



Belgrave Road
Uppingham
Rutland
LE15 9RT

01572 823245
office@uppingham.rutland.sch.uk
www.uppinghamprimary.co.uk

Headteacher: Mrs J Exton

SEND Policy and Information Report November 2020

Approved by:	Julia Exton	Date: 2.12.2020
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1. Aims

Our SEND and Inclusion policy aims to:

- Set out how our school will support and make provision for pupils with special educational needs and/or disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

Mission statement of the school

Our Vision is to inspire a love of learning and discover how to make a difference in our world. Based upon Christian values, we strive to:

- **Inspire** curiosity awe and wonder
- **Nurture** our talents, interests and individuality
- **Celebrate** all achievements, large and small
- **Dream** bigger dreams.

We aim to be a kind, caring community built on Christian values of love and respect.

To be a school where

- everyone matters
- we all have a clear sense of belonging
- individuality is celebrated
- everyone is proud of themselves and proud of the school.

We aim for our learners to be able to show and live these values in everything they do through our 5Rs for lifelong learning

Readiness – this shows in your motivation, curiosity, the belief that you can achieve and that you deserve to be successful

Reflectiveness – this shows in looking back, improving your learning and performance, and practising

Responsibility – this shows in your self-awareness in learning, taking ownership of your learning, and being able to learn alongside others

Resilience – this shows in keeping going, learning under stress, and managing your feelings about learning and the people you are learning with

Resourcefulness – characterised by learning with and from others, learning creatively in different ways, being flexible, applying what you have learned

Objectives:

To achieve these aims we will:

- Create an environment that meets the special educational needs of each child.
- Ensure that the special educational needs of children are identified, assessed and provided for.
- Ensure that children with additional needs who require personal profiles are provided with appropriate, good quality targets.
- Make clear the expectations of all partners in the process.
- Identify the roles and responsibilities of staff in providing for children's special educational needs.
- Enable all children to have full access to all elements of the school curriculum.
- Ensure that parents are able to play their part in supporting their child's education.
- Ensure that our children have a voice in this process.
- Implement intervention strategies to target the underlying learning needs of individual pupils to enable them to access the curriculum using advice given by specialist agencies where necessary.

The head teacher, SENDCo, all staff and the Governing Body will work within the guidance outlined in the SEND Code of Practice 0 – 25 (Jan 2015)

2. Legislation and guidance

This policy is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

[Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities

[The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

3. Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Roles and responsibilities

4.1 The SENCO

Mrs Emma Keegan is the Special Educational Needs and Disabilities Coordinator (SENDCo).

Mrs Keegan can be contacted via:

Uppingham C of E Primary School
Belgrave Road,
Uppingham,
Oakham,
Leicestershire,
LE15 9RT

Tel: 01572 823245

Email: uppinghamoffice@rltschools.com

In the absence of the SENDCo enquires should be directed to Mrs Julia Exton, the Head Teacher.

The SENDCo will:

- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and information report and SEND provision in the school.
- Have day-to-day responsibility for the operation of this SEND policy and information report and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching.
- Advise on the graduated approach to providing SEND support.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Be the point of contact for external agencies, especially the local authority and its support services.
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned.
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Ensure the school keeps the records of all pupils with SEND up to date.

4.2 The SEN governor

The SEN governor will:

- Help to raise awareness of SEND issues at governing board meetings.

- Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this.
- Work with the headteacher and SENDCO to determine the strategic development of the SEND policy and provision in the school.

4.3 The headteacher

The headteacher will:

- Work with the SENDCO and SEND governor to determine the strategic development of the SEND policy and provision in the school.
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability.

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class.
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- Working with the SENDCO to review each pupil's progress and development and decide on any changes to provision.
- Ensuring they follow this SEND policy.

5. SEN information report

5.1 The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder and speech and language difficulties.
- Cognition and learning, for example, dyslexia, dyscalculia.
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD).
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, developmental coordination disorder (dyspraxia).
- Moderate and multiple learning difficulties.

