

Upton Westlea Primary and Nursery School

"Inspire, Learn, Succeed!"

The Special Educational Needs and Disabilities (SEND) Information Report

1	What kinds of SEND are Provided for at Upton Westlea Primary	- Upton Westlea Primary is a mainstream primary school with a 15-placed Resourced Provision for Autism that welcomes and provides an education for all pupils who want to share in our welcoming and inclusive school environment. - We are committed to giving all of our children every opportunity to achieve their potential including those with special needs and disabilities.
2	How do we identify children with SEND and how do we assess their needs?	- All pupils are monitored and assessed throughout each term. - Actions are taken at the earliest opportunity to support pupils through class support or interventions to address needs and review of progress is regularly monitored. - SEN profiles are written, for those pupils who need additional support beyond quality first teaching (QFT). - Effective communication with stakeholders including, parent's meetings, Pupil Progress Meetings, involvement of outside agencies e.g. Speech and Language.
3	Who is our SENDco? (Special Educational Needs and Disability Coordinator)	- Mrs Nic Evans, SENDco and can be contacted via the school office. - Our SEND Governor is Mrs Louise Thompson who can also be contacted via the school office.
4	How do we involve and support parents of children with SEND?	- Parents are encouraged to discuss any concerns with their class teacher or SENDco. - We work closely with parents to obtain their views to help inform the provision for their children. - Parents Evenings and end of year reports contribute to maintaining close links with parents. - Parents are able to contribute to their child's learning through sharing the SEN profiles and the review process. - Parental involvement in annual reviews for children with Educational Health Care Plans (EHCP). - Parents' knowledge of their child is shared through the 'Our Story' document.
5	How do we involve children with SEND in shaping their education and future?	- Children are included in the writing of their targets and the review of their progress towards these where possible. - Pupils are invited to contribute to the review process. - Within Eden Pupil Passports are put together to explain how the best way the child can learn, any potential triggers and their bespoke strategies.
6	What are our arrangements for assessing and reviewing	Support and intervention programmes are monitored regularly and impact evaluated – EDUKEY.

	children and young people's progress towards outcomes?	• Half termly Pupil Progress Meetings involving SENDco/Headteacher/Deputy Headteacher and class teacher review the progress of SEND pupils.
7	How do we support children in moving to our school and from our school?	• We offer support from our Learning Mentor for children who need additional transition support. The Learning Mentor will liaise with parents. • We liaise closely with secondary schools and early years' settings and offer additional visits, meetings and preparation for those children who find transition more difficult • Within school we have "meet your new teachers" sessions towards the end of each academic year (extra sessions where necessary) • A child is able to visit our school and stay for a taster session if this is appropriate. Relevant information is passed on to receiving teacher, school and SENDco. • We may suggest adaptations to the settling in period to help your child transition easily. • Secondary school transfer meetings involving the Y6 teacher, SENDco, safeguarding Lead, Head of Y7 and High School pastoral support.
8	How do we help to prepare children for adulthood	• We have secure transition programmes to secondary schools in place which include additional visits and preparation. • We work towards our pupils becoming responsible citizens and being able to contribute positively to society. We take their needs into consideration when planning learning opportunities to help them achieve this. • We actively promote respect and tolerance within our school.
9	What is our approach to teaching children and young people with SEND?	• We are inclusive and provide access to a full and balanced curriculum flexible to pupils needs. • Teaching styles/strategies are varied and adapted to suit pupils' needs. • Class based TAs and those working with intervention support/groups liaise closely with class teachers. • All children are part of a class and have access to (QFT) alongside their peers.
10	How do we adapt the curriculum and learning environment for children and young people with SEND?	• The curriculum is adapted in response to pupils' needs which are assessed regularly. • Communication between home and school is actively encouraged to promote meaningful learning both in and out of school. • The classrooms are adapted to meet the needs of pupils e.g. work stations for some pupils to minimise distraction; furniture of a relevant height; arrangement of furniture; physical resources to support learning e.g. sloping desk tops, special-gripping pens, enlarged print, yellow lines on equipment etc. In addition we have areas within school for individual and small group teaching

		• The office and a nurture room provide areas where pupils' physical and medical needs can be attended to. • The school is accessible to children with a disability on the lower ground floor. • There is a disabled toilet with changing facility. • After school provision is accessible to all children, including those with SEND • Extra-curricular provision is accessible to children with SEND.
11	What are our areas of expertise in supporting children with SEND and how do we secure the expertise of others? What training have we had and what future training plans are there?	• All staff have been trained to deliver quality first teaching. • We have access to outreach advice, assessment for dyslexia and in-school support for children with this barrier. • Staff have had training in strategies for teaching children with Autism, dyslexia and dyscalculia. • Staff have received 1st Aid, asthma training, Epi-pen training and have training in the administration of medication. • ELSA trained staff. • Specific training to meet specific needs is obtained as a need is identified. • Staff have been trained in recognising 'Young Mental Health Awareness'. • Nurture Group leads. • Sensory diet, visual aids training • Adaptive teaching training • Makaton training • Passion for Learning • Healthbox School works closely with the following professionals and agencies; • Autism Team • Speech and Language Therapy Services – SALT • School Nurse • Occupational and Physiotherapy Services • Child and Mental Health Services – CAMHS • Doctors/Paediatricians • Adoption Support • Educational Psychology Service • Education Welfare Officer (EWO) • Team Around the Family (TAF) • Social Services • Early Help and Prevention/Family Intervention Workers
12	How do we evaluate the effectiveness of the provision made for	• All children are assessed, and their progress tracked on a termly basis • Interventions/support are evaluated, and progress analysed.

	children and young people with SEND?	Progress is reviewed with parents, pupils and relevant staff usually after each half term or at the end of specific intervention of support programme.
13	How are children and young people with SEND able to engage in activities available with children and young people in the school who do not have SEND?	- All are encouraged to choose from and join in with the range of extra-curricular activities on offer. - All pupils including pupils with SEND are encouraged to become actively involved in all school activities including residential visits and to take on roles such as play leaders, with the appropriate support.
14	How do we support the emotional and social development of our pupils with SEND?	- The wellbeing of all pupils is important to us and we recognise that some children will have additional emotional and social needs that need to be nurtured and developed. - Our Learning Mentor is able to work with pupils on specific emotional and social development. - Lunchtime and break time support is provided as appropriate through planned activities. - Peer support e.g. Play leaders - Adapted resources e.g. visual timetables and practical resources. - ELSA and other interventions run by TAs. - Counselling delivered by Mrs D Grimshaw and Mrs D Woollen - Specific interventions used include Next Step Cards, Motivational Interviewing etc. - SCARF scheme supports Mental Health and Well-being.
15	How does Upton Westlea Primary School involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEND and supporting their families?	- Upton Westlea Primary School works closely with a wide range of professionals and voluntary organisations to support pupils. These are listed in section 11. - We also support families by signposting them to additional Services – CWAC 'The Local Offer' and other agencies.