



# Uffculme Primary School



## **SEND Information Report**

**Date July 2023**

**HEART** – Healthy, Equitable, Ambitious, Respectful, Togetherness



This report is designed to inform you of the types of support available for your child at Uffculme Primary.

It will help you understand who can help and how this help can be accessed.

This report has been co-produced with staff, parents, carers, students and governors (July 2023)



# Our School Vision

## HEART

We are an inclusive school who actively seek to remove the barriers to learning and participation that can hinder or exclude individual children, or groups of children. This means that we have equity at the heart of everything we do, and these opportunities and high expectations is a reality for our children.

# Our Shared Vision for Inclusion



We are an inclusive school who actively seeks to remove the barriers to learning and participation. By removing things that hinder or exclude individuals and groups of children is of paramount importance.

A child's special educational needs and/or disability is considered when creating the curriculum, assessing and teaching children. We have high expectations of SEND pupils and make reasonable adjustments to ensure children achieve and progress.



# What are Uffculme Primary's staff's views on inclusion?



*"Inclusion is more than just a paperwork exercise. Inclusion is about every child being able to access quality and appropriate education, tailored to their needs and interests. I want all children to feel they belong" (Class teacher).*

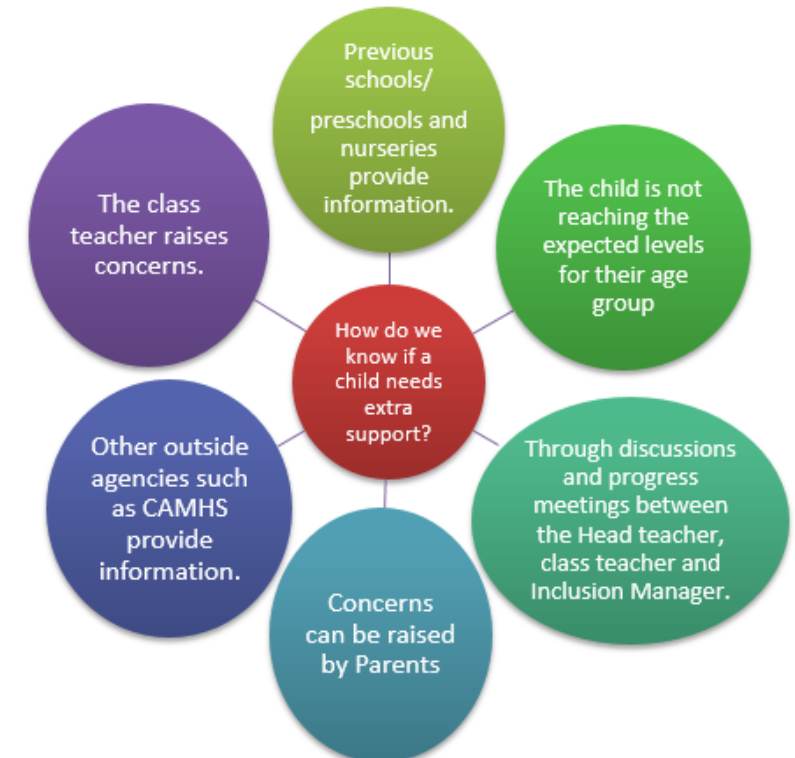
*"I believe that it is my role to support all pupils to learn alongside each other whilst accepting and celebrating others needs and abilities" (Teaching assistant).*



# How does the school know if a young person needs extra help?



- A child may be identified as having Special Educational Needs (SEN) at any stage during their education. This may be a long term difficulty or disability requiring specific intervention or something new that develops during their time at Uffculme Primary.
- Prior to entry to Uffculme Primary, we will liaise with key staff from your child's previous educational setting in order to gain essential information that allows us to understand and plan for your child's needs.
- Information may also come from a variety of other sources:
  - An Education, Health and Care Plan (EHCP)
  - An officially recognised diagnosis requiring SEND provision
  - Involvement from external agencies/professionals
  - Results from diagnostic or standardised tests
  - Uffculme Primary's own assessment framework
  - Staff observations
  - Parental concerns
  - Child self-referral