5.2 Identifying pupils with SEN and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers

- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

Once this occurs a support plan is written for the child and at Uppingham C of E Primary School this is called a Personal Profile and Provision Map. Where specialist support is required to help the school to support the children we make a referral request to the relevant agency. Outside agencies then assess the needs of the child to highlight their specific barriers to learning. For some children, SEND can be identified at an early age. However, for other children and young people difficulties become evident only as they develop. *(Further details of how Uppingham C of E Primary School manages the needs of children with SEND can be found in section 5.4.)*

All SEND children are listed on the SEND Register, indicating the level of support being received.

The SEND Code of Practice, 2015 describes the four broad categories of need as:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

Full descriptions (as outlined by the SEND Code of Practice, 2014) of each of the categories are included at the end of this policy.

There are other factors that may impact on progress and attainment but does not mean a child has SEN:

- Disability - the SEND Code of Practice, 2015 outlines 'reasonable adjustment' duty for all settings and schools provided under current Disability Equality legislation - these alone do not constitute SEN
- Being a child of a serviceman/woman
- Poor attendance and punctuality
- Health and welfare concerns
- English as an Additional Language
- Being a Child Looked After
- Behaviour - concerns relating to a child or young person's behaviour should be considered to be an underlying response to a need which requires identification and support.
- Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

5.3 Consulting and involving pupils and parents

Throughout the year there are two parents' evenings and all children receive an end of year annual report in July. In addition, parents of children on the SEND register meet with the class teachers at least three times a year to review the child's Personal Profile and Provision Map. These plans are evaluated with

parents/carers and recommendations for new outcomes discussed alongside suggestions for supporting the child within the home setting.

Parents are also encouraged to arrange appointments with the class teacher as and when concerns arise. There is an 'open door' policy whereby the SENDCo is easily contactable via the school office and telephone. Parents may be invited into school to discuss their child's progress at any time and additional meetings are set up as required or requested by parents/carers to discuss particular aspects of a child's SEND and we particularly welcome information from parents about how their child learns best in order that it can be shared with the relevant staff.

Progress and outcomes are also discussed during consultation meetings with the Educational Psychology Team, Speech and Language Therapist, Inclusion Officers and specialist teachers. Parents may receive a report and discussion takes place regarding the outcomes of any assessments and/observations.

The progress of children with an EHC Plan will also be discussed at their annual review. At a Year 5 annual review transition to secondary provision is considered with discussion involving parents and the LA (as well as relevant secondary schools, if appropriate). At Year 6 annual reviews the SENDCo of the receiving secondary school can be invited to attend.

Supporting the Pupil Voice:

Any outcomes set are done so with the children, if appropriate i.e. appropriate age and understanding, and then reviewed with them. Children's self-evaluation is actively encouraged throughout the school and children are supported where necessary to think of areas for development and how best to develop in these areas in school and at home. We endeavour to ensure children are aware of their progress and the challenging outcomes set to support their development.

Pupil voice is gained at reviews and at other points throughout the year through a 'snack and chat' approach to obtain children's views about their SEND, support in place to address needs and any modifications to this support which children feel may be helpful for them.

5.4 Assessing and reviewing pupils' progress towards outcomes

A Graduated Approach to SEND support:

Teachers are responsible and accountable for the progress and development of children in their class, including where children have one to one support or teaching assistant support. High quality teaching, differentiated for individual children delivered by experienced teachers, is the first step in responding to children who have or may have SEND. Additional intervention and support are not used to compensate for the lack of good quality teaching, and teachers are supported through continual professional development and direct support from outside agency specialists and the SENDCo to ensure they offer all pupils the highest possible level of teaching.

Stage 1 - Assess

The Leadership team and class teacher set targets for all children. Through a closely monitored schedule children are identified if they are not making adequate progress. A pupil progress meeting is then held between the class teacher and Headteacher and then the teacher and parents to discuss barriers to learning and to identify any specific needs. Interventions are put in place to try to help the child make the progress they should. If a child continues to raise concerns, then outside agency advice is asked for.

Stage 2 - Plan

When it is decided to provide a pupil with SEN support, the parents will be informed. A support

plan will be constructed by the class teacher, SENDCo and the parents. The Support Plan will be shared with the parent and student when amended. Interventions and support provided will be selected to meet the outcomes identified for the student based on reliable evidence of effectiveness and will be provided by staff with skills and knowledge in that area. The school will draw upon parental involvement to reinforce or contribute to progress at home.

