

Uplands Junior School - Primary School SEND Information Report

At Uplands Junior School we are committed to ensuring pupils' needs are catered for appropriately and the following details our offer related to this end.

A) ASSESSMENT, TARGETS & REVIEW

1. Overview

*All children starting at Uplands are invited to a preliminary visit to view the school and classroom and meet their new teachers whereby information from parents can be shared regarding their child's needs and education.

*All children are assessed to establish their baseline point when they join our school, so that we can build upon their prior learning. We use this information to provide starting points for the development of an appropriate curriculum for all our children.

*Children who join us from other schools are supported using information obtained from previous school. We then use this information to ensure they are placed in appropriate groups for literacy and numeracy.

*If assessments show that a child may have a learning difficulty parents are contacted at the earliest opportunity to discuss concerns and enlist their active help and participation. If additional support is required their child will be placed on the single stage assessment of Special Educational Needs Support (SENS) register and extra provision is provided.

*If parents are unable to understand English, we encourage them to bring along a trusted friend who can translate for them or a translator will be provided by the school.

2. How special educational needs are assessed, measured and evaluated

*From years 3 to 6 all pupils are assessed in reading, writing and mathematics on a termly basis. This is an on-going process to indicate the achievement of pupils in lessons. If a pupil is not making expected levels of progress or have remained' at a level for some time, extra support will be provided through intervention sessions.

*At the start of year 3, the pupils are tested to determine a baseline assessment in reading, writing and numeracy. These assessments, together with information from their previous school regarding special educational needs helps to determine the nature of any difficulties in learning.

*Pupils who have been assessed as benefitting from Special Educational Needs Support (SENS) are assessed against their Individual SENS Plan targets. Targets are reviewed and set on a termly basis and in order to break down their learning into smaller steps, allowing key concepts to be re-visited on a regular basis. All such

pupils identified receive support for their areas of need. In addition, our offer of SENS is through a graded approach comprising of an initial stage of SENS Action leading (where applicable) to the next step of Action Extra for pupils who need that extra support and intervention.

3. Monitoring and Review Process

*All staff are familiar with the SENS targets for all pupils in their class or group and are involved in teaching pupils to enable them to achieve their targets. When a pupil can do this independently on a number of occasions a new target is set. Each target that a child has is also assessed using the Goal Achievement Scale (GAS) which is a 5 –point scale devised to measure what percentage of the target the child has met. This process will be carried out at least termly and shared with the pupil and parents.

*Reviews are carried out termly at the half- term point and all staff are involved in this process along with parents and child. Review sheets are then completed and new or revised targets are set.

4. Provision, Parental involvement, training opportunities, raising concerns

*Pupils specific areas of need are supported through interventions eg. small group withdrawal sessions, one to one teaching, Catch Up Reading Programme, Precision Teaching, Cool Kids Programme. Targets are set prior to intervention and progress and achievement is monitored throughout.

*All interventions planned and delivered across the school are recorded on a 'Provision Map' and also, where applicable, on the child's SENS Plan. Progress is monitored throughout the interventions and the impact of the intervention is evaluated using the Goal Assessment Scale (GAS). This information is then added to the 'Provision Map'. Parents are informed of interventions their child is receiving via the SENS plan.

*During the review session with parents/carers, teachers will give a copy of the SENS Plan which outlines strategies to support their child and will give suggestions of extra activities they can do at home.

*Homework is set. Reading books are sent home weekly and parents/carers are encouraged to make comments about their child. Learn at home projects are also given, with a wide range of suggestions to support all areas of the curriculum. On-line activities are available on Mathletics, for Maths and Bug club for Reading. Pupils are given their own passwords.

*Class teachers are available to parents/carers on a daily basis, both at the beginning and end of the school day. Appointments for further discussion will be made if needed.

*Parents/carers evenings are held on a termly basis. The school liaise with Parent Partnership to provide information at these meetings.

*Informal meetings take place on a termly basis to discuss targets, reviews and additional support.

*Informal meetings for parents/carers of pupils with SEN are arranged to update on any changes in provision, to discuss strategies and activities to support their child at home with their targets and to voice any concerns they may have.

All staff can be contacted on the school number:

01902 558870

SENCO: Miss N J Handscomb

B CURRICULUM AREAS

Related policies detailing provision available on request.

1. Organisation

*Literacy and Numeracy lessons are taught in ability groups across the school and enable staff to direct their teaching to a specific level and need. Classroom Assistant support is available to target support where needed.

*All other areas of the curriculum are taught within the year group and differentiated appropriately.

2. Governor Details

SEN Link Governor: Mrs P Perry and Mrs S. Hicks

3. Staff Details

*SENCO keeps updated on a regular basis through Network meetings and training. This information is then shared/delivered to all staff during Staff Meetings.

