

Portway Primary School: SEND Information Report

Last updated: September 2025

Approved by: Local Governing Body, September
2025

Portway Primary School - SEND Information Report

This report is written so that parents/carers can find information about SEND easily.

In addition to this, we have a separate SEND Policy which can be found on our school website.

This SEND Information Report was written in accordance with the [Children & Families Act 2014 \(Part 69\)](#), the [SEND Code of Practice 2015 \(6.79-6.83\)](#) and the [Special Educational Needs and Disability Regulations 2014 \(Schedule I p59\)](#).

What types of SEN does the school provide for?

As set out in the SEND Code of Practice 2015 (6.28-6.35), we provide reasonable support for pupils across the 4 areas of need:

<p>Communication & Interaction (C&I), including:</p> <ul style="list-style-type: none"> • Autism / ASD • Social communication difficulties (other than autism) • Speech and language difficulties (e.g. selective mutism, repetitive language difficulties ect) • Cognition & Learning (C&L) 	<p>Learning difficulties;</p> <ul style="list-style-type: none"> • Dyslexia & dyscalculia; • Focus; attention, or memory difficulties
<p>Social, Emotional & Mental Health difficulties (SEMH), including:</p> <p>ADHD; Anxiety; Dysregulated behaviour</p>	<p>Sensory and/or Physical needs, including:</p> <p>Physical needs (e.g. cerebral palsy, dyspraxia); Deafness or hearing difficulty Blind or visually impaired</p>

Which staff will support my child, and what training have they had?

Rebecca Nyamah – Inclusion Lead

Portway Primary School is part of Newham Community Learning - a family of schools that exists in order to provide an excellent education for all young people in our community.

Jenni Rhodes –SEND Link Governor

If you have any concerns, they can be contacted through the school office on 020 8472 7142 or by email at info@portway.ncltrust.net

How are children with SEND identified and assessed at Portway Primary School?

Children are identified as having SEND, and their needs assessed through:

- Transition information passed on from previous nursery/school settings
- Reception baseline assessments, phonics screening test, end of key stage SATs, in-year assessments and progress data
- Feedback from teaching staff or other professionals
- Three termly Assess, Plan, Do, Review (APDR) cycles have been implemented and no significant improvements noted/achieved.
- Parent/carer's and pupil's views and perceptions

What we look for:

- A child making less progress than their classmates,
- A child making less progress than they did before
- A child who is not closing the gap between them and their peers (despite extra help that they have been given)

Is it always SEND? Slow progress does not always mean a child has SEND. When we are assessing whether a child has SEND, we also consider other factors such as:

- Attendance
- issues in that child's life (e.g. bereavement)
- A child does not have SEND just because English is not their first language (although they could have SEND as well).

How do we meet pupils' needs at Portway?

Provision for all pupils includes:-

- Quality first teaching, with appropriate adaptation to engage all pupils
- Providing different resources to support learning
- Opportunities to practise and recall prior learning

Provision for pupils with SEND includes:-

- Small group work for some lessons, where appropriate
- Individualised outcomes, , where appropriate
- Personalised provision through time-limited interventions and/or adapted resources
- Referral to specialist external agencies, where appropriate
- Access to Specialist Classes, where appropriate
- SENCo support and input
- Reasonable adjustments to the environment and equipment for pupils with disabilities.

Additional provision for pupils with SEND who have high needs includes:-

- Personalised timetable
- Sensory, or partially sensory curriculum
- Individual adult support
- Delivery of SEND strategies
- Access to break out spaces

How do we evaluate the effectiveness of the provisions for pupils with SEND?

Provision is continuously evaluated by the class teacher, with the support of the SEND team and adaptations made depending on the impact it is having.

There is an annual report to the Governing Body following the Trust SEND audit.

How do we assess the progress of pupils with SEND at Portway Primary School?

We implement a cyclical cycle using a range of information about pupils' progress. All our SEND support fits into a four-part cycle called Assess, Plan, Do, Review (APDR).

Assess: We decide what the child's needs are.

Plan: We set targets and decide how we support the child to meet these targets.

Do: Everyone follows the plan.

Review: We look at how well the plans worked. We agree on what to do next.

How do we consult parents of children with SEND and involve them in their education?

We endeavour to consult and listen to the views of parents, to discuss their child's needs and consult them about provision. Communication is key. This may be done through:

Telephone conversations

Emails

Parent surveys

Meet the Teacher events and Parents' Evenings

Support plan reviews and annual reviews

Annual reports

Parent workshops

Opportunities to talk to the class teacher on the playground at the end of the day

Parents' meetings according to need, including annual reviews for pupils with High Needs Funding (HNF)/Education, Health and Care Plans (EHCPs)

Through discussion with, and reports from, other relevant professionals after referral to outside agencies (see below)

We also involve parents/carers of children with SEND in other ways, such as:

Parents invited in as required to see new techniques, strategies or programmes being demonstrated.

