage independence and scaffold learning	
Staff discuss positive and negative intent through emotive talk, models and the use of working walls	

Personalised approach



Steps to success

Using the information gathered during the Assess stage, teachers plan targets for the child's Steps to Success. These are smart short steps which lead to meeting larger outcomes. Through this thinking teachers also consider what the child will need to be successful with these targets. This information then informs the interventions that are put in place by both the class teacher and the SENDCo. These steps are recorded and monitored on Edukey and work in conjunction with a child's EHCP.

[Click here for an example](#)



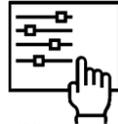
TAC – conversations

Our weekly Team Around the Child (TAC) meeting is child focused and impact driven. The safeguarding lead, SENDCo and Disadvantaged Achievement Lead, Attendance Improvement Officer, and Behaviour Lead, together with staff who work with the child map out concerns for the child across the different areas and devise a plan of action. It is this joined up thinking that drives future actions within school, with parents and with wider professionals.



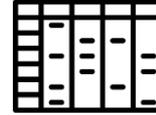
Pupil voice

We provide opportunities for children to offer their perspective when it comes to target setting and what provision is in place for them. We also use Pupil voice to help monitor support strategies in class.



Modified resources

We ensure that children are capable to succeed in all lessons by modifying resources. This can present in class through the use of visual aids, coloured paper, manipulatives, ipad to support writing.



Personalised timetable

Staff ensure children have a timetable in place that will best meet their needs. In some cases this will require a personalized timetable that is bespoke for an individual child. This is successful when staff understand the needs of the child and ensure learning is built upon in small manageable steps. This visual timetable might incorporate activities that teach the child other skills that support their ability to learn e.g. sensory sessions to support self-regulation.

[Click here for an example](#)



Life skills

Our aim in Life skills is to help our students become pro-social, independent, proactive and responsible citizens. We aim to support our students in developing a skill-set for life. This is especially true for our children with SEND making sure they have the skills necessary to be successful long after they leave Portland. This may take many forms with cooking, sewing, money management for example. This also enables children to build their confidence and address barriers that could impact their socialization.



Research
informed



My Steps to Success to keeping calm in class.



I can follow techniques that work for me that help me calm down faster

I can tell an adult I am unhappy by talking to them or writing it down

I can take myself to a safe place when I am feeling upset.

Target
I can make myself feel better when upset.

8.45-9.00	9.00-9.20	9.20-10.15	10.15-10.30	10.30 - 11.30	11.30-12.00	12.00-1.00	Afternoon	Afternoon
Straight to Skill Zone from the playground with Mr Freestone  Mrs Wilkinson will meet me in Mr Freestone's room	Maths practice 	Theme Complete the time conjunctions sheets 	Break with Mr Rowland 5 minutes outside if work is completed  Mr Rowland will meet me	Nurture with Mr Freestone 	Phonics  -Review -Teach a range of words with this week's sound -Complete sheet	Lunch with Mr Rowland  10 minutes outside if work is completed  Mr Rowland will meet me in intervention room and come back to Y6 intervention room with me.	Sports nurture in the hall 	FEELINGS NURTURE 
		When the work is complete, free time 			When the work is complete, free time 		P.E. 	When the work is complete, free time 

I can take myself to my safe space if I need a brain break.

My time outside increases the next day if I have good day. This is decided at the end of the day.

I can choose a friend for break and lunch, but not during lesson time.



CPD



Coaching staff

Coaching is focused professional dialogue designed to aid the teaching staff in developing specific professional skills to enhance their teaching repertoire. The SENDCo and other members of the Senior Leadership Team support and coach staff.

The focus of this coaching is selected by the teaching staff and the process provides opportunities for reflection and problem solving when working with children with SEND.



Use of staff meetings

Staff meetings are tailored to support the development of teaching staff's approaches and strategies.

These meetings are delivered to impart knowledge and ensure our staff maintain high quality practice in order to best meet the needs of all pupils.

It is based on the evidence of what constitutes good continuing professional development (CPD) and so takes a practice-led, research informed and collaborative approach.



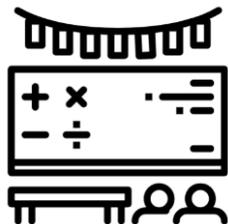
Support from the Local agencies

Staff utilise specialist support from the Nottingham city council SEND teams. This support can come in different ways, either from feedback following observations, specialist staff leading staff meetings and sharing current best practice and offering supervision style sessions.

This aims to improve current provision for our children with significant needs. Portland staff also utilise support and advice from local services such as the NHS or CAMHS to inform their practice.



Accessibility



Adapting the environment

Consideration has been given by staff at Portland as to how students can access their classroom. Staff make adjustments for children with SEND. Staff have created communication friendly classrooms by ensuring effective use of visual supports these might include use of symbols, visual timetable and labelled environment.

We also consider the layout of the classroom, as we adapt furniture or use specialized furniture to support children with special needs access to learning.

Adapting equipment

At Portland we utilize a variety of equipment to improve the accessibility to children's learning. This happens successfully through the use of practical resources such as Numicon, coloured overlays, spellcheckers and personalised prompt cards.

Staff also utilise technology to support learners. This can take many forms such as using talking tins to aid memory or using ipads to can help capture the learning of children who find it difficult to record their learning.

Adapting approaches

To increase the extent to which pupils with SEND can participate in the school's curriculum, staff make adaptations to their teaching to cater for their classes needs.

This can take many forms due to the nature of needs we have at Portland. Staff utilise strategies within the quality first teaching checklist and occasionally have to make further adaptations.