# Definition of Special Educational Needs

(taken from SEND Code of Practice: 0 to 25 years –  
January 2015)

*A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. Namely provision that is different from or additional to that normally available to pupils of the same age. Making higher quality teaching normally available to the whole class is likely to mean that fewer pupils will require such support. (6.15 pg 94)*

 Department  
for Education

 Department  
of Health

## Special educational needs and disability code of practice: 0 to 25 years

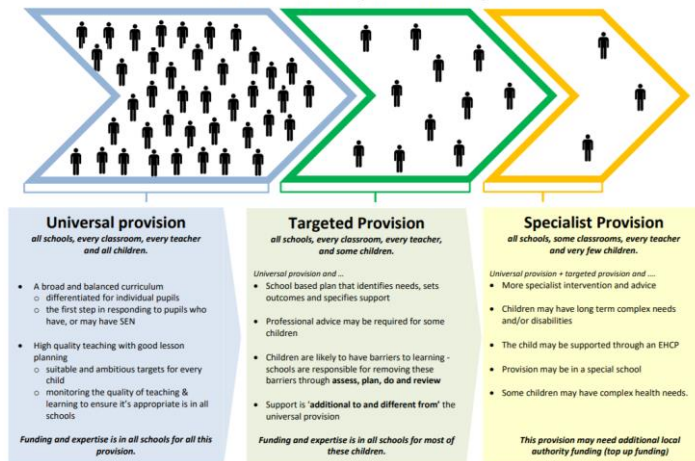
Statutory guidance for organisations who  
work with and support children and young  
people with special educational needs and  
disabilities



# How is the decision made about how much support my child needs?



SEN: A Graduated Response to meeting need




- The school follows a 'Graduated Response' to identifying student's needs and how much support it required. <https://www.devon.gov.uk/support-schools-settings/send/devon-graduated-response/>
- This begins at the 'Highlighted Needs' stage for children with an identified need/concern that can be met with provision that is available to all students (universal provision). This is overseen by Class Teacher and SENDCo.
- Progress is monitored through an 'Assess, Plan, Do, Review' process that measures the impact of any intervention/strategy and plans appropriate future support.
- If support which is additional to and different from their peers is required, this sits within the school's 'SEND Support' stage. This is overseen by the SENDCo.
- If a child has complex/acute needs, this sits within the school's 'High Needs' stage and usually means that a student requires an Education, Health and Care Plan to support their needs and identify specific provision.



# How will Uffculme Primary support my child?



- School staff will support individuals at a level appropriate to their needs through high quality teaching and differentiation within the classroom.
- We aim to ensure the fullest possible access to the curriculum for all students and a Pupil Support Plan (PSP) may be needed to share appropriate strategies with school staff to ensure this is able to happen.
- The PSP will also be used to establish a small number of personal outcomes/aims and agree actions for everyone involved, including the child. These will then inform staff's planning and focus support for each student.

