



Uffculme Primary School

SEND Information report

Approved by The Local Governing Body on: 3.10.18

Next review date: 3.10.19

The Uffculme Primary School Promise:

- to identify pupils with special educational needs as early as possible and ensure that all their needs are met;
- to maximise the opportunities for pupils with special educational needs to join in with all the activities of the school;
- to ensure that all learners have equal access to a rich, varied curriculum which is differentiated to meet individual needs and abilities;
- to encourage learners to develop confidence and recognise value in their own contributions to their learning giving them a high self-esteem;
- to encourage regular and effective communication between parents and school;
- to encourage learners to express their views and be fully involved in their learning;
- to ensure parents are informed of their child's special needs and promote effective partnership to involve outside agencies, when appropriate.

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The definition of Special Educational Needs (SEN) is: A child or young person with a learning difficulty or disability which calls for special educational provision to be made for them. A young person has a learning difficulty or disability if he/she has (a) a significantly greater difficulty in learning than the majority of others of the same age: or (b) has a disability which prevents or hinders him/her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools. Clause 20 Children and Families Act, June 2014

1. How does the school know if pupils need extra help?

- Through information gathered from the Pre Schools during transition meetings
- Through meeting parents during the home visits prior to the children starting in Reception

- From observations of children during the induction sessions
- Liaisons with other schools when pupils transfer into Uffculme Primary School
- Observations in class
- Teacher feedback
- Teaching Assistant feedback
- Parental concerns
- Tracking progress of all children on a half termly basis
- Outcomes from baseline assessments
- Consultations between staff and the Senior Leadership Team
- Referrals made by class teachers (using referral forms for KS1 and KS2)
- Information provided from external agencies (e.g. Paediatricians and Speech and Language)

2. **What should I do if I think my child may have special educational needs?**

In the first instance contact the Special Educational Needs and Disability Coordinator (SENDCo) Mrs R Welch WelchR@primary.uffculmeschool.net

3. **What provision is there for students with special educational needs?**

Teaching staff will support pupils at a level appropriate to their needs through effective differentiation in the classroom (Quality First Teaching) This is constantly reviewed as the child develops and makes progress.

Pupils requiring more specific intervention to access the curriculum may be supported in a range of ways, for example; -

- Individual or small group literacy and numeracy interventions
- Individual or small group social and emotional development interventions, including Social and Emotional support
- Individual or small group support to develop fine and gross motor skills
- Shared in-class support from a teaching assistants
- Individual interventions to meet specific needs

4. **How will I know how my child is making progress?**

As a parent/carer you will receive:

- Annual school report during the Spring Term
- Termly parents' evenings
- Meetings with the class teacher and/or a member of the Senior Leadership Team as required
- Communication through home-school books when required
- Information about rewards and sanctions – house points, certificates and letters home about behaviours.

In addition, you may also be involved in:

- Annual Review or Transfer review meetings (held for identified high needs pupils – you will be informed if your child is included within this category), which includes opportunities for the views of parents/carers and the child
- Information from specific intervention support
- Target setting and reviewing Individual Education Plans

- Team around the family meetings (TAF Meetings)
- Completing forms for external agencies to support specific needs

At any time, you may contact your child's class teacher or the SENDCo for further information.

5. How do I know what progress my child should be making?

All teachers are aware of every pupil's starting point, and are aware of the rate of progress we expect each child to make whilst at Uffculme Primary School each year, and over the 7 years. Progress can vary in each year, but the overall progress throughout the Foundation Stage and Key Stage One and Key Stage Two is tracked carefully to ensure every child makes the best possible progress for them. We have high aspirations for all pupils.

6. How will the curriculum be matched to my child's needs?

This is done on an individual basis where the need is identified for a pupil to have a more personalised curriculum.