All new members of staff receive in-house training with regards to SEN Policy and procedures. Staff have received training in the following areas:

Cool Kids Training:

ELKLAN training (Speech and Language):

Dyslexia Training: All staff

Looked After Children

Numicon

Makaton

4, Special Educational Needs and Provision

*Provisions are made for any pupils regardless of their needs in order for them to access the full curriculum. These include mild/moderate learning difficulties, Autism, behaviour, dyslexia and dyspraxia, epilepsy, physical needs.

C GROUPING AND PASTORAL CARE

1. Pastoral Support System

*Class teachers are responsible for the pastoral care of their pupils. They will raise any concerns with the Year Leader and SENCO who will then make appropriate referrals or organise appropriate support.

*In addition to support given by staff, we encourage peer support e.g. play leaders, school councillors, house captains.

*The school has links with Believe 2 Achieve

*The school have 1:1 and small group sessions delivered through the Art Psychotherapist to support pupils with personal, emotional, behavioural and social needs.

2. Raising Concerns and the Pupil Voice

*Class teachers are available to parents/carers on a daily basis, both at the beginning and end of the school day. Appointments for further discussion will be made if needed.

*School evaluation forms are sent out regularly. Any issues or suggestions made by parents/carers feed into the School Improvement Plan for the following year.

*Each year group elect two members to represent them on the School Council. Meetings are held regularly to discuss suggestions, concerns and successes.

*Every year group has their own webpage on the School Learning Platform in which they can add to discussions, upload their work and pictures and raise any concerns or suggestions.

*All pupils with Special Educational Needs are involved in the setting of their targets. They are given the opportunity to discuss their progress and identify areas where they feel they need support. They are then asked to sign their SEN Support Plan.

*Pupils have the opportunity at the end of each academic year to complete a pupil centred planning form which is passed to their receiving teacher for discussion and reference.

2. Attendance

*First day contact is made by phone if a child is not in school.

*Every term pupils with under 90% attendance are identified and receive a letter from the Head teacher. If attendance issues continue, parents/carers are invited to discuss issues and a Parenting Contract is put in place with support e.g. phone calls, discussions with the pupil.

*Attendance Officer meets fortnightly with Educational Welfare Officer (EWO) to discuss all pupils under 92%.

*Certificates are given at the end of the academic year for 100% attendance.

4. Behaviour

*A copy of the Schools Behaviour and Discipline Policy is available on the school website.

5. Out of school activities

*The School Curriculum and out of school activities are fully inclusive and accessible to all. Arrangements for pupils with SEN are made as required.

*Trips out or visitors in are organised termly and link with the year group topic. All pupils are expected to attend and additional support is organised if needed.

*Pupils with SEN have full access to the after school clubs on offer

*Year 6 pupils have the opportunity to attend a residential visit.

*See also Equal Opportunities Policy.

6. Transition

*Transition meetings are held in the Autumn Term of year 6 to inform parents/carers of Secondary School Provision. Statemented / EDH&CP SEN pupils will discuss the options of Secondary School at their Annual review which is held during year 5.

* Visits/ transition days to prospective secondary schools are arranged between the Year 6 and Year 7 staff. Visits from Year 2 pupils to Year 3 are arranged similarly.

7. Medical and Personal Care Procedures

*Training is delivered with regards to allergies (related to anaphylactic shock), diabetes, epilepsy and any other medical needs related to the pupils in the school

*Pupils requirements with regards to medical care are kept in the first aid box in the office so that it is accessible when needed. Parents/carers are required to fill out a medical consent form for any medication needed during the school day. Pupils with long term medical needs are listed in the First Aid room and a designated member(s) of staff identified. Any medication given is recorded.

D EQUIPMENT AND RESOURCES

1. Specialist staff

*The school employ three teaching assistants to support children with SEN and those with Education Health & Care Plans (EHCP) pupils.

*Other specialist staff are organised through outside agencies.

2. Details of Outside Services

Speech and Language Therapy Service

Occupational Therapy: Gem Centre

Visual Impairment Team

Physiotherapist

Art Psychotherapist

Outreach from Tettenhall Wood – Autism, staff INSET

Outreach form Penn Hall – Physical needs, staff INSET

Children and Family Support:

Educational Psychologist

Believe To Achieve: Counselling, Mentoring, Team Building, Art therapy.

*Parent Partnership Service

3. Access Arrangements.

See Disability Accessibility document

4. SEN Budget

The school's SEN budget is allocated to cover, though not exclusively, the following areas

*3 Teaching Assistants (1:1 support).

*Resources

*Cool Kids sessions

*Outside Agencies e.g. counsellors

*Training for staff