



# SEND Information Report 2021-22

## Quick-Look Version

[SENCO@uplandsmanor.sandwell.sch.uk](mailto:SENCO@uplandsmanor.sandwell.sch.uk)

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<https://uplandsmanor.sch.life/Page/Detail/send>

SENCO – Mrs Phillipa Chester  
Deputy SENCO – Mrs Alicia Bullock  
SEND Governor – Mrs Felicity Cave  
Pastoral Lead – Miss Kerri James

Uplands Manor is a fully inclusive, mainstream school committed to meeting the needs of all children regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational need. We also have a Focus Provision allowing us to support 5 children with an EHCP for complex speech, language and communication difficulties.

### How would Uplands Manor know if my child might need extra help?

- Sometimes needs are identified prior to joining Uplands Manor and school will work closely with the people who know the child best to gather information.
- Children may also be identified as needing extra help when:
  - there are significant changes in behaviour
  - a lack of progress is being made
  - assessment scores are lower than expected
  - staff observe difficulties (learning walks/lesson observations) – Referred to SENCO
  - external professionals make contact
  - Pupils report difficulties

### What types of needs are supported?

In line with the SEND Code of Practice, Uplands Manor provides support for children who have needs in one or more of the four broad areas of need.

- **Cognition and Learning**
- **Communication and Interaction**
- **Social, Emotional and Mental Health**
- **Sensory and/or Physical**

### What should I do if I think my child needs extra help?

- Parents should first talk to their child's class teacher about their concerns.
- Class teachers will then liaise with the school's SENCO if necessary.
- The SENCO may then contact parents to discuss the concerns in more detail.

### How might uplands Manor support my child?

- **Quality First Teaching** – Within the classroom, learning will be tailored to meet the needs of all children in the class. Additional support and personalised resources will be provided where necessary and tasks will be adapted to ensure that all children are able to access the curriculum at the appropriate level.
- **Out-of-class Interventions** – Where appropriate support for a specific need is not possible within the classroom, a child may attend an intervention that takes place outside the classroom. Learning that happens in this intervention will be monitored by the class.
- **Individual Provision Plan** – If children need a significant amount of extra support, they may need an Individual Provision Plan. This plan will set out a small number of specific targets and the provision that will be in place to help the child meet these targets. These plans will usually be reviewed each term by class teachers, parents, the SENCO and children (where appropriate).
- **External Professionals** – Sometimes school will need to consult with external professionals. These may include Speech and Language Therapists, Educational Psychologists, Specialist Teachers and Health Professionals. Recommendations made by these professionals will then be implemented within the school setting.
- **Learning Support Practitioners** – Additional adults who are trained in supporting a wide range of educational, emotional and social needs may be allocated to support individuals or small groups to target specific needs.
- **Specialist equipment** – Additional equipment can be provided to support individuals (PECS books, pen/pencil grips, easy to use scissors, writing slopes, fidget toys, sensory toys, furniture, hoists, ramps, soft play room, sensory room, dedicated Speech and Language space, SEND outdoor area)

### **What training do staff have to support children with SEND?**

A number of staff throughout school have additional training in:

- Speech and language support
- Manual handling
- PECS
- Makaton
- ELKLAN training
- MAPA (de-escalation/positive handling)
- Shape coding
- Specific interventions

All staff Have received training in:

- Autism Awareness
- Emotion coaching
- MAPA (de-escalation techniques)

### **What other activities can my child do at school?**

- All SEN children have access to extra-curricular activities, trips and visits.

### **How does Uplands Manor support the wellbeing of my child?**

There is a pastoral team who support the social, emotional and mental health of children and meets regularly to discuss children's needs. The team consists of:

- Learning mentors for each phase
- Parent support advisor
- SENCO and Deputy SENCO
- Deputy Head Teacher (pastoral)

There is support for children with medical needs from the first aid lead, trained members of staff and SENCO.

### **Sandwell Council's Local Offer -**

<http://www.sandwell.gov.uk/send>

**Inclusion Support** – 0121 569 2777

**Complex Communication and Autism Team** –

**Inclusion Support Early Years** –

**Sensory Support Team** -

**Speech & Language Services** – 0121 612 3093

**Occupational and physio therapists** – 0121 612 3093

**CAMHS** – 0121 612 6620

**School Nurse** – 0121 612 2974

**SENDIASS (Independent Parent Advice)** – 0121 368 1166

### **What support is there for my child's emotional and social wellbeing?**

School has a highly skilled pastoral team to support children's emotional and social wellbeing consisting of:

- learning mentors for each phase
- a parent support advisor
- sports coaches
- SENCO/Deputy SENCO
- Deputy Head Teacher (pastoral)

### **How would Uplands Manor identify whether my child has a SEN?**

- Monitoring progress and assessment data
- Standardised assessments and screening tools
- Observation
- Consultation with external professionals

### **How will Uplands Manor know how my child is progressing?**

- Foundation Stage - progress is tracked against Development Matters and Early Learning Goals.
- Key Stage 1 and 2 - An online tracking system is used to track progress and attainment against objectives. Teachers' judgements are moderated regularly to ensure they are accurate.
- Interventions are monitored regularly.
- Assessment and observation in lessons.
- Standardised tests and screening tools.

### **How will I know how my child is doing?**

- You will be able to discuss your child's progress termly at parent consultation evenings (the SENCO can be present if necessary).
- You can request a meeting with your child's class teacher or the SENCO.
- If your child has an IPP, this is reviewed and shared with you termly.

### **How will my child be consulted with in regards to their own education?**

- Children with more significant needs will have a profile that they will be asked to contribute to.
- Children are asked to comment on, and discuss, their IPM targets.
- Teachers regularly use self and peer assessment so that children know how well they are doing.
- Children are regularly asked, both formally and informally, about how they feel about their learning.

### **How do school know SEND provision is effective?**

- Learning walks, book and planning trawls
- Provision Map for interventions
- Progress monitoring
- IPP reviews
- Monitoring Behaviour logs

### **What if I have a complaint?**

- Discuss with class teacher and/or SENCO
- Discuss with the headteacher
- See complaints procedures