Most pupils follow the same curriculum as their peers, perhaps with minor adjustments. Each teacher should display 'Quality First Teaching'. Teachers are expected to support pupils by differentiating the lesson content to meet the needs of all. Where pupils have complex needs, they may receive extra Teaching Assistant support to enable them to access their learning and complete activities related targets. They may also follow programmes suggested by external agencies.

7. What support will there be for my child's overall well-being?

All pupils are supported by the adults in school, who ensure that there is a smooth transition between home and school each day. The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class. If further support is needed the class teacher will liaise with the SENDCo, the Pastoral Support/ PSHE co-ordinator or the Child Protection Officer. This may involve working alongside external agencies (Health, Social Services, Behaviour Support).

All pupils who are identified with concerns about their well-being will be offered appropriate interventions including:

- Support from the School nurse
- Interventions
- Clubs
- Rewards
- Support from other agencies, as appropriate

First Aid

Uffculme Primary School is mindful of the need to safeguard the well-being of all pupils and management of first aid arrangements will be undertaken in such a way as to ensure there is adequate training of staff, provision of first aid equipment and recording of first aid treatment. The classrooms have a list of all nominated First Aiders displayed. All medications are administered and logged by the office staff, once a form has been completed by parents.

Pupils with medical conditions

Pupils with specific health conditions (Epilepsy, Severe Allergies) will have an individual care plan which will be drawn up in consultation with the SENDCo, parent/carers and other health

professionals as necessary. This will outline the arrangements for administering medication and provide advice for staff in the event of an emergency. Staff will take note of the care plans when arranging any curriculum enrichment activity.

Safeguarding

If we have any concerns that a pupil is at risk, we will always follow our Safeguarding Policy. This means the child's welfare is the paramount concern, over-riding concerns for staff and parents/carers. We will involve external agencies if we consider this to be in the child's best interests.

The designated safeguarding officer (DSO) for Uffculme Primary School is Mrs J Dentith: Dentithj@primary.uffculmeschool.net and the deputy designated safeguarding officers are Mrs R Welch: WelchR@primary.uffculmeschool.net , Mrs C Hayman: HaymanC@primary.uffculmeschool.net and Mrs K Moss: MossK@primary.uffculmeschool.net

8. What Specialist services are available within, or accessible to the school?

School based

- The SENDCo, Head teacher and the Assistant Head teacher have all achieved The National Award for Special Educational Needs Coordination.
- All Teaching Assistants have experience and training in working with pupils with Cognition and learning needs, Physical and sensory needs, Speech ,language, communication and interaction needs (including Autism) and Social and emotional health needs.

External services

- Educational Psychology
- Speech and Language Therapist
- Physiotherapist
- Occupational Therapist
- Child and Adolescent Mental Health Service (CAMHS)
- Educational Welfare Service (attendance)
- School Nurse
- Parent Support Workers
- Health Visitor
- Behaviour Support Team
- Communication and Interaction Team

9. What training is available to staff supporting students with SEND?

Training for teaching pupils with Special Educational Needs is considered essential. There is an on-going programme of whole school training in teaching and supporting pupils including:

- Specific Learning Difficulties
- Sensory support
- Specific medical conditions training
- Gross Motor Skills
- Communication and Interaction

In addition, there is regular training in:

- Child Protection (Safeguarding)

- First Aid awareness e.g. use of epi-pen, asthma awareness, epilepsy awareness
- Disability Awareness
- Outstanding Teaching
- Behaviour for Learning

10. How will I be involved in making decisions about and planning for my child's education?

Parents know their children best and it is important that all professionals listen and understand when parents express concern about their child's development. Uffculme Primary School use the Early Help process as an appropriate family-centred approach to put the child and their family at the heart of planning and reviewing provision.

In addition to the opportunities listed above, (answer 4) there are many other occasions to be involved in your child's education at Uffculme Primary School.

- Class Assemblies
- Termly open classroom sessions
- Sports activities, including sports day
- Support of extra-curricular activities

We do encourage parents to be involved in their children's education and hope parents will contact us if they have concerns. Similarly, teachers will contact parents to address issues promptly.

