



## Upperby Primary School

### SEND Information Report

- May 2022

**SENCO:** Mrs Beattie and Mrs Chandler

**SEND Governor:** Mr Andy Lomax

**Contact:** 01228 815460

**Number on Register:** 58

**Local Offer Contribution:** [Upperby Primary School's Local Offer](#)

#### Our Approach as a School:

High quality first teaching and additional interventions are defined through our person-centred planning approach across the school contributing to our provision management arrangements. These processes help us to regularly review and record what we offer all children or young people in our care and what we offer additionally. These discussions also serve to embed our high expectations amongst staff about quality first teaching and the application of a differentiated and personalised approach to teaching and learning. We make it a point to discuss aspirations with ALL our learners. This is a whole-school approach and this report will promote how we underpin this practice across our classrooms, pastoral care and support arrangements.

Underpinning ALL our provision in school is the **graduated approach** cycle of:



All teachers are responsible for every child in their care, including those with special educational needs.

**Assess:** Children are assessed against nationally set criteria to check their progress across all areas of learning/subjects. It is through this process that children who are not making expected progress are highlighted. Teachers and support staff play a vital role in raising concerns about other barriers to learning, such as behavioural, social and emotional matters. A rigorous assessment procedure to track children's progress is continually used. If a child fails to make expected progress the next stage would be to make use of school interventions and/or outside agencies.

**Plan:** After gathering information a support plan will be put together to outline the methods that will be used to achieve specific outcomes. Short-term targets are agreed which prioritise key areas of learning that are to be addressed and ways in which the progress will be measured. If external agencies are involved, their advice and recommendations are included in the support plan. Any actions agreed take in to account pupil's strengths as well as their learning differences. In some cases additional resources may be allocated including teaching assistant support. This support is deployed to ensure the pupil makes progress and can engage in lessons and wider school activities and develop independent learning.

**Do:** All SEND support plans are working documents and should be annotated to show progress towards targets and if needed adjustments will be made to the plan to determine success. It is the class teacher's responsibility to manage the plan and the suggested actions. They are accountable for the outcomes and therefore should discuss with the SENCO if they feel the plan is not working, for whatever reason.

**Review:** All SEND support plans will be reviewed termly. In this review all targets will be evaluated and the views of the pupil and parent will be recorded. A further plan will then be devised, if required, to enable the pupil to achieve their next steps in learning. If a pupil has made sufficient progress the support plan will cease and the child will be closely monitored. For children with more complex needs termly review meetings will be held with the class teacher, SENDCO and any external agencies. If your child is continuing to have significant difficulties after a period of intervention, further external expertise may be requested.

If a pupil is still not making progress despite having taken relevant and purposeful action over time, then parents or school can make an application to the local authority for an Education Health Care Assessment.

As of May 2022, we have 58 children receiving some form of SEND Support.

We have internal processes for monitoring quality of provision and assessment of need. These include, learning walks, classroom observations, pupil interviews, planning, book scrutiny and progress meetings.

### **Arrangements for Consulting with Parents**

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- We endeavour to work closely with parents and will keep you informed of any intervention your child may need.
- If deemed necessary we can invite specialist agencies, including the Educational Psychologist, Area SENDCo, Speech and Language and Behavioural Specialist teachers into school to talk to you about how we can support you and your child.
- Parent Meetings and SEND Review meetings are held throughout the year. These meetings provide opportunities for parents/carers to meet with class teachers to discuss progress, review and set new support targets on Support Plans.

- We encourage parents/carers to contact school and arrange an appointment with either the class teacher or school SENDCO if you are worried or concerned about any aspect of your child's learning or development.

### **Arrangements for Consulting with Young People with SEND and involving them in their Education**

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- A big focus is given to what the children enjoy within school and what they feel they are good at, as well as looking at things they find difficult and what they could improve upon.
- Wherever possible we try to gain children's views on how they feel about their learning and how we can best support them.
- All children within Upperby are supported in terms of their overall wellbeing.
- Children know they can talk freely to any adult within the school about any issues which are concerning them.
- Circle time and PSHE sessions are integral to the school curriculum.
- Visiting groups/speakers are invited into school to promote health, safety and well-being issues amongst the children.
- Play leaders and a specific lunchtime group offer support for all children and encourage team work and friendship building.
- We have an active Smart School Council where every child is given a voice to consult on a range of school issues.

### **Adaptations made to the Curriculum and Learning Environment for Children with SEND**

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- We endeavour to ensure that all children in Upperby are fully included in all aspects of school life.
- All children are different and all children regardless of their SEND learn in different ways.
- Staff within the school are mindful of this fact and provide a curriculum and learning environment which can be accessed by all children.
- Our staff know the children within their care well and are able to differentiate above and beyond the usual curriculum for children with SEND.
- Examples of adaptations may include the use of specialised equipment when it has been recommended by an outside agency or a medical professional, another example may be the teaching of children in smaller groups or the change of an activity or a change in delivery style.
- We adopt a dyslexia friendly approach to teaching.