<b>Name:</b> <b>Year:</b> <b>D.O.B:</b>		 Insert photo here Copy paste from BROMCOMs	<b>Start date:</b> January 2022 <b>Review date:</b> July 2022 <b>Original plan date:</b>																			
<b>Area of need:</b> <table border="1"> <tr><td>Cognition and learning</td><td></td><td></td></tr> <tr><td>Social, emotional and mental health</td><td></td><td></td></tr> <tr><td>Speech, language and communication</td><td></td><td></td></tr> <tr><td>Communication and Interaction</td><td></td><td></td></tr> <tr><td>Physical and Sensory</td><td></td><td></td></tr> <tr><td>SEND register</td><td>Y/N</td><td></td></tr> </table>			Cognition and learning			Social, emotional and mental health			Speech, language and communication			Communication and Interaction			Physical and Sensory			SEND register	Y/N		<b>How to connect with me:</b> What and who are important to me? What would I like to be? What am I good at? What I find tricky? What helps me to learn in school?	
Cognition and learning																						
Social, emotional and mental health																						
Speech, language and communication																						
Communication and Interaction																						
Physical and Sensory																						
SEND register	Y/N																					
<input type="checkbox"/> Write up 2/3 targets for the child to work towards (relate to area of need/be SMART)	<input type="checkbox"/> What whole classroom strategies will be implemented to support this? (practically implemented on a 30:1 adult:child ratio)	<input type="checkbox"/> What additional proposed weekly support will be planned for? (small group/1:1 work)	<input type="checkbox"/> How will we know targets have been achieved? (success criteria)	<input type="checkbox"/> Were targets met?																		
<b>REVIEW: What should happen next?</b>		<input checked="" type="checkbox"/>	Additional notes (if needed):																			
Plan effective – no longer needs support (plan discontinued)		<input type="checkbox"/>																				
Plan effective – continue support at current level? (new targets set)		<input type="checkbox"/>																				
Plan not effective? (new targets / provision adjusted to support identified need)		<input type="checkbox"/>																				
Requires pupil passport / additional assessment / support? (e.g. assessment/referral)		<input type="checkbox"/>																				

What do  
Uffculme  
Primary staff  
say are their  
responsibilities  
with regards to  
inclusion?

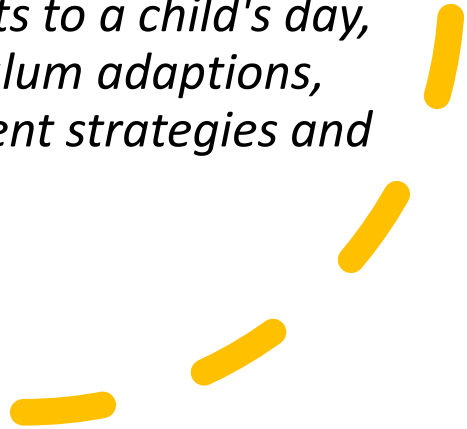


*"Staying devoted to providing an environment where all children can learn together, regardless of their needs, and never having to question acceptance or fairness in their day-to-day.*

*Providing children with the tools they need to reach their potential whilst falling in love with learning.*

*Understanding children's individual needs, whilst taking pride in supporting children's journeys and watching them thrive"*  
*(Teaching assistant).*

*"I believe that it is our duty to ensure all children feel that they are part of the family, they belong. To do this we must sometimes go above and beyond and offer bespoke elements to a child's day, whether that be building moderations, curriculum adaptations, staffing support, emotional scaffolding or different strategies and approaches"* *(Class teacher).*



# What provision is there for SEND children at Uffculme Primary?



- There is a wide range of provision available at Uffculme Primary for students with SEND. This is mainly centred around the school's SEND classroom.
- We have an extensive team of experienced support staff who are able to offer a wide range of small group and 1:1 interventions as well as in class support, all dependent on individual need.
- Please see the school's provision map for more details of the provision we are able to offer.  
<https://www.provisionmap.co.uk/>

The screenshot shows a 'tes ProvisionMap' interface for a student named Bill Açıktön. The page includes a profile picture, personal details (Date of birth: 11/6/1998, Pupil ID: JB20200107001, Year group: 11, Tutor Group: 11A), and a 'Pupil Passport' section. The passport is dated 3/3/2017 and written by Ms Rachel Stephens. It contains several sections with student feedback and support needs:

- I would like you to know that...**: I find it better if I work with someone so they can help me.
- This means that...**: Having someone available in the lessons that I struggle in will help me to achieve my best work.
- I find it difficult to...**: Read blocks or long pieces writing, spelling, writing quickly, getting what I want to say on paper with it making sense.
- It would help me if you could...**:
  - Understand I can get restless sometimes.
  - Break the long writing into small sentences.
  - Help me with my spellings.
- I will help myself by...**:
  - Asking for help when I feel I need it
  - Giving the teacher enough time to explain the task at hand
  - Make teachers aware of my triggers
- Additional Support**: TA support in English and Science, Attendance on an Accelerread intervention
- Access Arrangements**: Extra time to be given on reading exams, to the agreed amount

