Special Educational Needs and Disability (SEND) Information Report

Review Date: Oct 2026
Next Review Date: Oct 2027

Our approach to teaching children with SEND

At Uplands Primary School we strive to enable all our children to enjoy their learning and reach their full potential. We promote a whole school approach to teaching and learning which involves staff adopting a model of high-quality inclusive practice. This aims to:

- Provide a broad and balanced curriculum, offering children a range of experiences which are relevant to their present and future interests and needs;
- Maximise each child's opportunities to experience success and achievement and to develop a positive self-image;
- Remove barriers to learning by understanding the needs of all pupils.

1. What kinds of needs can be supported at our school?

As an inclusive school, children with every type of need, including all categories of SEND, are supported at Uplands Primary School and we endeavour to ensure that every child in our school makes good progress and is well prepared for adulthood.

At Uplands, children's special educational needs fit broadly into four categories:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Physical and sensory.

2. How are children's needs identified and assessed?

All children are different, so at Uplands Primary School we spend time identifying the individual needs of all children, whether they have a special educational need or not, before they enter school and throughout their school life. This can happen in a variety of ways.

Identifying a child's need(s) before they start at Uplands School:

As soon as we know that a child will definitely be attending our school we gather information about each child so we can plan for his/her needs and ensure that he/she settles into our school happily and makes good progress in lessons.

We gather information by a variety of means:

- Parent information meetings
- Discussions with any outside organisations or agencies previously involved with the child
- Questionnaires to parents and children
- Working with previous schools or educational settings

- Home visits for Nursery children and any Reception children new to the school
- Visits to previous school by arrangement

Identifying a child's need(s) whilst they are at Uplands School:

- Classroom or playground observation by the teacher, teaching assistant, SENCo, Educational Psychologist or other external agency.
- Teacher assessments – both formal and informal.
- Scrutiny of children's work. All pupils' progress and achievement is assessed by teachers in every lesson. Academic achievement and progress information is collected for each pupil termly in order to ensure that all pupils are making good progress.
- Half termly pupil progress meetings between the class teacher and head teacher/deputy head teacher in which barriers to learning are identified and decisions taken on how to improve progress.

Identifying a child's need(s) through discussions with a parent:

- By informally talking to the class teacher.
- Parents' consultation evenings.
- At a meeting with the school's Special Educational Needs Coordinator (SENCo).

3a. How do we evaluate the effectiveness of our provision for children with SEND?

At Uplands Primary School, we regularly monitor the progress of all our children, including those with SEND. We do this by:

- Reviewing their targets half-termly using our Assess, Plan, Do, Review records and adjusting where necessary.
- Holding termly Pupil Performance Meetings with the teacher and head/deputy to discuss the children's progress.
- Monitoring the achievements of all children on the SEND register termly on a whole school provision map to ensure small steps are recorded.
- Discuss with the children through informal methods how they are feeling about their education and experience at our school.

3b. How do we assess and review the progress of pupils with SEND?

We have a rigorous approach to assessing the progress of all our pupils, including those with SEND. These include the following:

- Informal assessments are carried out every lesson by the class teacher to ensure they can plan effectively for each child's specific learning journey.
- Formal assessments are carried out termly to assess progress in maths, reading, spelling, punctuation and grammar.

For our pupils with SEND, further assessing and monitoring happens which includes:

- Where needed, the employment of an educational psychologist is made to further assess a child's specific areas of need.
- Half-termly assessments of each pupil's individual targets using our Assess, Plan, Do, Review records.
- Termly Pupil Progress meetings between the class teacher and head teacher/deputy head teacher to discuss individual targets and progress.
- SENCO reviews all interventions and their effectiveness using our whole school provision map.

3c. What is our approach to teaching children with SEND?

At Uplands Primary School, we have an inclusive approach to how we teach our pupils with SEND. All children receive quality first teaching with their peers alongside receiving extra support that aims to close any gap in their educational attainment.

Once a child has been identified as having a SEN we:

- Arrange a consultation with the parents and discuss our next steps
- Plan a Close the Gap ten week programme of support targeting specific areas
- Arrange an assessment with an external agency if needed
- Follow an 'assess, plan, do, review' cycle
- Offer in-class support from teacher or teaching assistant
- Adapt the work/support materials to be used in class

3d. How have we adapted the curriculum and learning environment for pupils with SEND?