Stage 3 - Do

The class teacher will remain responsible for working with a child on a daily basis. When the interventions involve group or one-to-one teaching away from the main class or subject teacher, they will still retain responsibility for the child. When outside agencies are involved in working with the child, their work will be linked to classroom teaching and learning. Throughout the intervention or support, progress will be monitored closely to assess the impact of any provision.

Stage 4 - Review

The effectiveness of the support and interventions and their impact on children's progress will be reviewed. Short term interventions will be reviewed throughout, and reassessment will take place. Support Plans are reviewed and published three times a year to effectively measure progress. Where a student has an EHCP, the local authority, working with the school will review the plan at least every twelve months.

Managing Student's Needs on the SEND Register:

All children with SEND at Uppingham C of E are recorded on the school's SEND Register. The SEND Register identifies individual students and their area of need. The SEND Register is the responsibility of the SENDCo and they have the responsibility of updating and sharing information from the register with those professionals working within the school.

Every child with SEND at Uppingham C of E has a Personal Profile and Provision Map (individual support plan), outlining the child's strengths, interests, barriers to learning, what works well for them, the support they are receiving in school and targets they are working towards. These are working documents, contributed to and by those working directly with the child, including parents and the children themselves (where appropriate).

The provision map for each child is reviewed and published at least three times a year to the parent: approximately October, January and April of each year, more if the child has achieved their targets or is causing concern.

For children with an Education and Health Care Plan (EHCP), the Provision Map will link directly to the pupils' SEND objectives as outlined in the EHCP. In addition to Provision Map reviews these children will also have an annual review of their EHCP.

The Provision Map will include targets which are assessed, planned and reviewed by the Teaching Assistant, Class Teacher and SENDCo.

The EHCP Process:

Where the Special Educational provision required to meet the child's needs cannot be reasonably provided from within the resources normally available to the school, the school, in consultation with parents, will consider whether requesting and EHCP Assessment from the Local Authority is appropriate.

The application for an EHCP is a coordinated process that will take all the reports and information from everyone that has worked with a child to make a full assessment. Parents are an integral part of this process.

5.5 Supporting pupils moving between phases and preparing for adulthood

We work closely with parents/carers, external agencies and professional colleagues in other schools to ensure every transition is as trouble-free and comfortable as possible. Transition plans may involve additional time spent in the new classroom/school before an intended move and this is carefully managed by the class teacher or SENDCo. Where secondary schools are happy to do so, we hold meetings with the new school to discuss SEND information. This will be supported by the SENDCo for children with more complex SEND.

5.6 Our approach to teaching pupils with SEND

The fundamental aim of Uppingham C of E Primary School is to enable each child to aspire to achieve their own full potential. Unlocking and removing barriers to learning is a firm commitment of our school and to help us achieve this we work in partnership with all our families and external agencies, where appropriate. We take specific action to create effective learning environments, secure children's motivation and create positive mind sets, provide equality of opportunity, use appropriate assessments and set individualised outcomes for learning.

Uppingham C of E Primary School endeavour to ensure quality first teaching is taking place in all classrooms with the setting of high expectations and the provision of opportunities for all to achieve. We believe that provision for children with SEND is a whole school matter and all teachers are teachers of SEND.

Children with SEND will receive support that is additional to or different from the provision made for other children. Our teachers take account of individual needs in their planning and assessment, they provide appropriate support for additional needs, they plan to enable all children to take full part in learning, including physical and practical activities, they help children to manage their emotions and behaviour in order to take part in learning effectively.

At Uppingham C of E Primary School we aim to identify children with particular needs as early as possible. In completing assessments to consider the whole child, we acknowledge that gifted children often require additional resourcing to extend and fully develop their potential. Children who speak English as an additional language may also require additional modified programmes and differentiation of the curriculum.

We acknowledge that not all children with disabilities necessarily have special educational needs. All our teachers take action however, to ensure that children with disabilities are able to participate as fully as possible in the curriculum and statutory assessment arrangements. Potential areas of difficulty are identified and assessed at the outset without the need for disapplication.

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils.