# What kinds of SEND are provided for at Uffculme Primary?



## **Cognition and Learning:**

**Specific Learning Difficulties (SpLD)**

**Dyslexia, Dyscalculia, Dyspraxia**

**Moderate Learning Difficulties (MLD)**

**Profound and Multiple Learning Difficulties (PMLD)**

## **Social, Emotional and Mental Health Difficulties**

**Attention Deficit Hyperactivity Disorder (ADHD)**

**Attachment Difficulties**

**Self injury**

**Oppositional Defiance Disorder (ODD)**

**Mental illness – depression/anxiety**

## Types of Special Educational Needs and Disabilities

## **Communication and Interaction**

**Speech, Language and Communication Needs (SLCN)**

**Autistic Spectrum Disorder (ASD)**

## **Sensory and/or Physical**

**Visual Impairment (VI)**

**Hearing Impairment (HI)**

**Multi-Sensory Impairment (MSI)**

**Physical Disability (PD)**

**Motor skill difficulties**

# How will the school's approach be adapted to match my child's needs?



- Most children will follow the same curriculum as their peers, with teachers altering the lesson content to take account of your child's learning needs.
- Support staff will support with your child's learning within the classroom.
- Specific resources and strategies will be used to support your child individually and/or in groups.
- Planning and teaching will be adapted on a daily basis, if needed, to meet your child's learning needs.
- Where appropriate we will offer a differentiated behaviour management plan for your child in line with professional advice.
- Teachers will liaise with the SENDCo, to personalise their approach and ensure your child's progress.

# How will I know what progress my child is making?



- Individual progress for any child can be affected by a number of factors, meaning that it can vary from year to year highlighting the need for a graduated response. At Uffculme Primary, we track each student's progress from the baseline information we collect on entry to the school. All staff are therefore aware of the expected rates of achievement for each individual.
- 'Progress' does, of course, include success in non-academic areas such as life skills, social and emotional development, etc. and this is equally monitored and targeted.
- In addition to the school's usual reporting process, students with SEND may also have:
  - Annual Review meetings (for students with an Education, Health and Care
  - Interim progress meetings
  - Pupil Support Plan reviews
  - Meetings with outside agencies
  - Parents evenings
  - Specific meetings with other relevant members of staff
- Together with the SENDCo, they will advise teaching staff on strategies to support your child in mainstream classes and liaise with any outside agencies who may be involved.



# What support will there be for my child's overall wellbeing?



Uffculme Primary school is committed to the wellbeing of your child. Their first point of contact will be with their class teacher. There are a variety of lunch time and after school clubs available to support your child's social and personal development. PSHCE curriculum is taught weekly and provides children with opportunities to discuss and identify how to look after and develop their own wellbeing. We also have a designated safeguarding lead and two deputies. Teachers are able to refer into our Emotional Literacy Support Assistants (ELSAs) who can create a bespoke programme to work with children 1:1 or in small groups for a minimum of 6 weeks.



# What specialist services are available to support my child?

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- The staff team, has specialist knowledge in dyslexia, autistic spectrum conditions, speech and language disorders and physical/sensory needs. As well as considerable experience supporting students with dyspraxia, dyscalculia, general learning difficulties and all aspects of social, emotional and behavioral difficulties.
- Additional agencies supporting the school include:
- Educational Psychology Service (EPS)
- Child and Adolescent Mental Health Service (CAMHS)
- Children and Young People's Therapy Service (including Speech & Language Therapists, Physiotherapists, etc)
- Local Authority Advisory Teachers – including Virtual School and Learning Support Team (VSLST) & Ethnic Minority Achievement Service (EMAS)
- Education Safeguarding Service (ESS)



