

SEND* Information Report

SEND* is the widely acknowledged acronym for Special Educational Needs and Disability

The Type of SEND we provide for:

At Portfield school we specialise in supporting children and young people with a diagnosis of Autism, Aspergers, who will also have other challenges that can impact on their daily living and access to education and their world.

Assessing Children and Young People with SEND:

All young people who join our school will have a formal diagnosis of Autism (or in rare cases be in the process of full assessment) and in some cases other complex challenges. However if we believe that further investigation is needed or a new concern is raised regarding access to education and the world we will liaise with parents/carers and other internal or external professionals to discuss whether it is necessary to initiate a process for assessment.

As a specialist non-maintained school we do not have a SENCO as we have numerous specialist professionals working who work with our children, young people, families and placing authorities. Any queries about EHCP meetings can be directed through Linda Differ on the schools main number.

Our approach to teaching and supporting Young People with SEND:

We recognise that children at Portfield have specific, diverse and individual needs and our curriculum aims to reflect and meet these. Our ultimate goal is that the children are enabled to be active learners who are moving towards independence, autonomy, control and choice and learning to effectively communicate their needs, wants, and opinions. Where necessary we employ therapeutic and technological approaches to supplement access to the curriculum.

How we adapt the curriculum and learning environment:

Our curriculum is designed to ensure the learning that takes place at Portfield School is relevant, engaging and fun. It is shaped to provide a learning journey to best prepare pupils for the opportunities, experiences and responsibilities of adult life. We place a strong emphasis on addressing each individual's social and emotional needs. Our school is purpose built, however we are constantly updating our environment and resources to ensure it meets with the demands of our students and the latest pedagogy and practice for our children and young people.

How we ensure our children and young people can access their communities and peers:

We plan opportunities across the year for our children and young people to engage in educational visits in and around our local area and further afield. This ensures that our young people have an enhanced curriculum experience parallel to their mainstream peers. We also actively engage in local events where other schools are invited and it is appropriate for our young people to attend. We work with other partners and our parent charity to ensure that we reduce barriers to community access for our children and young people and those like them, in their communities all year round. In our 'Lifeskills' centre all of our students have an entitlement to work experience in a local business with peers.

How do we consult with parents/carers and involve them in their child's education:

We consult with parents regarding how we plan to help our children and young people achieve their EHCP outcomes and make academic progress that is matched to their fullest potential. We have regular contact with parents and carers through EHCP reviews, welcome meetings, planned update meetings throughout the year, home school books, telephone calls and email. We also have face to face contact with families on a regular basis either through multidisciplinary meetings, planning meetings or in some cases post-incident reviews (where a young person has been in crisis). We do not implement a new plan for a student without consultation and agreement from parents/carers.

How do we consult with our children and young people about their education and views:

All young people are invited to their EHCP review. Some choose not to attend or are unable to attend the whole meeting. We value what our young people have to say day to day and in terms of our whole school development. Our staff use effective formative feedback to good effect to ensure that young people are fully involved in their learning and planning their next steps. We also use summative feedback at the end of units to ensure that our young people understand the progress they have made. Our young people are able to represent themselves and their peers through the school council who meet monthly.

How we assess the outcomes for our children and young people:

Here at Portfield school we use a variety of methods to assess progress towards agreed outcomes for our students. This includes formative assessment and feedback, summative termly assessment and associated analysis by student and by cohort. We report to families and carers at set points in the academic year and encourage all families/carers to attend EHCP review meetings to be part of the target setting process. Our young people have academic targets that are set in our data tracking system, however the evidence for these is kept either in hard copy format such as class books, electronically such as photos and videos or on our cloud formats 'Classroom Monitor' or EY-logs.

Planning for transition through, in or out of our school:

Transition can be incredibly difficult for our young people at any stage and in any form. Therefore transitions are carefully planned. Young people joining the school are invited in to visit us before placements are agreed wherever possible and we then agree a plan to transition them in over time, often moving from part to full time over a fortnight. Once in the school young people are moved where it is age or stage appropriate or deemed to be the best interest decision. Transitions are discussed with families and the student. Where possible students are moved within the school, with some familiarity built on e.g. a known staff member, a friend and routine is as stable as possible. When it is time for young people to transition out of the school we hope to be involved in the transition plan and in some cases will insist on this, especially for young people who are looked after to ensure their needs are fully understood and will be met in their next placement. We work collaboratively with other providers and are proud of our record for young people successfully transitioning from our services into their next placement when they are ready, which could be at any point in their school life when they are ready.

Supporting our students to prepare for adulthood:

We are absolutely committed to our children and young people leaving our school ready for their next steps. It is never too early to start preparing our students for the world and this happens across all phases, whether through exploring the world of work, managing money, understanding their community or chores around the home and school (the least popular bit). Our 'Lifeskills' Centre has an exceptional reputation for supporting our 16+ students (and from September 2018 some of our 15+ students) as they prepare for adulthood. This includes PSHE, community based learning and meaningful, structured work experience. We also deliver ASDAN qualifications in order to evidence the achievements of our young people when they apply to colleges or for jobs.

The Emotional and Social Development of our children and young people:

All of our young people have formal diagnoses that require tailored support. However we also enhance our offer through our therapeutic support and our ELSA team who deliver planned interventions either directly with our children and young people or through their class teams to enhance their Emotional Literacy and resilience. Our ELSA team receive enhanced training and work with other professional, students and their families when planning their work.

Specialist Support and Advice and involving other agencies:

We directly employ registered professionals from a number of specialist disciplines. In addition to this where needed we will work with families to make external referrals in our placing local authority areas to other stakeholders such as CAMHS or sensory support

services to ensure that our children and young people receive quick and effective support where needed. We work closely with CSS to ensure that our looked after pupils are safeguarded and planned for, but also to raise concerns if needed. We link directly to the MASH team for Dorset where required.

Specialist or adapted Equipment:

Where a child or young person has a specific need relating to equipment, it will be agreed at the point of admission, who is responsible for providing this and the upkeep. Where a new need is identified this will usually be through a specialist referral or EHCP review and therefore be agreed at that point. Where basic adaptations are needed related to the diagnosis of ASD these are usually already available within the school or Autism Wessex.

The Quality of our Provision:

We are very proud of our work and evaluate it thoroughly through our self-evaluation process. Where anyone feels we have fallen short of our very high standards, they can contact the leadership team informally or initiate a formal complaint via the website.

Reporting a concern about provision:

If the concern relates to safeguarding or wellbeing of a child or young person they should contact the Designated Safeguarding Lead, Katie Francis. If the concern relates to conduct or other matters of quality they should contact the Head Teacher, Alison Casey through the school website or by telephone.

Supporting Families and Carers

Through our extended network with Autism Wessex we offer lots of support to families. We have an open door policy and are happy to invite families and carers in to discuss issues and help them to navigate the very complex world of SEND provision. We have positive and effective relationships with families and carers and this is clearly evidenced in the number of word of mouth referrals we receive for places in our school.

Where we fit with the Local Offer:

We are part of the local offer for a number of local authorities due to our specialist provision. If you want to know more about how a non-maintained school such as ours fits in with your local authority's offer please contact your local SEND team or us here at Portfield School.