5.7 Adaptations to the curriculum and learning environment

The curriculum is scaffolded and differentiated to meet the needs of all our children. Differentiation may occur through grouping, e.g. small group, 1:1 and ability. It may also occur within the content of the lesson,

teaching style, lesson format, pace of the lesson, provision of alternative recording methods, outcomes expected from individual children, materials used and provision of alternative location for completion of work.

Uppingham C of E Primary School act upon advice received from external agencies.

We endeavour to ensure all classrooms are dyslexia friendly including the use of labelled resources, word mats, use visual clues, coloured overlays and coloured exercise books etc. We also aim to ensure our classrooms are Autism Spectrum Condition friendly, including the use of visual timetables, personalised timetables, quiet workstations and areas of retreat.

Children with speech and language difficulties are supported with visual cues, 'chunking' of instructions, additional processing time and where appropriate the pre-teaching and over-learning of vocabulary. We implement individual speech and language programmes generated by speech and language therapists (SALT).

Currently we have a number of areas within school which can be used as quiet work areas for 1:1 and/or small adult supported group work.

5.8 Additional support for learning

We employ teaching assistants across the school, who support children to reach their learning targets. Where possible, we plan for targeted group interventions to support the children that are in need of some extra support. Some TAs are deployed in classes to support children on a 1:1 basis; this is when an EHCP has been given and with the recommendation of 1:1 support.

Some intervention programmes are in place for children who require additional support. These interventions are subject to change and additional interventions may be included to meet the needs of children as and when they arise.

For children with specifically identified or diagnosed needs, we work closely with the external agencies to ensure that the best possible support is in place, for example, educational psychologists, SALT, occupational therapists, SEND inclusion team at Rutland County Council and specialist teachers.

5.9 Expertise and training of staff

Our SENDCo, Mrs Emma Keegan has completed the National Award for SEND co-ordination.

Our team of teachers and teaching assistants have a range of extensive experience and training in planning, delivering and assessing intervention programmes. All staff are trained on a continuous needs based programme on the needs of current children and new children joining the school, this can include training from specialist agencies or consultants, including health services, as well as from our SENDCo or other staff with relevant expertise.

The SENDCo is part of the SLT, who work together to review and plan the training, guidance and advice that staff across the school need to ensure they meet the additional learning requirements of the children. The SENDCo is also one of the Designated Safeguarding Leads (DSL).

Any specialist information gained through research and training is disseminated via staff meetings, reports or organised staff training sessions. Particular support is given to newly qualified teachers, recently qualified teachers and other new members of staff.

As specific needs arise the SENDCo approaches specialists from a range of external agencies to seek advice about raising awareness of and to enhance all staff's knowledge about a specific type of SEND. Should a

pupil with a specific need be admitted to the school, then the SENDCo will pursue relevant training, in the first instance, for the class teacher and support staff concerned. Staff may also request training and this will then be discussed with SLT.

5.10 Securing equipment and facilities

Uppingham C of E School will participate in discussions with specialist agencies involved, parents/carers and the school's Head Teacher in order to secure the necessary equipment or facilities to support SEND children, where this is possible.

It is the school's duty to make reasonable adjustments, such as the provision of a piece of equipment, additional staff assistance for disabled children and readers for children with visual impairments, where this is possible.

5.11 Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Use of provision maps to track and measure progress and achievement.
- Use of assessment information/progress rates – pre and post interventions and reviewing the impact of interventions at regular intervals.
- Use of attainment and progress data for children with SEND across the school which is part of whole school tracking of children's progress in terms of National Curriculum stages – at least three times yearly.
- Holding annual reviews for children with EHC Plans.
- Use of pupil/parent questionnaires.
- Monitoring by SENDCo and SLT e.g. lesson observations, book reviews, learning walks, snack and chat
- EHCP TA meetings

5.12 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEN

- All extra-curricular activities are available to all our children, usually on a first come first served basis. There is currently a breakfast club which is available to all our children. All efforts are made to ensure any trips are accessible to all our children.
- We have an established playground buddy programme during playtimes, led by the children for the children, and this is available to all our children to participate in.
- No pupil is ever excluded from taking part in these activities because of their SEN or disability.
- A number of lunchtime clubs are run to help support the children who find unstructured times difficult.