- Class teachers plan lessons according to the specific needs of all groups of children in their class and will ensure that each child's needs are met.
- Specific resources and strategies will be used to support your child individually and in groups. Some of these include:
    - Visual timetables
    - Now and Next boards
    - Sensory aids (wobble cushions, weighted items, chewellery, theraputty, fidget item)
    - Coloured overlays (where appropriate)
    - Writing supports – sloping writing boards, pencil grips
    - Instructions broken down into smaller steps with pictorial aids
    - Sensory circuits
    - Access to our breakout space
- Planning and teaching will be adapted on a daily basis, if needed, to meet each child's learning needs.
- A number of interventions which support learning, depending on the particular needs of individual children, are organised. Some of these include:
    - Nessy
    - Toe by Toe
    - Wasps and Hornets
    - Dancing Bears
    - Bearing Away
    - Precision Teaching tailored to individual children's needs
    - Pre-teaching tailored to individual children's needs
    - Calm space/box for children to access where necessary
    - Lego Therapy
    - The Amazing Five Point Scale
- The premises have also been adapted to provide easy access for pupils with physical disabilities.
- Neutral backing is used on our display boards to reduce sensory overload.

3e. What additional support is available for children with SEND?

We encourage all children, including those with SEND, to make decisions about their own education. All children are expected to evaluate their own learning progress and discuss their needs with their teacher. We do this through:

- Questioning and discussions in lessons
- School Council
- Self and peer assessments
- Target-setting
- Extra-curricular activities

Children with SEND support have planned interventions which are recorded on our 'Assess, Plan, Do, Review' record sheets and the school's provision map. This outlines the extra support they need in order to achieve additional agreed outcomes. These outcomes are decided by the class teacher and the SENCo with parental involvement and are evaluated at the end of the term. Class teachers or the SENCo will give parents/carers and children a copy of the provision that has been organised.

Children with an Educational Health Care (EHC) plan:

In addition to termly review meetings, we also hold an Annual Review meeting for children with an EHC plan. We work with the parents and the pupil and invite all the people needed, including health care professionals, to review the progress made against the outcomes in the EHC plan. We also aim to include the children's views in this meeting in as an appropriate way as possible. This will include any information that the child wishes to share with the adults involved, including important information about their views and aims in life. Children may also attend the whole of the Annual Review Meeting, part of the meeting, or just state their views.

3f. How do we enable children with SEND to participate in activities alongside children without SEND?

As an inclusive school, all of our facilities, opportunities and extra-curricular sessions are open to all of our pupils, including those with SEND. These include:

- Sports clubs and sports tournaments
- Extra-curricular after school clubs
- Residential trip during year 5 and 6
- School council
- Year 6 and reception buddy system
- Class responsibilities
- Class trips
- Weekly swimming sessions for one term each year in years 3 to 6
- Enrichment weeks

3g. What support is available for improving the emotional, mental and social development of pupils with SEND?

We support the emotional, mental and social development of all our pupils, including those with SEND. We do this in the following ways:

- Regular PSHE lessons
- Circle times
- Assemblies
- E-safety lessons
- Anti-bullying week
- Sex and relationships lessons
- Regular counselling sessions are available to some children where needed
- Social/emotional intervention groups where needed
- ELSA (Emotional Literacy Support Assistant) sessions

We also have a number of school policies that also support the emotional, mental and social well- being of all of our

pupils. These include:

- Attendance
- Behaviour
- E-safety
- Child Protection and Safe-Guarding
- SEND
- Anti-bullying

We have a zero-tolerance approach to bullying.

4. Who can I talk to about my child's needs?

- The class teacher
- The SENCo (Special Educational Needs Co-ordinator): Chloe Nicholas (SENCO@uplands.gloucs.sch.uk)
- Head Teacher

5. What SEND skills and training do our staff have?

- Staff are trained in delivering interventions, as necessary, to meet current and emerging SEND needs.
- The SENCo holds a nationally recognised NASENCO qualification.
- All staff are trained in the requirements of the SEN Code of Practice and the Equality Act.
- All school policies on teaching and learning and behaviour management include information on how to include children with SEND.
- Individual members of staff have attended training courses relating to the particular needs of children they support. This has included areas such as children with speech and language difficulties, dyslexia, social and emotional difficulties and training around neurodiversity.
- Training, expertise and resources are sought, if the need arises, from specialist schools, advisory teaching service, specific training providers or our educational psychologist.

6. How do we secure equipment and facilities to support children with SEND?

Once a specific need has been identified, the school will provide the appropriate resources and facilities to support that child. These will be set out in the child's Close the Gap planning, My Plan, My Plan + or EHCP. These individual plans are drawn up and shared with parents. Where appropriate, advice and support is sought from outside agencies/services. Individual TA hours are allocated where it has been set out in an EHCP to support a specific child. Time is allocated for teachers and/or teaching assistants to carry out intervention sessions.