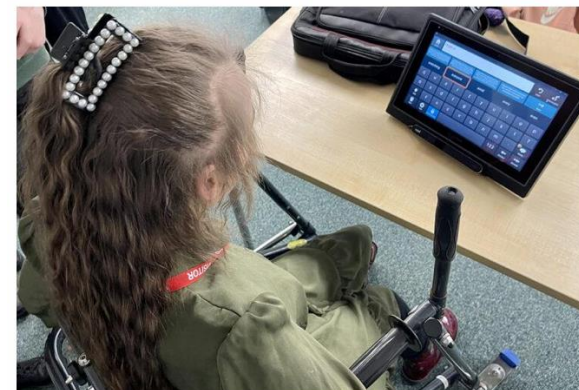
**Somerset**  
**NHS Foundation Trust**



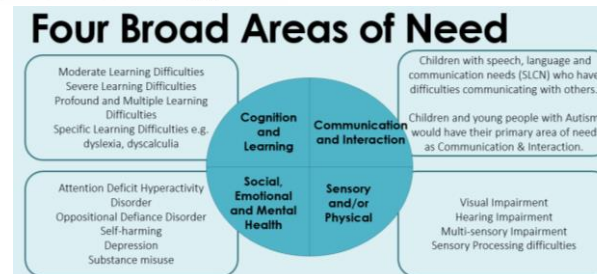


## What training is made available to staff supporting students with SEND?

- Quality training for staff to enable them to support students with SEND is essential. Uffculme Primary constantly reviews our on-going programme of whole school training to take into account the current needs of children, changes in legislation or recommended provision.
- We are supported in providing training to staff by outside support agencies such as the Educational Psychology Service and the Learning Support Team.
- This year, staff have received training in:
  - TA CPD in 4 sessions based on the four broad areas of need.
  - Whole trust conference on SEND with Elise a keynote speaker to share her school and childhood experiences as a young adult who has cerebral palsy.
  - Two members of staff trained in ELSA (Emotional literacy support assistants).
  - Whole staff Social, Emotional and mental Health (SEMH) training.



Elise demonstrates Eye Gaze technology



# How accessible is the school environment?



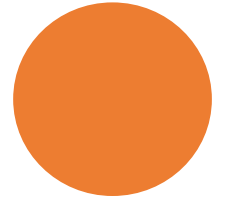
- Most areas of the school are accessible, especially our new classroom, and we continue to improve our facilities by making the reasonable adjustments necessary to accommodate all of our students.
- Timetables and rooming can be adjusted to enable full access to the curriculum.
- Please see the school's Accessibility Plan for more details available at: <https://static1.squarespace.com/static/629653d772211429ea2ecc92/t/63cab2ef06b9644c2b5b9eef/1674228464183/Accessibility+Plan+UAT+2023-25+Website.pdf>





# How will my child be included in activities outside of the classroom?

- Students with SEND are supported and encouraged to be fully involved in all aspects of school life.
- Individual arrangements (and risk assessments if necessary) are planned in advance to ensure they can be appropriately included on trips, offsite activities and extra-curricular events.
- For those students unable to participate in the usual curriculum sporting activities appropriate adaptations have been made to ensure that appropriate challenge and participation is inclusive for all children at Uffculme Primary school.



# How will I be involved in decision making and planning for my child's education?



- We value the relationships we have with parents and carers and feel that working in partnership with them is invaluable to ensuring a child's education is as successful as it can be.
- We fully welcome parents and carers to be as involved as they can be in any decision making about their child and in addition to the opportunities already mentioned, there are additional opportunities to meet with staff and be part of the planning for your child's education:

**Open evenings**

**Meetings with class teachers**

**Home visit (reception pupils)**

**Phone calls home**

**Open door policy**

What do  
parents, carers  
and  
professionals  
say about  
SEND  
provision at  
Uffculme  
Primary?



