

UPSHIRE PRIMARY FOUNDATION SCHOOL

SEND Information Report 2023 – 2024 *written by Nicole Ward November 2023*

Mission Statement

At Uphire Primary Foundation School, we aim to provide opportunities for the children to achieve their full potential academically, creatively, socially, physically and emotionally in a happy, supportive, caring and inspiring environment.

School Vision

INSPIRE*EXCITE*ACHIEVE

Imagine an inspiring and exciting environment where learning happens because children want to achieve!

Our School



Our School Vision

INSPIRE*EXCITE*ACHIEVE

At Upshire Primary Foundation School the well-being and development of each child underpins all that we do. Our aim is to develop children into confident and resilient learners, for them to develop a love of learning and to encourage them to explore opportunities to step outside of their comfort zone whilst not neglecting the need to develop wider life skills that they can use to underpin their future development.

November 2024 Send Profile

Upshire currently has 228 children on role. There are currently 59 children (26%) on the SEND register:

Stage 2 Additional School Intervention ASI	Stage 3 High Needs Support HN	EDUCATION, HEALTH AND CARE PLAN funding
Additional learning support and/or social emotional support	Higher Needs children with One Planning in place	
25 (11%)	25 (11%)	8 (4%)

Senco



Our Senco is Nicole Ward







Special Educational Needs



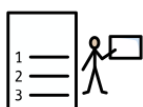
At Upshire, we support children with a variety of special educational needs and we pride ourselves on being a highly inclusive school with an ethos which encourages and celebrates diversity and difference.

SEND is categorised into the following areas in the SEN Code of Practice 2015:

	Cognition and Learning
	Communication and Interaction
	Social, Emotional and Mental Health
	Sensory and Physical


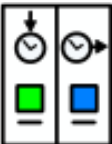






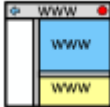
<p>Identifying and Assessing Need</p> 	<p>At Upshire we work closely as a team, and if staff have a concern about a child, they discuss concerns with our Senco who will then arrange a meeting with parents. A child may then be placed on the monitoring register and we begin to follow the Graduated Response approach of 'Assess, Plan, Do and Review'.</p> <p>Some children may require more support than is ordinarily available and we may ask outside agencies to support us in ensuring that we are offering the best support we can.</p> 
<p>Our approach to teaching children with SEND</p> 	<p>We are an inclusive school. Wherever possible children are taught alongside their peers in flexible teaching groups.</p> <p>Teachers adapt high quality teaching (HQT) to cater for their pupils' needs and plan individual timetables where necessary. When appropriate, staff are deployed to give children additional academic and pastoral interventions in small groups, or to provide one-to-one support. Examples of interventions include: Word Wasp, Precision Teaching, Talkabout, Lego Therapy.</p>
<p>How is progress monitored?</p> 	<ul style="list-style-type: none"> ○ Monitoring of tracking grids ○ Analysis of need and impact of interventions by class teachers and Senco ○ Work scrutiny and pupil audit ○ Monitoring of books ○ Learning Walks ○ Specialised assessments (eg AFALs, SPLAT, SSRI) ○ Termly One Planning Meetings

Classroom adaptations



We use a range of strategies across our lessons to ensure we offer an inclusive approach to learning and allow all children to access the classroom environment. Staff can access the Ordinarily Available Guidance to help support children's learning within the classroom.

A comprehensive list of class adaptations is available from the Senco. Here are some examples of classroom adaptations.

		
Visual timetables	Task boards	Pre-teaching
		
Word banks	Individual resources	Zones of Regulation
		
Explicit instruction	Concrete resources	Scaffolding

Parent Consultations



At Upshire, we work closely with parents/carers and recognise that they have much to contribute to our support for children with SEND.

- Open door policy
- Senco and class teacher consultations – formal and informal
- Termly One Planning Meetings
- Parent Consultations
- Regular contact by telephone

We hold three coffee mornings a year where parents can meet up and support each other in a safe environment. During these sessions we gather parent feedback on SEN provision at Upshire, direct to training courses and support groups and offer opportunities to meet up with outside agencies.




For children who have an Education, Health and Care Plan we will invite parents/carers in for meetings in the Autumn, Spring and Summer terms. These meetings are used to celebrate the child's learning, and look at the progress they have made against the targets set, create new targets and discuss next steps. A copy of the child's One Planning document will be provided.

Child Consultations



Pupils' views are important; they have a right to be involved in decisions about their education and the support that they receive.

Children are fully involved and their views feed directly into policies, procedures and daily teaching of children with SEND. Pupils are given regular opportunities to:

		
Self-assess how they are doing	Attend meetings and help decide the support needed	Feedback and review progress/ interventions





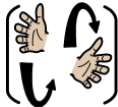







Staff Training



At Upshire, we believe in professional development, and aim to ensure all our staff have the understanding they need to enable them to support all children.

The senior leadership team are constantly moderating needs within the school and, where an area of concern is highlighted, training is organised to ensure all staff understand appropriate teaching or support strategies.

If a child needs specialist support from an outside agency, such as the Speech and Language Service, Educational Psychologist (EP), Occupational Therapist, or school nurse, we will discuss this with parents/carers first. Here are some examples of staff training in 2023:

 ADHD Training	 Lego Therapy	 Trauma Perceptive Practice
 Autism Training	 Makaton	 Phonics Interventions
 Specific Learning Difficulties	 Bucket time/ Attention Autism	 Speech and Language
 Mental Health Training	 Selective Mutism Training	 Widgit Training

Transition Support



Nursery to Reception

Transition to Reception, and then into each successive year-group, is supported by meetings, social story leaflets and taster sessions in each new class.

End of Year transition

When children move up a year, we provide transition booklets, where required, which include photos of the new teacher, LSA and classroom.

We hold transition sessions during the summer term where the children spend time in their new classroom and meet their new teacher. Some children require extra transition visits to their new classroom to help reduce their anxiety and ensure that the transition is successful and positive. These children may also be invited into their new classroom to meet their new teacher at the end of the summer holiday. Class teachers meet with the Senco and previous teachers during the summer term to discuss the needs of the children and share Individual Support Plans.

Secondary Transition

We liaise very closely with our partner schools to ensure that the transition from primary school to the secondary school is as smooth as possible.

Mid-Year new starters

When we are aware that pupils joining us from other settings have identified special educational needs, we arrange a meeting with the family to enable us to gain a greater understanding of the support we need to put in place. We will also liaise with previous schools.

Outside Agencies



We work with the following agencies to provide support for children with SEND:

- Young Carers
- Essex Educational Psychology Service
- Speech and Language Therapy
- Visual Impairment Specialist Teacher team
- Children & Young People's Mental Health Support Team
- School Nursing Team
- Kids Inspire, Affinity, Wilderness Project

We will ask parent/carer permission before we arrange for any outside agencies to come in and work with a child.

Clubs and Trips



Our extra-curricular activities and school visits are available to all our children, including our before-and after-school clubs. All children take part in trips, including residentials. All children are encouraged to take part in sports day, school competitions, school assemblies and performances, workshops, etc. All children are encouraged to apply for roles of responsibility in school e.g. school council representatives, librarians etc.