7. How do we work in partnership with parents/carers of children with SEND?

We try to work closely with all our parents/carers to ensure that all pupils are settled and make expected progress. Working in partnership with parents/carers of children with SEND is even more important, so we also do the following:

- Communicate regularly and informally through quick informal discussions at the beginning and/or end of the school days as and when needed.
- Phone calls and letters home.
- We have an open-door policy so that parents can see the class teacher whenever a need arises.
- Meetings with the SENCo/Deputy Head Teacher or, Head Teacher if they have a particular concern.
- Home school record books, if appropriate.
- Provide parents/carers with a copy of the desired outcomes agreed for their child and the strategies and interventions set up in school to help him/her achieve them.

- Regular meetings to review the targets on their My Plan or My Plan+ and to set new ones.
- Termly parents' evenings to discuss progress and identify any additional needs
- Annual report to include the progress a child with SEND has made towards his/her desired outcomes.
- Annual Reviews for children with EHC Plans.

8. How do we work in partnership with the pupil about their education?

- Children will be involved in discussing their targets and their progress.
- Discussions will take place with the Class Teacher and the TAs who are involved in carrying out the interventions.
- Children are encouraged to recognise when they have achieved their targets.
- Children's views will be sought before any review meetings, if appropriate.

9. What to do if you have a complaint or concern about the provision your child is receiving?

- Speak to the class teacher.
- Speak to the SENCo
- Arrange a meeting with the Head Teacher.
- Contact the Chair of Governors.
- A copy of our complaints procedure is available on our website.

10. How do we involve other bodies in meeting the needs of pupils with SEND?

Uplands Primary School works with a range of different agencies and professionals to support children's needs. These can include:

- Speech and Language Therapy Service
- Occupational Therapy Service
- Advisory Teaching Service
- School Health Advisors
- Educational Psychologist
- Primary Behaviour Service
- Social Care
- Specialist health professionals
- School Counselling Service

11. Who else can offer support for parents of children with SEND?

A list of services that can be used to support families of children with SEND can be found on Gloucestershire County Council's website under Family Services, or under the Local Offer (details below). Alternatively, parents can contact the SENCo for details for specific services.

12a. How do we help children when they move to our school?

Before any child moves to our school we try and find out as much about them as possible to help them settle in quickly. We contact his/her previous educational setting and meet with parents to complete the necessary transfer of information procedures and all our new children also have the opportunity to come and visit the school.

Once we know that a child has SEND, we will meet with his/her parents/carers to decide on the desired outcomes we are all working towards and develop a plan to support the child in order to achieve these outcomes. A copy of this plan will be shared with parents as soon as possible after the meeting. Some plans may also detail a Transition

Plan to help a particular child settle into school easily and happily. However, this transition should only take a short amount of time and will be decided on during the initial meeting.

12b. How do we help children when they move to another school?

Whenever any child moves to another school, we always pass on school records to the new school.

If a child has SEND we also:

- Pass on all SEND records.
- Liaise with the SENCo/Assistant Head of Inclusion or a member of the senior management team at the new school to clarify any information and provide any necessary advice.
- For children with EHC plans, we usually organise some extra visits to the new school or work with them to help prepare them for the transition. For instance, the SENCo may help the child to compile a Transition Book of photographs, drawings and some writing which he/she then takes home to refer to.

12c. How do we help children when they move between classes and /or phases of education?

When moving classes in school:

- Information will be passed on to the new class teacher in advance during a planning meeting between the new teacher and previous one. In addition, the SENCo will be available to answer any specific queries or provide updates for the new teacher.
- Children will also visit their new classrooms and spend some time getting to know the class teacher and teaching assistant. Additional visits can also be arranged for specific children who show anxiety about the change.

12d. How do we support children in preparation for adulthood?

- All children are taught the necessary skills to become independent learners and to work both as individuals as well as members of a team.
- We focus on the core skills of reading, writing and maths, getting children ready for secondary school, and ensuring that our children are best prepared for the next step in their future.
- Sex and relationship lessons for all children.

13. Looked after children with SEND

Looked after children with SEND are supported in the same way as all children with SEND through our Graduated Pathway. The SENCo ensures all staff in school understand the implications for those children who are looked after and have SEN.

A significant amount of children may be undiagnosed when they begin to be looked after and we work quickly and effectively to assess any undiagnosed SEN to ensure that they are addressed as quickly as possible.

Looked after children have their progress reviewed regularly through the PEP (Personal Education Plan) process with the relevant Local Authority and carers. If a looked after child has SEND, their My Plan, My Plan+ or EHCP targets will also be reviewed during the PEP meetings.

14. Where can you find information about the local offer?

The local offer is published on the Gloucestershire local government website at:

https://www.glosfamiliesdirectory.org.uk/kb5/gloucs/glosfamilies/family.page?familychannel=2

SENCO: Chloe Nicholas

SEND Governor: Rachel LeVay.