*"You have taken the time to understand my child and I feel clear and happy with the next steps to support them" (Parent, 2023).*

*"At a time where I needed support myself as a parent you have been able to help me and I feel more able to support my children." (Parent, 2023).*

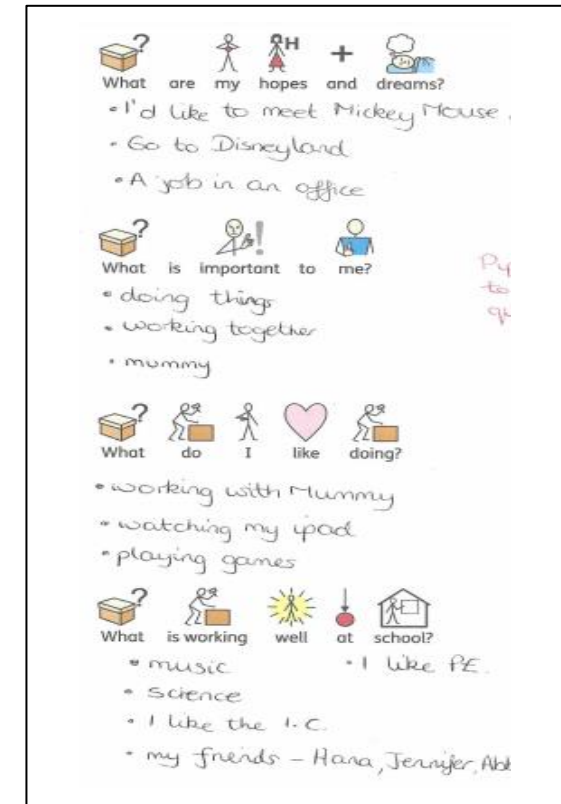
*"Thank you for the work you continue to do with pupil X, as a team we can see how hard you are working to support them" (External Professional, 2023).*



# How will my child be involved in decision making and planning for their education?



- In line with the SEND Code of Practice, Uffculme Primary takes a 'Child Centred' approach which means that as well as taking into account the views and wishes of parents and carers, children and young people are encouraged to express their needs, wishes and goals.
- We try to make it easy for children and young people to understand and make sure we use clear, ordinary language and images, rather than 'professional' jargon.
- Our approach means we focus on the child or young person and not their SEND label and ensure their voice is represented and heard.
- This means we aim to highlight a young person's strengths and capabilities and enable them to say what they have done, what they are interested in and what outcomes they are seeking in the future.
- This helps us to tailor support to the needs of the individual.





# How will the school support my child during transition?



- Uffculme Primary staff will liaise closely with your child's outgoing pre school or school to obtain a clear picture of their individual needs.
- If this is their primary school, transition meeting to secondary school. It may be appropriate for relevant staff to attend your child's year 5 or 6 annual review/SEND support review if they have one.
- Other services involved in your child's support (e.g. outside professionals, PFSA, etc) will also be consulted and we will meet with you and your child to get to know you both better and a transition plan may be produced. This could include additional visits to Uffculme Primary and information being shared with you so that you can become familiar with Uffculme Primary's environment, structure and staff.
- If needed, a Pupil Support Plan will be written with all of the information we gather to inform teaching staff of your child's needs and additional training provided where necessary.
- An Annual Review/SEND Support Review will be held during the Summer Term of Year 5 or Autumn Term of Year 6 and staff from the appropriate colleges will be invited to attend.
- Additional visits to college sites can be arranged and Uffculme Primary staff will be happy to support with these.
- Whenever your child moves on from Uffculme Primary school, their new setting will be provided with detailed documentation on their needs, staff will attend a transition meeting and support any transition plans.

# Who should I contact for more information or if I am concerned about my child?



- Your child's class teacher should always be your first point of contact. They can then direct your concern to the right member of staff or escalate to the SENDCo if necessary.
- Mrs A Elkington is Uffculme Primary's SENDCo. She is qualified with a Postgraduate Certificate in Special Educational Needs Co-ordination and is responsible for the day-to-day operation of the SEND Policy. She is currently on maternity leave and her role is being covered by Mrs V MacCormick in her absence and can be contacted via the school office email [admin@uffculmbepprimary.bep.ac](mailto:admin@uffculmbepprimary.bep.ac) or call 01884 840282