Referral to Triple P parenting and Stepping Stones courses

Transition programmes and books to share over the holidays

Social stories to share at home

Signposting to other external sources of support

How do we consult children with SEND and involve them in their education?

We embed opportunities to consult and **listen** to the views of all children throughout aspects of school life:

- Pupil voice
- School council
- Pupil survey
- Teachers and support staff involve pupils in continuous feedback on their progress and next steps, including self and peer assessment.

In addition, for children with SEND:

- Those with support plans are involved in target setting and review regularly, including annual reviews for children with high needs funding and/or EHC plans.
- Support plans and provision are discussed with pupils suitably for their age.

What adaptations are made to the learning environment for children with SEND?

Pupils access a curriculum tailored to match their profile and level of development. Classrooms are arranged flexibly and are adapted as necessary on a case by case basis.

The curriculum/learning environment may be adapted by:-

- Groupings that target specific levels of progress
- Differentiated resources and teaching approaches
- Appropriate choices of texts and topics to suit the learner
- Access arrangements for tests
- Additional adult support
- Access to targeted interventions
- Access to break out spaces
- Access to our specialist classes on a personalised basis

How do we enable children with SEND to engage in activities together with children who do not have SEND at Portway Primary School?

We take all reasonable steps to ensure all pupils with SEND engage in all appropriate school activities, including:-

- Attending school visits, with any necessary adaptations made
- Opportunities to experience aspects of residential provision, if unable to access due to the high level of care needed

Portway Primary School is part of Newham Community Learning - a family of schools that exists in order to provide an excellent education for all young people in our community.

- Educating providers of activities to improve accessibility
- Ensuring there are opportunities to attend appropriate after school activities/clubs
- Providing step-free access to all school areas

What support is available for improving the social, emotional and mental health (SEMH) of children with SEND at Portway Primary School?

All pupils' spiritual, moral, social and cultural (SMSC) wellbeing is at the heart of all we do at Portway; it is embedded into the curriculum and the ethos of the school. There are many activities across the school and targeted support available:-

- A comprehensive PE and PSHE curriculum (including RSHE), designed to promote SMSC which provides a safe environment for debate and discussion and which are tailored as needed for children with SEND.
 - Achievements of pupils with SEND are celebrated alongside other pupils.
 - When SEMH needs are raised, the school ensures coordinated support and intervention is implemented.
 - The school employs a Learning Mentor who works in different phases of the school to support identified pupils' wellbeing and to help overcome any barriers to learning they may be experiencing for behavioural, emotional or social reasons.
 - The Learning Mentor runs group interventions to support pupils' self-esteem, social skills, friendship skills, etc. and carries out one to one support work as necessary with identified/referred children that may have SEN needs.
 - There are "worry boxes" in each phase for pupils to share any concerns or worries they may have.
 - Educational visits are planned with pupils with SEN in mind and developing their well-being.
 - Pupils with challenging behaviour are supported, in partnership with parents, in a variety of ways, such as by the use of social stories or individual behaviour plans.
 - Discussion with parents/carers when difficulties are emerging.
 - Screening tools to support accurate identification of needs e.g. Boxall Profile
- Support from specialists:

- Buy-in Speech & Language Therapists to support children in school and our staff.
- Buy-in Educational Psychologist
- CAMHS outreach
- Local Children's Centres

Our anti bullying policy highlights the measures in place to prevent bullying including bullying involving pupils with SEND at Portway.

What expertise and training do staff have to support children with SEND?

Ongoing Continuous Professional Development (CPD) opportunities for teaching and support staff. Eg. Autism, Speech and Language, Mental Health etc.

Those supporting pupils with SEND continue their professional development with regular opportunities for training, both in house and with external support.

The pastoral team, who support pupils' behavioural, emotional and social needs, are skilled and undertake relevant training opportunities.

Relevant staff are trained in medical procedures as necessary, for example, use of an EpiPen.

What external agencies and support services does the school use to support children with SEND and their families?

There are many sources of support that Portway uses or can draw upon to enhance our support of pupils with SEN. The most frequently consulted are:

- Speech and language therapy via the NHS and 1 day per week of independent therapist time bought in by school.
- Occupational therapy
- Physiotherapy
- Newham's learning support services:
 - Complex Needs and Dyslexia Service (CNDS)
 - Language Communication and Interaction Service (LCIS)
 - Sensory Service (visual and hearing impairments)
- Educational Psychology Services
- Newham's Child and Adolescent Mental Health Service (CAMHS)
 - Half-termly outreach with a psychologist
 - Weekly support from an Educational Mental Health Practitioner
- School nurses and doctors
- Specialist nurses as appropriate, e.g. for epilepsy or diabetes
- Child Development Services
- Hospital Home Tuition Services
- Special schools/Resourced Provision in the borough
- Newham's multi agency support hub (MASH) including social care and early help practitioners
- Voluntary agencies e.g., bereavement

For children with/undergoing assessment for an Education, Health & Care plan, all relevant agencies are invited to planning meetings and reviews.

