

Arundel Court Primary Academy Nursery and Inclusion Centre

SEND Policy and SEND Information Report 2026-2027

Aims

Our SEND Policy and Information Report aims to:

- Set out how our school will support and make provision for pupils with Special Educational Needs and Disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

Legislation and Guidance:

This policy is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which sets out schools' responsibilities for Education, Health and Care (EHC) plans, SEN coordinators (SENCOs) and the SEN information report

At ACPA we believe that:

- All children should be valued regardless of their abilities and behaviours.
- All children are entitled to a broad and balanced curriculum which is matched to meet each individual's needs.
- All teachers/leaders are teachers/leaders of children with special educational needs.
- All children can learn and make progress.
- Effective assessment and provision for children with SEND will be secured in partnership with parents, children, the LA, and other agencies.

What kinds of SEND are provided for at Arundel Court Primary Academy and Nursery and Arundel Court Primary Academy Inclusion Centre?	Arundel Court Primary Academy is made up of three provisions. We are a nursery school for children from the age of three, a mainstream primary school from Year R to Year 6 and a Cognition and Learning Inclusion Centre (The Nest) from Year R to Year 6. We are passionate that every child, no matter what, has the opportunity to thrive and fulfil their dreams, contribute to their community as responsible, caring citizens and are ready for the world. We support students who have a range of needs across all four areas of SEND, as identified in the code of practice. The type and level of provision is individualised depending on the needs of that learner. Some examples of needs are: • Communication and interaction. For example: autistic spectrum condition, speech and language difficulties • Cognition and learning. For example: working memory difficulties, dyspraxia, specific learning difficulties • Social, emotional, and mental health difficulties. For example: attention deficit hyperactivity disorder (ADHD), emotional dysregulation • Sensory and/or physical needs. For example: visual impairments, hearing impairments, processing difficulties, epilepsy. The Inclusion Centre is for children with complex cognition and learning difficulties. Children require an Education Health and Care Plan to access this provision, places are allocated through the Portsmouth SEND Team. If you have any questions about whether ACPA can meet the needs of your child, please arrange to have a visit, and meet with our SEND Lead.
What is the definition for SEND?	A pupil can be defined as having SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. They have a learning difficulty or disability if they have: • A significantly greater difficulty in learning than the majority of the others of the same age, or • A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools. Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.
Who is responsible for supporting learners with SEND?	We believe everyone has a role to play in supporting our learners to make progress. We strive for a collaborative approach between students, families, school and any agencies to ensure the most effective provision and support can be implemented. The Assistant Head for Inclusion and SENDCO will: • Work with the Headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school. • Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans. • Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching.

	• Advise on the graduated approach to providing SEND support. • Be the point of contact for external agencies, especially the local authority and its support services. • Liaise with potential next providers of education to ensure smooth transition. • Ensure the school keeps the records of all pupils with SEND up to date. The SEND governor will: • Help to raise awareness of SEND issues at governing board meetings. • Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this. • Work with the Headteacher and SEND Lead to determine the strategic development of the SEND policy and provision in the school. The Headteacher will: • Work with the SEND Lead and SEND governor to determine the strategic development of the SEND policy and provision within the school. • Have overall responsibility for the provision and progress of learners with SEN and/or a disability. Each class teacher is responsible for: • The progress and development of every pupil in their class. • Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. • Working with the SEND Lead to review each pupil's progress and development and decide on any changes to provision. • Ensuring they follow this SEND policy.
How are children with SEND identified and an assessment of their needs carried out?	When a child joins ACPA, the family are given a tour of the school and asked to complete induction paperwork. Parents are encouraged to raise any concerns they may have so the correct support can be implemented quickly. We undertake home visits for all new starters so that we can understand a child's needs and increase their familiarity with key adults before they start. Children are regularly monitored by their class teacher, support staff and leaders in the school. We believe collaborative working provides the best support for our learners. Please see below for the role we can all take in this: The role of the pupil: • Tell an adult when you are struggling. • Always try your hardest. • Be proud of the progress you are making. The role of the parent:

	• Inform the class teacher of any concerns you have. • Share any previous concerns nursery, school or other agencies have had. • Put in advised strategies at home. • Celebrate your child's achievements and successes with them. The role of the class teacher: • Celebrate achievements with the student. • Track all children in their class on the Graduated Response to SEND, completing the assess- plan- do – review cycles to ensure effective support is being implemented. • Discuss any concerns with the parents and include them in the process. • Deliver quality first teaching. • Make adaptations to meet the individual's needs. • Referrals for appropriate intervention. • Liaise with SEND Lead to pass on concerns. • Implement advice given by other professionals as appropriate. The role of the Assistant Head for Inclusion: • To observe and assess current provision and practice in place. • Implement appropriate interventions where possible. • To discuss with parents any additional, external agency involvement that might be needed. • To continue to monitor and complete any appropriate referrals in agreement with parents
How are parents and children involved in their education?	Every child on at ACPA is placed on the Graduated Response to SEND. This ensures that each individual is closely monitored and if concerns arise, appropriate action can be take quickly. It also ensures each individuals needs are regularly monitored so when good progress is made and a need is no longer a concern, the child can be removed from the SEND register but still closely monitored. Every child on the SEND register has an Individual Learning Plan (ILP). These are completed with the pupils on an individual basis, ensuring their voice is heard. This is a good opportunity for them to reflect on how things are going, what support they feel they need and how they can help themselves. Targets are set and reviewed every term. These targets are discussed with parents, agreeing how they can support their child to make progress. All staff are responsible for accessing the ILPs for the children they are working with to help promote consistency across the school. Parents are invited to parents evening with their child's class teacher three times a year. These reviews allow all to celebrate the successes and achievements that have been made, discuss any concerns, and plan next steps. During these reviews parents are

