

**SEN Information Report 2018 - 2019**  
**for Uplands Manor Primary School**  
in accordance with section 65(3) of the  
Children and Families Act 2014

**1. What kind of special educational needs provision is accessible for children at Uplands Manor Primary School?**

Uplands Manor is an inclusive school. We are committed to meet the needs of all children in our school and develop their full potential; personally, socially, emotionally and academically in all areas of the curriculum, regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational need.

We have a focus provision for children with speech, language and communication difficulties and have a commitment to maintaining high quality support through staff training and close liaison with the speech and language therapist attached to the provision.

*Ofsted Sep 2017*

*'Pupils who attend the specialist provision for pupils who have speech, language and communication difficulties make good progress. They benefit substantially from the advice which teachers receive from experts and the skill with which staff execute the detailed plans for their development.'*

We monitor provision through the four areas of need (cognition and learning, speech language and communication, physical and medical, social emotional and mental health) using group and individualised interventions to develop skills.

**2. How do we identify children who may have SEN need?**

Children in the Early Years are screened using the Wellcomm tool for speech, language and communication development. Teachers use observations to help identify needs and track development in the early years. Nursery staff do home visits and Reception parents are invited to a parental interview where information is shared and parents can express concerns about their child's development.

Throughout the school, there are termly pupil progress meetings where children's progress is discussed and areas of concern may be identified. School staff can make a referral for learning or pastoral concerns at any time.

**3. What provision is made for children with SEN; with and without an EHC plan in respect of:**

**a) How is the intervention/ support monitored as to its effectiveness?**

An intervention is monitored through the provision map. All interventions are baselined at the start and then assessed at the end to measure progress. This is recorded on intervention records. IEPs are reviewed termly and pupil progress is shared with parents at parents' evening. Behavioural incidents are logged on SIMS and these are monitored by the deputy head teacher (pastoral). The Wellcomm screen is monitored by the school speech therapist and foundation manager. Teacher observations feed in to the monitoring process.

**b) What are the school's arrangements for assessing and reviewing progress of children with SEN?**

Progress for all children is monitored termly. Pastoral interventions are monitored at the end of the intervention. Outside agencies are involved when additional support is needed. Information is shared with parents at review meetings.

**c) What is the schools approach to teaching children with SEN?**

Staff have high expectations of all children. Work is differentiated so that independent skills are encouraged. Children have opportunities to work in small groups or in 1-1 situations. Children's strengths are celebrated and targets are set for those children who have IEP's.

**How does the school adapt the curriculum and learning environment for children with SEN?**

Reasonable adjustments are made with the curriculum and learning environment to meet individual needs of children. Careful consideration is given to furniture and the layout of the classroom. All classrooms have a visual timetable, soundfield system and communicate in print (symbols) and Makaton is used throughout the school. Planning is adapted so that children's learning needs are considered.

**e) What additional support is available for children with SEN?**

Pastoral and learning referrals are used to signpost interventions for children. There are a number of different interventions (see provision map) based on the four areas of need. There are a number of staff who are trained to deliver these interventions. Resources are adapted so that children are supported and can access their learning. Technology is used to support SEN children with a variety of programs available for SEN children. Many of the children with Education Health Care Plans have their own iPad in the classroom which can be used to motivate and aid learning.

**f) What activities are available for children with SEN?**

All SEN children have access to extra-curricular activities if they want. There is a sports club run for SEN children (The Can Do club) in association with 'The Albion Foundation' which promotes self-esteem and Paralympic sports. The SEN children have taken part in the Black Country Youth games and SMILE events representing the school. Risk assessments are completed for visits so that SEN children are safely included.

**g) What support is available for ensuring the emotional and social development of pupils with SEN?**

There is a pastoral team who support the social, emotional and mental health of children. This team meets once a week to discuss referrals and any concerns arising from interventions.

The Pastoral team consists of:

Nurture staff, learning mentors for each phase, parent support advisor, sports coaches, a dog (Miss Minnie), SENCo, Deputy Head Teacher (pastoral)

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

**4. Who is the named SEN contact?**

Miss K James (Deputy Head for Pastoral)

Mrs F. Cave (SENCo)

They can be reached at

Uplands Manor Primary School

Tel: 0121 558 1602

E-mail: [kerri.james@uplandsmanor.sandwell.sch.uk](mailto:kerri.james@uplandsmanor.sandwell.sch.uk)

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

**5. What specific expertise is available to children with SEN?**

Speech and language – There is a school speech and language therapist who works part time and the children in the focus provision have access to a speech and language therapist every other week. There are identified staff who have received the manual handling training so they can support children with a physical disability. Staff are Makaton trained and some staff have completed the ELKLAN training. The whole school has received Autism Awareness training, emotion coaching and MAPA (de-escalation techniques). There are a number of members of staff who are trained to positively handle children and this is refreshed every 12 months.

**6. What specialist equipment and facilities care are there for children with SEN?**

There is equipment in the school to aid moving and handling children with a physical disability. There are lifts and stair lifts so that children can access all areas of the school if they have a disability. All classrooms have a soundfield system which helps children with a hearing impairment.

**7. What arrangements are there for consulting and involving parents of children with SEN?**

We encourage parents to be actively involved with their child's learning. All children who receive additional support have a home school communication book which is filled in daily. Parents are invited to IEP meetings which take place termly. Parents are encouraged to contact the SENCO if they have any concerns. Parents of children who are in the focus provision are invited in to meet with the speech therapist and observe target sessions with their child. Parents of children who are in the nurture provision are invited in regularly to discuss their child's progress and observe practice.

**8. What are the arrangements for consulting children with SEN about, and involving them in their education?**

Targets are shared with children and they feedback on how they feel they are progressing at IEP meetings. Mentoring conversations are held termly.

**9. What are the arrangements for parents of children with SEN who may wish to complain about provision?**

Parents are encouraged to discuss any concerns with the class teacher and SENCo. If parents are still unhappy about the outcome they can contact the Head Teacher

regarding their complaint. If the issue can't be resolved at this level, or if the complaint relates to the the Head Teacher, the parent would be directed to the school's complaints procedure.

**10. How does the school/ governing body involve health, social services, LA support services, and others in meeting the needs of children with SEN and supporting their families?**

In order to meet the individual needs of a child the school will work with and seek advice from an Educational Psychologist, Advisory teacher for Social, Emotional and Mental Health, Advisory teacher for learning, speech and language therapist or health colleague to support the child's academic and social progress. Professional meetings will be arranged if needed.

**11. What are the contact details of support services for the parents of children with SEN, including those for arrangements in clause 32?**

Sandwell local offer

Speech & Language Services 0121 612 3093  
Occupational and physio therapists 0121 612 3093  
CAMHS 0121 612 6620  
School Nurse 0121 612 2974  
Sandwell Inclusion Support 0121 569 2777  
SENDIASS (Independent Parent Advice) 0121 368 1166

**12. What are the schools arrangements for supporting children with SEN in transferring between phases of education?**

We use the transition pathways to support transitions in school between year groups. Transition visits are arranged for those children changing setting where records and expertise is shared. Children have a transition book to support a change of setting.

**13. Where is the local Authorities local offer published?**

[www.sandwell.gov.uk/send](http://www.sandwell.gov.uk/send)