Children who are looked after by the local authority (LAC), are well supported by a team of multi-agency professionals. When a child who is LAC has SEND, the SENCO will ensure their targets and provision feed into the Personal Education Plan (PEP) developed by the multi-agency professionals to ensure a coordinated approach to meeting their needs.

What arrangements are there to provide equipment and facilities to support children with SEND?

Any equipment or facilities that have been recommended and can be said to be reasonably needed by pupils with SEND will be provided. This may be from:

- Within the school's own budget (e.g., visual timetables, numeracy resources)
- Within High Needs/EHCP Funding
- Provided by health services (e.g., walking frames, modified seating)
- London Borough of Newham's Local Offer

What does Portway Primary School do to support pupils with SEND transferring between phases of education?

Support for pupils with SEND entering Nursery or Reception include:-

- SENCO meetings with feeder nurseries & parents
- Additional pupil visits/Stay and Play sessions/home visits
- SENCO attending transition meetings where pupils are known to external agencies
- Phased entry for all pupils and individual arrangements where needed
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Support for pupils with SEN entering or leaving mid-phase include:-

- SENCO contacting previous/new school's SENCO for handover
- SENCO attending transition meeting at previous/new school with parents
- Individualised transition plan

Support for pupils with SEN transferring to secondary school include:-

- SENCO attending borough transition meeting
- SENCO contacting out-of-borough SENCOs for handover
- Additional pupil visits
- Individualised transition plan
- Inviting new school to a transition meeting

Support for pupils with SEN with in-school transition to a new year group include:-

- Individualised transition plan
- Staff handover

Other individualised arrangements are made as necessary, e.g., school dinner trays are borrowed and used at home to prepare for staying for school lunches, or familiar objects and resources are transferred to make the pupil feel at home in their new environment.

Throughout their time in school, suitable activities are planned to support the learning of key life skills that children will need in later adult life. These activities may involve everyday skills such as road safety, cooking, social awareness and self-care.

What does Portway Primary School do to support pupils with SEND and Looked After Children (LAC)?

Being looked after is when parents are unable to care for a child and the council or court take the parenting decisions. This can be temporary or permanent. See NSPCC for more information: <https://learning.nspcc.org.uk/children-and-families-at-risk/looked-after-children>

When a child is looked after by the local authority, we work together involving appropriate parents and carers as well as foster carers and social workers and the virtual school in discussions.

Progress is monitored through a Personal Education Plan (PEP). All provision is coordinate with both the PEP and SEN Support Plan working on any specific learning targets identified for individual pupils to meet their SEND needs as well as any other needs.

LAC children have equal access to SEND provision and extra school activities making sure they get everything they would be if they were not LAC.

Staff are trained and aware that being LAC can make it harder for some children to develop relationships and to overcome loss or separation.

What arrangements are there to handle complaints from parents of children with SEND?

Parents can raise concerns directly with the class teacher, SENCO or a member of the leadership team at the start or end of the day on the playground, or leave a message with the staff on duty at the exit gates. Alternatively, parents can leave a message at the front office in person or by phone 020 8472 7142 or by email at info@portway.ncltrust.net

It is in everyone's interest that complaints are resolved at the earliest possible stage. Many issues can be resolved informally, without the need to follow formal procedures. We aim to take informal concerns seriously and make every effort to resolve the matter as quickly as possible.

In the first instance concerns should be raised with the most appropriate person, this could be either the class teacher, year group leader, or line manager. If needed, the concern/complaint can then be escalated to the Deputy Head or Headteacher to support a positive outcome swiftly. Thus reaching a satisfactory result without the need for the formal process.

If the issue remains unresolved, the next step is to make a formal complaint
The school's complaint procedure can be found on the school website:
<https://cdn.realsmart.co.uk/newhamtrust/wp-content/uploads/2024/06/19201535/Newham-Community-Learning-Complaints-Policy-June-2024-1.pdf>

For parents who are unhappy with the Local Authority or school responses to their child's SEND:-

See Newham's [Complaints](#) information
Parents may seek mediation through Newham [SEN Section](#) or independent mediation through organisations such as [KIDS](#)
Parents and carers can also appeal to the [Government's SEND tribunal](#) if you disagree with the Local Authority's decisions about your child's special educational needs. You can also appeal to the tribunal if the school or council has discriminated against your disabled child.

