

# Upperwood Primary Academy SEND Report 2020/2021

## Special Educational Needs/ Disability School Offer and Information for parents on Inclusion

### Introduction

**Welcome to our special educational needs and disability (SEND) information pages which detail a variety of ways in which Upperwood Academy is able to support your child to reach his/her full potential and achieve well.**

**Upperwood also plans for your child's future by providing the support to help him/her in their future life and transition to their next school.**

**Upperwood is an inclusive school and believes that all children should be valued and treated with respect. We endeavour to ensure that the provision for all our pupils is of the highest possible standard. We are committed to narrowing the attainment gap between children with SEND and their non-SEND peers and also those who are vulnerable at any stage of their educational life.**

**We want children to do their best, achieve, and be confident in their lives so they are prepared to move to their next stage in education**

**The School works with due regard to the SEN Code of Practice (2014) and the Equality Act (2010).**

Teaching and Learning/ Assessment and Pupil Premium lead – Ange Charity, Vice Principal

The SENDCo is Katie Hirst, Assistant Principal

Our SEND Governor is Kath Pollard

The Family Support and Pastoral Officer is Alison Merrills HLTA

The Pastoral and Behaviour Support Team are Liz Woodward (HLTA) and Jo Cavnor (HLTA)

We have a team of skilled TAs in school ( including TAs trained in PDA and autism, SALT, specialised reading intervention and phonics, social skills and nurture.)

## **Overview of provision at Upperwood Academy.**

Upperwood is a stand- alone mainstream academy .

The school has children on roll, aged between four and eleven years (FS1 – Y6). The school currently has 5 children with an EHCP and 45 on the SEN Register at SEN Support, with a variety of needs. The school has 11 classes. The average class size is 30 children. There is a class teacher and at least 1 teaching assistant for each class. Exact staffing is dependent on the needs of the children within the class. The school curriculum is based on the National Curriculum subjects and is taught using a thematic approach based around topics which change every term.

Parents/carers of potential new pupils are encouraged to arrange a visit to the school to come and look around and see all it has to offer. A visit can be arranged by contacting the school office and speaking to the Principal. The SEND school offer is also available on the website which will offer a greater insight into provision for children with SEND and additional needs.

The school's current Ofsted judgement is good. (February 2020)

### **The Needs of Children Currently on Roll:**

The children who are currently on roll, have the following needs:

- Autism and social communication & interaction difficulties
- Speech and language difficulties
- Sensory and physical needs
- Specific Learning Difficulties (Dyslexia)
- Moderate Learning Difficulties
- Hearing Impairment
- Social, emotional and mental health needs inc ADHD
- Medical needs which do not require a specialist setting.

The school is committed to meeting the needs of all the children on roll as fully as possible.

## **Identifying Learners with SEND**

We know and understand that children learn at different rates and in different ways, which is what makes children unique. Our progress tracking is continuous at class and whole school level. Through termly pupil progress meetings, all pupils' development, progress and emotional needs are discussed and actioned where necessary. This includes Pupil Premium children and children with SEND. Any additional needs are addressed here and actioned through these meetings. We also involve parents as fully as possible in reviewing progress both at school and in the home setting.

If a child is making less than expected progress, is working well below age-related expectations or has other identified needs, extra support will be put in place. We will review the impact of this support as part of the meetings described above. If the additional support has not had an impact in improving outcomes for the child, a meeting will be arranged with parents to discuss concerns, review support that has already been provided and discuss the possibility of placing the child on the Special Educational Needs register and offering additional support which will be outlined in an individualised SEN support plan. This plan will be created by the class teacher, in liaison with the child, parents/carers and SENCO to ensure all needs are addressed. Support plans are reviewed at least termly to ensure that they are effective in addressing need.

Where necessary, referrals to external agencies will be made for additional assessment, advice and resources. These could include:

- Speech and Language Therapy (SALT)
- Barnsley Educational, Child & Community Psychology Service (BECCPS)
- Barnsley Education Specialist Support Team (BESST)
- Paediatric Therapy
- Children's Disability Team
- ASD assessment team
- Community Paediatricians
- Family Support Service
- CAMHs through related health service

The school is committed to ensuring that wave one teaching (good quality teaching in the classroom) is of the highest possible standard and reflects best practice in terms of inclusion.

