



Uplands Junior L.E.A.D. Academy
A L.E.A.D. Academy

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Special Educational Needs
& Disabilities

SEND information report

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| Head teacher: | Mr. D. Bullock |
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| SENCo: | Miss. G. Martin |
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| SEND Governor: | Mr. G. Beck |
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1. Aims

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND.

Uplands Junior L.E.A.D. Academy is a four form entry fully inclusive junior school in Leicester; it is a member of the L.E.A.D. academy. We have 480 pupils of which 10.6% have Special Educational Needs and Disabilities and we are committed to the removal of all barriers to learning. At Uplands Junior L.E.A.D Academy our aim is to become a community of life-long learners, striving for excellence, and inspired by achievement and success. We encourage parents to be closely involved in their child's education and involve our SEND pupils in discussion about their progress.

2. Legislation and guidance

This policy and information report 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 set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

3. Frequently asked questions.

How will the school know if my child has a special educational need?

A pupil has SEN 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 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 SEND pupils in the school?

The SENCO is Miss G Martin; she can be contacted on 0116 253 8407.

The SENCO will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively

- 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 pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

Who is the SEND governor and what do they do?

The SEND governor is Mr G Beck; he can be contacted at office@uplandsacademy.co.uk

The SEN governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school
- Meet termly with the SENCo to ensure that he is aware of current issues.

What is the role of the head teacher?

The headteacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

What is the role of the class teacher?

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Initial identification of concerns through the graduated response
- 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 SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy
- Implementing advice given by external agencies

What are the different types of SEND needs?

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD), anxiety or other emotional needs
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

How are children with SEND identified and assessed?

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

How will school involve parents and carers?

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEN support.

How will school review progress?

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

What happens when my child changes schools?

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

What is our approach to teaching pupils with SEN?

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

We will also provide the following interventions:

- Insert list of interventions provided at your school

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

We have teaching assistants who are trained to deliver interventions such as phonic, reading and mathematics programmes.

Teaching assistants will support pupils on a 1:1 basis when they need a specific intervention to bridge gaps in their learning.

Teaching assistants will support pupils in small groups within the class.

We work with the following agencies to provide support for pupils with SEN:

- Educational Psychologist.
- Social, Emotional and Mental Health Team (SEMH).
- Learning, Communication and Interaction Team (LCI).
- Vision Support and Hearing Support Team.
- Community Paediatrician.
- Autism Outreach.
- Social Services.
- Community Physiotherapists and Occupational Therapists.
- School Nurse
- Bereavement Counsellors
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What is the expertise and training of staff?

Our SENCO has 3 year's experience in this role and has worked as a teacher for almost 30 years.

We have a team of 13 teaching assistants, including 5 higher level teaching assistants (HLTAs) who are trained to deliver SEN provision.

All of the staff have regular updates on both local and national guidance for SEND pupils. They are all trained in team teach positive handling strategies, asthma and use of inhalers, allergies and epipen administration and a group of staff are trained to manage the care of pupils or have epilepsy and those who use a wheel chair.

How does the school assess the effectiveness of SEN provision?

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after 6 weeks
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans

Can pupils with SEND attend after school clubs and take part in school trips?

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trip to Govillon when they are in Year 6

All pupils are encouraged to take part in sports day, school plays, special workshops, outdoor education events and visiting theatre groups.

We participate in sporting events that are specifically aimed at pupils with SEND and are currently the reigning runners up of the PAN Boccia KS2 championship.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

How does school support emotional and social development?

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council and pupil surveys always include the opinions of SEND pupils.
- Pupils with SEN are also encouraged to be part of friendship clubs to promote teamwork/building friendships etc.
- Children who may need a little more support will be invited to take part in activities with the Learning Mentor, Mrs Patel.
- There is a daily meet and greet at the entrance to school and parents can speak with staff if they have any immediate concerns.
- School has a safeguarding committee that is made up of staff and pupils and they meet to discuss issues around aschool.

We have a zero tolerance approach to bullying.

What should we do if we have any concerns about SEN provision?

Complaints about SEN provision in our school should be made to the SENCo in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services
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Are there any support services for parents of pupils with SEN?

There is a list of useful phone numbers and websites in SEND area of the website.

Monitoring arrangements

This policy and information report will be reviewed by Miss Martin (SENCo) and Mr Beck (SEND Governor) every year and it will then be approved by the governing body. It will also be updated if any changes to the information are made during the year.