	asked their views and opinions to ensure they are incorporated in the decision-making process regarding the young person's education. Parents can request to meet with class teachers in addition to these reviews. The first point of contact for all parents is their child's class teacher. The class teacher plans for all the pupils in the class and is responsible for the overall assessment of their progress. Children are taught as a whole class and in small groups by both the class teacher and teaching assistants. We encourage our families to have open communication with us, this may include frequent check ins with the class teacher/ teaching assistant or meeting with the leadership team. Some parents will regularly meet with the Assistant Head for Inclusion or SENDCO , depending on the level of support required for their child and what current provision is in place. Parents can request to meet with the Assistant Head for Inclusion or SENDCO through the school email address.
How are children assessed?	All children are placed on Graduated Response to SEND according to their level of needs. The Graduated response consists of 5 levels: 1- Universal provision – there are no concerns, the needs can be met through good classroom practice 2- Early Intervention – the child needs a little bit more support to understand certain skills or concepts. They have additional support through class based interventions 3- Targeted additional support- the child needs some more personalised support and targeted intervention to help them make progress 4- Targeted Intensive additional support –the child is now on the SEN register. They are set termly targets with personalised adjustments made to their provision in school 5- EHCP – for children who require a very personalised and bespoke educational provision, over and above ordinarily available provision. Throughout the levels, staff have tools to help them analyse and understand the needs of the pupil and how they can support them. As part of this, Teachers will complete Assess- Plan- Do-Review cycles to ensure the correct support is put in place, in a planned and monitored method. Parents and children are included in this process. Alongside this, all children's data is regularly reported on. Class teachers will share this information with parents and the pupil allowing opportunities to recognise and celebrate success, but also to allow for appropriate action plans to be implemented where necessary. The progress of the pupils is regularly collated and analysed with class teachers, and SLT to highlight areas of success but also identify any areas of concerns. This information is then shared with parents and pupils (where appropriate). All pupils on the SEND register are set targets (on their ILPs) which are regularly reviewed. The class teacher is responsible for setting these targets with the pupil. They will monitor the progress made towards these targets, following assess-plan-do-reviews cycles. If there are concerns regarding the progress being made, the pupil and parents will be spoken with to review next steps.
How are children supported with transition?	As a school we are aware that transition periods can be a very difficult time for young people and their families. This includes transitions to new schools, into a new year group or between The Nest and the main school building.

	To minimise this stress and anxiety we work very closely with families, staff and next provisions to ensure things are well planned. Each child is assessed on an individual basis according to their need. A transition plan is then put into place to support them; this could include: • Meeting new staff and visiting classrooms. • Supported visits to new schools where appropriate. • Meetings with the families, next provisions, and other agencies. • Additional visit to new classrooms and meeting new staff. • Transition passports. • Staff meetings to ensure all information is shared before transition starts. • Transition timetable. • Social stories. • Buddy systems. • Liaising with other agencies to ensure all relevant information is shared. • Move up days.
How are children with SEND taught?	ACPA will strive to meet the needs of all learners with individual arrangements where necessary. Children can attain house points when they have shown our values in their work, learning attitudes and playtime behaviours. The curriculum has reward opportunities to engage our pupils with the use of the Bling Book and celebration assemblies. We include our school values: Be Independent, Be Inclusive, Be Safe, Be Kind, Be Respectful into our curriculum, through focused assemblies, and referring to them throughout the school day. Assessment for learning is used to identify children who need additional time and practice in order to master the skills and concepts they are being taught. These children will often be put into small groups within the class and supported by either the class teachers or by teaching assistants as appropriate. Occasionally children might be withdrawn from the class to take part in a particular intervention strategy in order to help them close the gap between them and their peers. The effectiveness of any intervention strategy is regularly monitored to ensure that it is working. For some children work needs to be substantially adapted to meet their individual needs. There is careful targeting of individual support for these pupils. These children will have an ILP and likely to have an Education Health and Care Plan, which is regularly reviewed and updated to ensure that the children are making progress. Some children receive additional interventions through The Snug (an intervention room staffed by a teacher and TAs). These could include: sensory circuits, phonics, fine motor skills and other support to enhance the curriculum. The Snug is also a base at lunchtimes for children who find the playground and dining room overwhelming. We have a TA delivering Speech and Language Therapy three days a week, liaising closely with our NHS S&L Therapist.
What adaptations might be made to the	Adaptions to the curriculum and learning environment are made on an individual basis according to need. Some examples of these can be: • Personalised workstations.