### **Enabling Children with SEND to engage in all activities**

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- Upperby is a fully inclusive school and we endeavour to ensure that all pupils are fully included in all aspects of school life including extra-curricular activities.
- We will always contact you before a planned activity if we think your child may require additional support to meet required health and safety standards. This may involve a specific risk assessment being completed to identify any additional support needs your child may have to ensure full participation.

### **Staff Training to Support SEND**

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- The SENDCO attends Carlisle South cluster meetings to keep up to date with any legislative changes in SEND.
- The SENDCO and school staff can access training through the local authority.
- All staff in the school have received training to meet the needs of all the children attending the school at any point in time. Examples of training includes Youth Mental Health First Aid, Dyslexic Friendly Teaching, ASD training and Numicon.
- The school can access specialist support from via the Early Help mechanism for children with Social, Emotional and Behavioural Difficulties, children with Learning Difficulties and Children with a diagnosis of Autistic Spectrum Disorder (ASD).
- The school receives support from the Educational Psychology Service and Early Years Adviser / Area SENDCo(s).

### **Support Available for Improving Emotional and Social Development**

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- All school staff are available to support all pupils with their social and emotional needs.
- Visiting groups/speakers are invited into school to promote mental health, safety and well-being issues amongst the children.
- Circle time and PSHE sessions and Mental Health lessons are integral to the school curriculum.
- Children are regularly taught about staying safe, particularly in relation to online safety, recognising bullying and the actions to take if they are concerned.
- Children are reminded that if they are worried or concerned about any issue, they can speak with a member of school staff.
- Close working relationship with our EMHP (Education Mental Health Practitioners).
- External support for children with emotional needs is provided as and when required.
- Children can be referred for counselling with the permission of parents.

### **Involving other Bodies (including health and social care, local authority support services and voluntary sector organisations) in Meeting the Needs of Children with SEND and Supporting their Families.**

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- Through the Early Help forms the school can access specialist support for children with Social, Emotional and Behavioural Difficulties, children with Learning Difficulties and Children with a diagnosis of Autistic Spectrum Disorder.
- The school receives support from the Educational Psychology Service and Area SENDCOs.
- We can make referrals, with your consent, to many specialist services including CAMHS (Child and Adolescent Mental Health Service) and SLT (Speech and Language Therapy Service) and a school counsellor.
- School staff are trained in a variety of specialist areas and can access the expertise of teachers from other schools in their Primary Cluster.
- The SENDCO contacts the local School Nurses to formulate and update Health Care Plans if appropriate.
- EHA meetings, EHCP meetings and any meetings involving any professionals who may be able to support your child, can be held whenever necessary. Parents will be invited to attend these meetings.

### **Support Staff**

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- Considerable thought, planning, training and preparation goes into utilising our support staff to ensure children achieve the best outcomes.
- Support staff assist the teachers in enabling children with SEND to have access to an appropriate curriculum. They liaise with the class teacher, help prepare resources and adapt materials, lead interventions and promote the inclusion of all children in all aspects of school life.
- Support staff are used where the need is identified through monitoring of data.

### **School External Partnerships and Transition Plans**

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- Our academic assessment for children and young people with special educational needs is moderated through our cluster of schools and neighbouring partners.
- Transition within the school and between classes and key stages is planned for with the child.
- When considering an application for a place in Upperby you are very welcome to contact the school and make an appointment to meet with a member of staff to discuss any issues.

- ☐ You will be invited to look around the school and meet with a senior member of staff.
- ☐ We will contact any early years settings, or other schools your child has attended to gather information about their needs.
- ☐ We will contact any specialist services that support your child and if appropriate invite them to a meeting at school to ensure that we are working in partnership to achieve the best outcomes for your child.
- ☐ We support pupils moving to new settings and Key Stages by making opportunities available to them to attend the new setting wherever possible.
- ☐ If necessary we develop a transition plan in partnership with you, your child, the new setting and specialist staff supporting your child to ensure that they enjoy a smooth transition. This may include transition books, photographs etc.

## **Complaints**

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- ☐ In the first instance, parents are invited into school to discuss their concerns with the class teacher and the SENDCO who will endeavour to resolve the problem.
- ☐ The head teacher will also be informed at the above stage.
- ☐ Outside agencies may be consulted, if there is an issue with the provision being provided.
- ☐ Dialogue between parents and school is actively encouraged in order to resolve problems at an early stage.

## **Further Development**

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Our strategic plans for developing and enhancing SEND provision in our school next year include:

- ☐ Planned lesson observations
- ☐ Learning walks
- ☐ Using SMART outcomes
- ☐ Pupils and parent feedback and collaboration.

## **Relevant School Policies Underpinning this SEND Information Report**

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SEND Policy

Marking Policy

Teaching and Learning Policy

Equal Opportunities Policy

## **Legislative Acts Taken into Account when Compiling this Report**

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Children & Families Act 2014

Equality Act 2010

Mental Capacity Act 2005