These adaptations may take the form of allowing for rest breaks, personalised reward charts and the use of sign of Makaton.



Interventions



SEMH interventions

We offer a comprehensive nurture program offering a range of provision. This means that nurture support can be closely tailored to individual children with SEMH needs. Our nurture programs develop social and emotional literacy and remove barriers to academic learning. Through nurture, children develop confidence, become increasingly responsive to others, learn self-respect and take pride in achieving.

These include:

- Forest school
- Emotional understanding
- Art therapy
- Cooking
- Our Amazing Brain
- Lego therapy
- Sports Nurture
- ELSA
- Well-being check in



Monitoring of interventions
To ensure the success of all interventions it is crucial that they are monitored appropriately, checking whether they are addressing needs of the pupils. This is conducted by the SENDCo and other members of the Senior Leadership Team.
Monitoring strategies include:
Observations of delivery
Baselines assessments
Post intervention assessment
Impact and reviews to inform next steps on Edukey



Cognition and learning interventions
Pre / post teaching – addresses a specific learning element either before or after it has been taught. The impact of pre teaching is often raised confidence in taught sessions due to greater knowledge of the concept, whereas the impact of post teaching is ensuring clarity with learning that may have not been completely understood in lessons.

Nessy – addresses reading, writing and spelling gaps through the use of online games and activities. Nessy also provides resources for staff to use linking to their targets on Nessy.

Reading plus – is an intervention that develops the fluency, comprehension, and motivation students need to be successful readers.



Interventions



Physical and sensory interventions

Spark Sensory – address sensory processing difficulties that a child might have with the right ‘sensory diet’. This involves scheduled activities and sensory input for the child’s body and neurological system.

Gross motor sessions – these sessions aim to support children's gross motor skills and dexterity so they can move with confidence through a variety of movements.

Dough disco – uses a series of hand and finger exercises designed to improve fine muscle control, gross motor dexterity and hand-eye coordination.



The Reach

The Reach is our integrated counselling service which offers support to children, their families and staff. The team of counsellors works with children 1:1 on a weekly basis as well as offering drop in sessions at lunchtimes where children can self-refer. To further support families, the service offers counselling to parents through Parent Partnership. Staff are also able to self-refer to the service to support their work with the children as well as supporting their own mental health and wellbeing.



Communication and interaction interventions

Language to learn – address speech and language needs through the support of a speech and language therapist leading targeted sessions alongside staff.

Social skills group – aims to support children with interaction difficulties through the systematic teaching of social skills and social problem solving.

Musical interaction – is an approach that enables children to express their emotions and their personality through musical play whilst also developing fundamental social and communication skills.

Working beyond the school



Working with parents/carers

At Portland, we recognise that working with parents and carers can lead to better outcomes for children. To support parents whose children have an SEND we provide: send coffee mornings, providing a support network for parents/carers; parent workshops, which address areas that parents/carers feel they need support in e.g. sleep workshop; Review meetings, which shares progress made and include parent/carers in decision making; and Parent partnership, a counselling service for our parent/carers who need additional support.



Working with local support agencies

To ensure we are providing the best provision possible we work closely with a variety of professionals. We do this through referrals to specialist teachers from the Local authority to observe children with SEND and pass on recommendations. These specialist teachers are also a part of 'Team around the school' meetings to plan appropriate support throughout the year.

We conduct multi-agency meetings with a variety of professionals to inform our practice and ensure relevant support from particular professionals is in place. We liaise with medical professionals, such as Pediatricians and Occupational therapists to ensure staff are informed and can provide the most appropriate provision for each child.

At Portland, we request, where necessary, High Level Needs funding for our children with SEND whose provision requires extensive support.

We may also apply for a Educational health care plans for children whose special educational needs requires more help than would normally be provided in a mainstream educational setting.



References and Further Information

EEF Toolkit Special Educational Needs in Mainstream Schools



https://educationendowmentfoundation.org.uk/public/files/Publications/Send/EEF_Special_Educational_Needs_in_Mainstream_Schools_Guidance_Report.pdf

EEF Toolkit Improving Social And Emotional Learning In Primary Schools



https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf

SEND Code of Practice

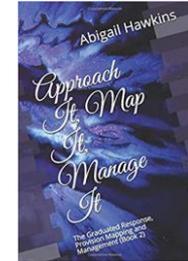


Special educational
needs and disability
code of practice:
0 to 25 years
Statutory guidance for organisations
which work with and support children
and young people who have special
educational needs or disabilities

January 2015

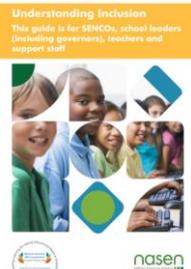
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

Approach It, Map It, Manage It: Abigail Hawkins



<https://www.amazon.co.uk/Approach-Map-It-Manage-Graduated-Management/dp/1980890994>

Understanding Inclusion NASEN



<https://nasen.org.uk/uploads/assets/4741c478-66dc-4e30-825961ed0a926848/ce75dd8b-cbc2-44bf-87a4821ddaed71ff/Inclusion-WEB.pdf>

Great Expectations: Leading an Effective SEND Strategy in School David Bartram



<https://www.amazon.co.uk/Great-Expectations-Leading-Effective-Strategy/dp/1911382489>

The SENCo Handbook Elizabeth Cowne



<https://www.amazon.co.uk/SENCo-Handbook-Elizabeth-Cowne/dp/1138599204>

Good Autism Practice Autism Education Trust



https://search3.openobjects.com/mediamanager/rochdale/fsd/files/good-autism-practice-report_nov_19.pdf