curriculum and learning environment?	• Individual work boards • Enlarged text. • Coloured paper • Ear defenders • Word mats • Safe spaces • Visual timetables • Visual prompt cards • Personalised schedules • Writing slant board • Supportive seating • Metacognition task boards • Physio plans • 1/2/3 trays • Now and next cards • Use of technology These recommendations may be introduced internally or under the guidance of an external agency e.g. Occupational Therapy
What additional support is provided for learning?	We have a staff trained to deliver additional interventions to compliment the quality first teaching in the classroom. This will be delivered according to the needs of the students. We have a pastoral team who support children's emotional needs to enable them to access learning more confidently and to reduce anxieties.
What training is provided for staff supporting children and young people with SEND?	All staff will have the opportunity to further develop their knowledge, skills and understanding of the diverse range of needs of children in the school and how to support these needs. These will be delivered through INSET training or attending external courses and conferences. An induction programme for new staff is followed to ensure appropriate training opportunities are implemented. Staff have completed First Aid and Safeguarding training. Support staff have received additional training where needed to support the learners they are working with, for example: Stories for Social Understanding, Introduction to Autism, Supporting Worries and Building Relationships with Children with Challenging Behaviour, PECS, ELSA. Staff receive frequent training and share good practice on how to engage pupils with SEND. As a provision we have strong links with other agencies to improve our knowledge and understanding. Some examples of this are: Educational Psychologists, Mental Health Support Team, EMAS, Occupational Therapy, Speech and Language, Inclusion Outreach and CAMHS.

What will happen if my child needs specialist equipment?	We work closely with external agencies to ensure additional equipment is in place and accessible at ACPA for our learners who may need it. Some examples of these are: wheelchair accessible lift, hygiene room, technology to support those with hearing impairments and specialist supportive seating. We ensure all of our school trips and extra-curricular activities are inclusive for learners of all needs.
How is the effectiveness of the provision for children with SEND evaluated?	At ACPA we regularly evaluate the effectiveness of the provision that is in place for the students. This is undertaken through a variety of methods such as: • Data drops and analysis of this data. • Pupil progress meetings, year group reviews, learning walks, observations, work scrutiny, pupil conferencing • Feedback parent questionnaires and regular communication with families • Analysis of behaviour logging systems • Involvement with outside agencies, implementing advice and strategies suggested to further develop provision. • ILPs
How are children with SEND enabled to engage in all activities?	As a fully inclusive school, all children have the opportunity to participate in whole school curriculum and trips. The extent to which each child participates, and the levels of support received will vary between pupils and across time. The level of support required to access the activities is assessed and implemented on an individual basis according to need. Parent/carers are asked to give permission for their child to participate in activities in support of the curriculum. Trips have detailed risk assessments and information is both sought from and shared with parents.
What support is available for improving social and emotional development?	At ACPA we are passionate about supporting and developing all areas of need for our pupils. The Pastoral Team work closely with our parents to provide support outside of school for example accessing the parenting hub, referrals to other agencies such as the food bank, sharing advice on how to support their child at home. The Pastoral Team also work very closely with a lot of our children, offering that supportive person to come and talk to. They develop our pupil's confidence and self-esteem, resilience, social skills and problem solving skills. As a school, we have trauma informed trained school staff. We have developed our social and emotional provision to provide small group or individual work (according to need). This could include: • Circle of friends • Worries group. • Graduated Behaviour Response • Behaviour Response plans • Behaviour Boards • Reward charts • Scaffolding play through staff • Lunchtime activities • PSHE curriculum • ESLA sessions

How does the school work with other agencies?	As a school we fully understand the value of working closely with other agencies to support our learners and their families. The agencies involved are recommended on an individual basis according to need and through discussions with the families and pupils (where appropriate). Some examples of agencies that we work with are: Social Care, CAMHS, Education Psychologists, Speech and Language Therapy, Mental Health Support Team, Outreach, Occupational Therapy, EMAS and many more.
Who is the Designate Teacher for Looked After Children?	Mrs Dixon is the Designated Teacher for Looked After Children.
What to do if I have a complaint.	If you have any complaints, concerns or compliments that you wish to bring to the attention of the school, and do not feel that it is appropriate to speak directly with the class teacher, you can bring your matter to the attention of the school's leadership team by contacting them through the main school office. Details of our complaints policy are detailed on our website.

If you have any questions about any information in this report, please contact Arundel Court Primary Academy Assistant Head for Inclusion, Mrs Buckman, on 02392 824893

For further information about the Portsmouth City local offer please follow the link below:

<https://portsmouthlocaloffer.org/>

For further information about the Portsmouth Ordinarily Available Provision please follow the link below:

<https://portsmouthlocaloffer.org/documents/ordinarily-available-provision-schools/>