Where can I find the Local Authority's Local Offer?

Parents can access directly: [Newham's Local Offer](#)

The school also promotes the Local Offer through:

- Displays for out-of-school activities
- Weekly Newsletter items
- Flyers sent home to specific cohorts of pupils, e.g. pupils with Autism, pupils with Down Syndrome etc.

What are the contact details of support services for parents of children with SEND?

Local Authority Services

- Newham's [Local Offer](#)
- [Newham Family Hub Network](#) including programmes for parents/carers of children with additional needs
- Language, Communication & Interaction Service (LCIS) Family Offer for children with autism and social communication difficulties and some speech & language needs
<https://families.newham.gov.uk/kb5/newham/directory/service.page?id=Oo1YXQmeqVc>
- Pop-up CAMHS Newham
<https://www.eventbrite.co.uk/.../online-pop-up-camhs-newham-registration-102088330946>
- [Newham Support for SEND YouTube channel](#)
- <https://solihullapproachparenting.com/online-courses-newham/>

Other local support services

- [Newham Parent forum](#)
- Autism support <https://www.staar-redbridge.org.uk/> & newham@nas.org.uk

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National support services and charities

- NSPCC parent support helpline 0800 800 5000
- [Council for Disabled Children](#)
- [National Autistic Society](#)
- [Afasic](#) Parent helpline: 0300 666 9410
- [ICAN CHARITY](#) - works to support the development of speech, language and communication skills in all children with a special focus on those who find this hard: children with speech, language and communication needs.
- [Special Needs UK](#)
- National Association of Special Educational Needs <http://www.nasen.org.uk/>
- Independent Parental Special Education Advice <https://www.ipsea.org.uk/>
- [British Stammering Association](#)
- [Michael Palin Centre for stammering](#)
- [National Deaf Children's Society](#)
- [Action for Children](#) - children's charity that supports and speaks out for the UK's most vulnerable children and young people.
- [Contact a Family](#) - provides support, advice and information for families with disabled children, no matter what their condition or disability.
- [The Literacy Trust](#) - independent charity that transforms lives through literacy.
- [Family Fund](#)
- [Scope](#) including <https://www.scope.org.uk/family-services/sleep-right/>
- [Happy Days Children's Charity](#)
- [Barnardos](#)
- [YoungMinds](#)
- [Special Kids In The UK](#)
- [Sky Badger](#)
- [KIDS](#)
- [SENDirect](#)
- Videos and resources
- [The Communication Trust](#) - offers advice, strategies and resources for parents.
- [Talking Point](#) - offers advice and strategies.
- [Hungry Little Minds](#) - offers general advice videos.
- ['Amazing Things Happen'](#) - a short film explaining what the world looks like for a child with autism.
- ['DLD 123'](#) - a short film explaining about Developmental Language Disorder.
- ['Wait, wait, I'm not finished yet'](#) - a film about children who stammer and how they feel.

- [‘Through the eyes of a child’](#) - how it feels as a young child to be spoken to by parents.
- [Tiny Happy People](#) - BBC website with tips to help develop your child's communication skills.
- [SCYPS \(Specialist Children & Young People's Services in Newham\) YouTube Channel](#) for videos about strategies and tips for families to practise at home.
- [Twitter](#) - Search '@PaedsSLT_Newham'
- [Pinterest](#) - for a collection of ideas you can use to support your child's speech, language and communication. Including ideas for messy play, sensory play and imaginative play.

Other parenting support

- <https://www.theparentvillage.org.uk/workshops>

Glossary

Access arrangements – special arrangements to allow pupils with SEN to access assessments or exams

Annual review – an annual meeting to review the provision in a pupil's EHC plan

Area of need – the 4 areas of need describe different types of needs a pupil with SEN can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs

CAMHS – child and adolescent mental health services

Differentiation – when teachers adapt how they teach in response to a pupil's needs

EHC needs assessment – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan

EHC plan – an education, health and care (EHC) plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs

First-tier tribunal / SEND tribunal – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEN

Graduated approach – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil

Intervention – a short-term, targeted approach to teaching a pupil with a specific outcome in mind

Local offer – information provided by the local authority that explains what services and

Outcome – target for improvement for pupils with SEN. These targets don't necessarily have to be related to academic attainment

Reasonable adjustments – changes that the school must make to remove or reduce any disadvantages caused by a child's disability

SENCO – the special educational needs co-ordinator

SEN – special educational needs

SEND – special educational needs and disabilities

SEND Code of Practice – the statutory guidance that schools must follow to support children with SEN

SEN information report – a report that schools must publish on their website, that explains how the school supports pupils with SEN

SEN support – special educational provision that meets the needs of pupils with SEN

Transition – when a pupil moves between years, phases, schools or institutions or life stages