It is important to us that all of our children feel safe, secure and supported within their own classrooms.

## **Staff Training to Support Learners with SEND:**

School staff are trained to identify and support a range of needs and to deliver a wide range of interventions. The SENCO offers support to class teachers and teaching assistant by completing observations of children and making recommendations/suggestions to improve provision for them. Support will be given by the SENCO to write specific outcomes for children and implement interventions effectively. Where children have a specific need e.g. a hearing impairment, the school accesses support specific to this e.g. from a teacher for the hearing impaired to ensure that the child's needs are being met as fully as possible.

Recent staff training on approaches and interventions has included:

- Autism PDA
- Sensory Processing disorder
- Counselling
- Lego Therapy
- Social skills
- Attachment aware, Ace Educated trauma sensitive aware school training
- Positive Handling
- SALT ELKAN
- Echo Reading and Reading intervention
- Phonics

A large number of staff have had first aid training at different levels. Where children have Epipens or specific medical requirements, staff receive specialised training to enable these needs to be met. Staff also undertake personal care e.g. nappy changing, for children who require this.

### **Communication with parents/carers and families**

Upperwood has a very open door policy , and endeavours to communicate with parents if ever they need to. We use a variety of communication methods such as email, phone, text message and letter. We will use ICT where possible to translate information in to other languages, and Braille if required. Some students have a home-school book/ behaviour log and all students have a reading record to help track home support for reading.

Parents are involved at every stage of the SEND process which includes – SEN Learning plans Plans, EHCP applications and annual reviews. Parents work with staff to review and set new targets for children and this provides a formal opportunity for parents to voice their opinions on which approaches may work with their children. This also allows parents to support their children in achieving their targets and share responsibility and ownership for their child's development.

Since Covid 19 school regulations, we have experienced a greater number of pupils accessing home learning. Pupils with SEND are and will continue to be a priority for us and we will support all our pupils to access their education and endeavour to provide the best support to parents through our home learning portal SEESAW. Staff provide a range of learning resources which can be accessed by our SEND pupils, including the provision of ICT devices at home.

### **Evaluation of Effectiveness of Provision for Learners with SEND**

Regular observations of lessons, work and planning scrutiny, data scrutiny, learning walks and reviews are used to evaluate provision within school for all learners. Pupil Progress & Inclusion Review meetings happen every term with class teachers, SENCO and Head teacher and this helps to identify specific actions for vulnerable children including those identified as having SEND. Each child who is identified as having SEND or additional needs has an SEN Learning plan which is reviewed termly by parents, the SENCO and class teacher, with a discussion about progress against existing outcomes, any additional support that needs to

be put in place and what new outcomes will be. Children with SEMB needs may also have a social skills program in place, and there are specific targets set related to the completion of Boxall Profiling or SDQ. The school has its own structure for planning and assessing Nurture Groups.

### **Access to Extra-curricular Activities for Children with SEND**

All children, irrespective of need, are encouraged to take part in extra-curricular activities, as appropriate to their needs. Where visits and residentials are arranged, school staff liaise with parents and carers to ensure that any additional requirements or support needs are identified and addressed.

Our Sports Co-Ordinator takes groups of SEND children to inclusive sporting events in the local area, and children have access to swimming, and music lessons in KS2. School also does work in the community, and participates in Young Voices. Our SEND pupils are also represented on the School Council.

### **Transition for pupils with SEND**

We understand that transition points e.g. moving to a new class, moving to a new school etc. can be difficult times for any child and particularly a child who may have additional needs. We also know that this can be a worrying time for parents. Wherever possible, we start to plan for transition early; this planning includes parents, children and school staff. The needs of all children in relation to transition will be very different and a personalised plan will be developed to ensure that the transition will be as smooth as possible. This may include:

- Meetings between existing class teacher and SENCO and those in the new setting
- Additional visits for the child to his/her new setting
- New staff invited to meet the child in his/her current setting
- Opportunities for parents to meet with new staff
- Learning opportunities linked to the new setting/staff e.g. opportunities for children moving to high school to practice using timetables and preparing their own resources
- Multiagency meetings to ensure a joined-up transition plan is in place

If you have any concerns about your child at Upperwood, or feel that you need more information, please contact the Principal Mr Budd, or SENDCO Mrs Hirst  
01226754336