11. How will my child be included in activities outside the classroom, including school trips?

As stated in our school aims, we expect all children to participate in enrichment activities and we will endeavour to overcome any barriers to inclusion.

12. How accessible is the school environment?

The School does not have complete wheelchair access. The governors would, however, make every effort to accommodate a pupil's particular needs and would work with the Devon County Council to improve facilities.

13. How will the school support my child through transition, both to the school in Reception and from the school in Year 6?

We gather a lot of information about your child from their pre-school or the school which they have transferred from, and any agencies involved, for the best possible preparation for them joining Uffculme Primary School. In addition to the usual induction sessions for all pupils, vulnerable pupils (not necessarily all children with SEND) are invited to extra sessions in the school to familiarise themselves with their new surroundings and to take part in a tailored transition programme.

As Uffculme Primary School is part of the Uffculme Academy Trust all children have their PE lessons taught by a teacher who works at both schools.

All children in Year 6 attend an induction day at Uffculme School in July and children that need individual support with transition will attend extra sessions at the Secondary School throughout the Summer Term. These sessions will take place at different times of the day to enable children to experience the busier times. E.g. Lunch time.

14. How are the school's resources allocated?

The allocation of resources within the school is based on an annual audit of need.

15. How is the decision made about how my child will receive support?

The decision making process is informed by the data and information provided by all agencies involved. Support is then personalised, within available resources, to maximise progress. This is regularly reviewed, and in the case of high needs students discussed with parents at Annual Reviews. Where a pupil makes good progress, and bridges the gap, support may well be reduced, even to the extent of being taken off the SEN Register. When significant changes to provision occur, parents are automatically involved.

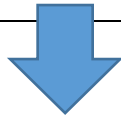
The school adopts a graduated approach to SEND:



Assess: Our school SEND information report highlights the number of ways in which we monitor children's progress and achievement. This rigorous monitoring cycle highlights pupils who may need further support and intervention. If a member of staff has a concern about a child, then they complete the SEND referral (KS1 and 2) forms located on the school cloud. This provides a quick assessment of the particular needs of the pupil. The SENDCo will then review the information and use the graduated response identification checklists to highlight the specific areas of need for the pupil.

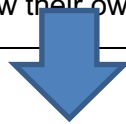
Assessment information supports planning of effective teaching, determining appropriate provision and informing adjustments to teaching that will lead to outstanding progress and

improved outcomes for children. Other information gathered at this stage might include observations of pupils in class, outside professional involvement and screening assessments.



Plan/Do: A child is added to the SEND register at the school after the assessment process above has been completed. The first step is to ensure that high-quality teaching, differentiated for individual pupils is in place. This is achieved through a cycle of lesson monitoring, provision mapping and lesson planning scrutiny. The next step is to make sure all staff are aware of the pupils needs, the support provided and any teaching strategies or approaches that are required. Weekly teacher and TA staff meetings allow information to be shared; weekly supervision provides pastoral concerns and strategies to be communicated. Pupil profiles are provided for children on the SEND register, these are located in the classrooms so that all staff can refer to this information when needed.

Some children will then require targeted provision what is additional to or different to that made for the majority of pupils. Individual Education Plans (IEP's) are used to set personalised high expectations for children on the SEND register. For some children and their families, a Team Around the Family Framework (TAF) is used to support the child and family. If a pupil clearly needs something different from/ additional to what is being provided for the rest of the class and over a longer time span, then we begin a formal assessment to request an Education, Health and Care Plan with the help of other specialists. Throughout this process children are invited to review their own targets and discuss their own progress.



Review: Children receiving additional support will have interventions reviewed termly. Pupil progress meetings between staff at the school will focus on tracking provision to make sure that the gap is narrowed (progress and achievement) between pupils with SEND and other pupils. Team around the Family meetings are scheduled according to the specific needs for pupils and their families involved with the TAF process at the school.