Mrs A Elkington



Mrs V MacCormick

# How will Uffculme Primary advise me if they have concerns about my child?



- If we have concerns about any aspect of your child's school life, the most appropriate member of staff will contact you. This may be your child's class teacher or a member of the school's Senior Leadership Team.
- Staff may also use other opportunities such as your child's school report or parents evening to let you know about any concerns.
- If appropriate, the 'Assess, Plan, Do, Review' process will be used as part of the school's 'Graduated Response' to identify what needs to change and put in place support/strategies to help make this happen.
- In line with the SEND Code of Practice, we will always inform parents/carers if special educational provision is being put in place for your child and they are being placed on the school's SEND register.



# What support does Uffculme Primary have for me as a parent of a child with SEND?



- Your child's class teacher and SENDCo will be happy to offer any support they can.



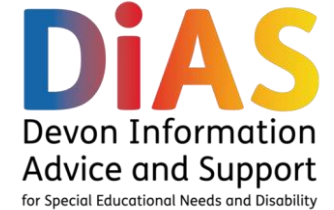
- We can also signpost/refer you to other specialist support services such as Advice and Support (SENDIAS).

# Who can I contact for additional support or further information?



- SENDIAS <https://devonias.org.uk/>

Email: [devonias@devon.gov.uk](mailto:devonias@devon.gov.uk) Phone: 01392 383080



- Parent Carer Forum [www.parentcarerforumdevon.org](http://www.parentcarerforumdevon.org)

Email: [admin@parentcarerforumdevon.org](mailto:admin@parentcarerforumdevon.org) Phone: 07307 237720



- Devon's Local Authority Offer <https://www.devon.gov.uk/education-and-families/send-local-offer/>



# What if my child's needs are complex and I feel they can no longer be met by Uffculme Primary's provision?



- Where children have more complex needs, we would always do our best to make reasonable adjustments and devise an appropriate plan to meet their needs.
- We recognise however, that as a mainstream setting, it may not always be possible to fully meet the needs of every child and that sometimes this may mean that a move to an alternative/specialist provision is in the best interests of your child. We understand that this can be an upsetting and confusing time for families therefore we will:
  - Support you in understanding the process of an Education Health and Care Plan application if your child doesn't have one or arranging an 'Early Annual Review' if they do, so their placement can be reviewed.
  - Put you in touch with support services that may be able to help.
  - Ensure we follow the advice laid out by specialist professionals.
  - Liaise closely with staff at your child's new school should one be identified to ensure the transition is as smooth as possible.

# What should I do if I am not satisfied with a decision or what is happening?



- Your first point of contact is always the person responsible – this may be your child’s class teacher, the SENDCo, our Designated Safeguarding Lead or the Head Teacher.
- You are encouraged to speak to them first and explain your concerns.
- If you are not satisfied that your concern have been addressed then please ask for the contact information for their line manager.
- If you still feel the issues are unresolved, then please follow the school’s Complaints Procedure:  
<https://static1.squarespace.com/static/601a7f0e44a5b227e4ad1db9/t/635142a9bf5a053a8271b6c3/1666269866113/Complaints+Procedure%2C+UAT%2C+revised+Sept22.pdf>
- If your concern is with the Local Authority, then please contact the Devon Parent Carer Forum or the Special Educational Needs and Disability Information and Advice Service.



# Who has contributed to this report?



Signed on behalf of Uffculme Primary:

*F Wallace*

Mr F Wallace (Headteacher)

*V MacCormick*

Mrs V MacCormick (SENDCo)

***This report was presented to and approved by the school's Senior Leadership Team in September 2023***

Signed on behalf of Uffculme Primary's Governing Body:

\_\_\_\_\_

Russell Wilson (Chair of the Governing Body)

\_\_\_\_\_

Andrea Fox (SEND Governor)

***This report was presented to and approved by the school's Governing Body***

# Who has contributed to this report?



Parents, Carers, External Professionals and Children were consulted on this report during the academic year 2022-23.