5.13 Support for improving emotional and social development

Uppingham C of E Primary School will take on board and use advice from a variety of agencies including; the School Nurse team, Educational Psychologists, colleagues at Child and Adolescent Mental Health

Services (CAMHS). Identified children will be placed in social skills intervention programmes and staff will be made aware who to support during unstructured times throughout the day. The SENDCo undertakes on-going professional development with all members of staff.

We have a pastoral team which includes the school SENDCO, Headteacher and school ELSA who work together to meet the needs of the children. The school has 2 trained ELSA's who support our children by providing personalised programmes to meet specific children's needs. They also provide chatty club where children can post any worries or concerns which are then either followed up either through a meeting with the child or discussions with the class teacher. Children's well being is a key focus in our school.

As a whole school we explore our core values, the 5Rs **Resilience, Responsibility, Readiness, Resourcefulness, Reflective** through assemblies. Work is then continued back in the classrooms developing all children's emotional and social development. This is further enhanced through our PSHE curriculum.

The school adheres to the framework within anti-bullying and behaviour policies. Links can be found on page 12.

5.14 Working with other agencies

The school recognises the importance of working closely with therapists and specialists. The school will request the support from a specialist where a child continues to make less than expected progress, despite specifically targeted support and interventions that are matched to the pupil's area of need. Parents will need to give permission for the involvement from an outside agency.

Some of the agencies used by the school are:

- Health Team - Speech and Language, Occupational Health, Pediatrician, CAMHS, School Nurse, Play Therapy
- Educational Psychologists - The Rutland Learning Trust works in partnership with Futures in Mind, a bespoke educational psychology service. This service, "was founded on a passion for supporting the learning, development and emotional well-being of children, young people and their families and those who support them". This enables us to provide an innovative, personalised and carefully tailored provision, for children who need it, which focuses on child-centred planning and involving all of the children that are involved closely in the education of our children: parents, school staff and most important of all the children themselves.
- Social Care Team – Early Intervention Team

5.15 Complaints about SEND provision

As part of Uppingham's 'open door' policy, parents are requested to initially direct their concerns to teachers who will liaise with other staff including the Head Teacher, Senior Teacher or SENDCo, when required. If parents are not satisfied by the outcome, they are advised to speak to the SENDCo and / or Head Teacher. The school's Complaints Policy is available upon request from the school office.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.16 Contact details of support services for parents of pupils with SEND

Any concerns regarding your child's additional needs and their provision can be addressed in the first instance by Mrs Emma Keegan and/or Mrs Julia Exton. However, Rutland County Council provides a number of services to support parents and carers and these can be found by following the link below.
<http://ris.rutland.gov.uk/kb5/rutland/directory/results.page?familieschannel=10>

There are also some independent advice and support services available for young people and/or parents to contact. These services offer independent information and support to families and young people who need help finding their way through the Education, Health and Care (EHC) assessment and planning process. They can be found at:

<https://sendiassleicester.org.uk/sendiass-rutland/>

5.17 Contact details for raising concerns

It is in everyone's interests for complaints to be resolved as quickly and at as low a level as possible and our SEND complaint procedure is as follows:

- The complaint is dealt with by the class teacher and the complainant needs to feel that they have been listened to and that all points raised have been addressed.
- If the matter remains unresolved the complaint is dealt with by the SENDCo.
- If there is still no resolution the Head teacher will become actively involved.
- If the matter is still not resolved, the complainant must put their complaint in writing to the Chair of Governors, Mrs Liz Clarke.
- The Governing body will deal with the matter through their agreed complaint resolution procedures, the policy can be found on our website.
- In the unlikely event that the matter is still not resolved, the parent can then take the complaint to the Trustees.

5.18 The local authority local offer

Our contribution to the local offer is available to view on our website.

Our local authority's local offer is published here:

<http://ris.rutland.gov.uk/kb5/rutland/directory/home.page>

6. Monitoring arrangements

This policy and information report will be reviewed by Mrs Emma Keegan **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. Links with other policies and documents

This policy links to our policies on:

- 2017 Accessibility policy and plan
- 2020 Behaviour Policy
- 2020 Child Protection and Safeguarding
- 2019 Anti bullying Policy