



Uplands Manor Primary School

## **Special Educational Needs and Disability Policy**

Date Reviewed by Governors: November 2022

Renewal period: Bi-Annual

Next review: November 2024

## 1. Aims

Our SEND policy and information report aims to:

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

Uplands Manor is a fully inclusive school. We are committed to meeting 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. Staff are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs and abilities.

Uplands Manor has a 20-place SEND unit for children with Severe Learning Difficulties. Children who occupy a place in the unit will start their Uplands journey completing all their learning within the unit. However, as they progress, there will be opportunities to complete elements of their learning alongside their peers in the mainstream provision where appropriate.

## 2. Legislation and guidance

This policy and information report 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 SEND 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 (SENDCOs) and the SEN information report

## 3. Terminology and Definitions

**SEND** – Special Educational Need and/or Disability

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 the 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

**SENDCO** – Special Educational Needs Coordinator

**SEND Register** – A register held to help monitor the progress and provision of all children who are deemed to need SEND support. Children may only be on the SEND Register for a short time while they receive some targeted support. Others may remain on the register throughout their whole school life.

**C&L – Cognition and Learning** – This may include children who have significant difficulties acquiring basic literacy and numeracy skills and in turn find it difficult to access the wider curriculum. They may have difficulties with acquisition of language and their development of social skills. They may have a

specific learning needs such as dyslexia (difficulties with reading and spelling); dyscalculia (maths); dyspraxia (co-ordination) and dysgraphia (writing).

**SLCN** – Speech, Language and Communication Needs

**C&I – Communication and Interaction** – This may include children who have problems taking part in conversations, either because they find it difficult to understand what others say or because they have difficulties with fluency and forming sounds, words and sentences. They may not understand words, use them in context or have a smaller vocabulary. Children with an Autism Spectrum Disorder (ASD), including Asperger’s Syndrome and Autism, have difficulty in making sense of the world in the way others do. They may have difficulties with communication, social interaction and imagination.

**SEMH – Social Emotional and Mental Health** – This may include children who have immature social skills and find it difficult to make and sustain healthy relationships. They may become withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. It may also include mental health problems such as low mood (anxiety or depression), problems of conduct (oppositional problems and more severe conduct problems including aggression), self-harming, substance abuse, eating disorders or physical symptoms that are medically unexplained. Some children may have a diagnosed disorder such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD), attachment disorder, autism or anxiety disorder, a disruptive disorder.

**P&S – Physical and/or Sensory** - Children with a visual impairment (VI) and/or a hearing impairment (HI) may require specialist support and equipment to access their learning. Some children with a physical disability (PD) require additional on-going support and equipment to access all the opportunities available to their peers.

**SENS – SEN Support** – This describes children who are receiving provision that is additional and different to that which is available to all children. These children will appear on the SEND register and may be known to Inclusion Support.

**CAM – Community Assessment Meeting** – If a child has significant needs that school are finding it challenging to meet without a high level of continued support from outside agencies a CAM will be called. At the CAM all parties (the child or young person, parents, school, other support agencies) will meet to discuss the child in detail and plan a way forward. This may result in the school needing to complete an EHCP application for assessment.

**EHCP – Education Health and Care Plan** – An Education, Health and Care Plan (EHC Plan) sets out in detail the targets for the child, the resources needed and who should provide them. An EHC Plan is reviewed every year to ensure that the resources detailed in it are still appropriate to achieve the desired outcomes.

## **4. Roles and responsibilities**

### **4.1 The SENDCO**

The named teachers responsible for the coordination of SEND at Uplands Manor Primary School is the Assistant Head Teacher – Inclusion and pastoral lead, Mrs Phillipa Chester and the SENDCO, Mrs Kiran Dulai.

They will:

- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy 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 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 SEND governor**

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND and disability 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 within the school
- Have overall responsibility for the provision and progress of learners with SEND 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. SEND at Uplands Manor Primary School**

### **5.1 The kinds of SEND 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, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- 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, epilepsy
- Moderate/severe/profound and multiple learning difficulties

### **5.2 Identifying pupils with SEND and assessing their needs**

When a child joins Uplands Manor, whether this is in Nursery, Reception or higher up the school, teachers will assess each pupil's current skills and levels of attainment. Any information from prior settings and/or Key Stages will also be used to establish their starting point. 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 a similar 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 academic attainment, for example, a child's social and emotional needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

Where there are concerns around a child's progress in school, parents will be contacted by the class teacher to discuss this in the first instance. Additional information from parents can be vital to establishing why progress may be limited.

It is at this point that additional provision may be considered. The SENDCO and class teacher will work with the child (where appropriate) and their parents to decide what the desired outcome may be for the child and what provision may be necessary to achieve this. This may be through adaptation of what is ordinarily available or through intervention that is additional and different.

Where this is deemed necessary, the child may be placed on the SEND Register.

### **5.3 Consulting and involving pupils and parents**

Throughout a child's time at Uplands Manor, the class teacher is always the first point of contact for parents, if they have any concerns or queries. Once a need for SEND provision has been identified, the class teacher will liaise with the SENDCO who may arrange a meeting with parents and the child, where applicable. This meeting will make sure that:

- Parents know who will be responsible for ensuring that provision is appropriate
- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- The parents' concerns and ideas are considered
- Everyone shares the same goals for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and shared with any necessary adults around school.

We will notify parents when it is decided that a pupil will receive SEND support and are therefore added to the SEND Register.

#### **5.4 Assessing and reviewing pupils' progress towards outcomes**

All teachers at Uplands Manor, are teachers of children with special educational needs. Teaching such children is therefore a whole school responsibility, involving a continuous cycle of planning, teaching and assessing which takes account of the wide range of attainment, requirements and interests of children.

For children with an identified SEND, this continuous cycle is known as the Graduated Approach. The graduated approach is a four-part cycle; **assess, plan, do, review**.

##### The Graduated Approach

**Assess** – In the 'assess' stage, teachers need to gain a growing understanding of a pupil's needs through various different assessment. It is important to gain a clear understanding of a child's needs in order to plan effective teaching, determine appropriate provision or inform adjustments to teaching that will lead to good progress and improved outcomes for pupils. T

The class teacher will work with the SENDCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or behaviour
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Additional and more specific assessments
- Advice from external support services, if relevant

The assessment will be reviewed regularly and provision may be adapted as a result.

**Plan** - In the 'plan' stage, teachers need to gain a growing understanding of what teaching approaches work for the child. This part of the graduated approach cycle will be most effective when teachers, with support from the SENDCO, have completed a thorough assessment of a pupil's needs during the 'assess' phase. When making a support plan for children requiring SEND support, must ensure high-quality whole class teaching, effective differentiation and targeted provision is included.

**Do** – During the 'do' stage, it is the responsibility of class teachers to implement the support plan on a day-to-day basis.

In practice, implementing the support plan will mean:

- Delivering high-quality teaching to the student in every lesson.

- Implementing any adjustments, specific strategies or approaches to classroom teaching that have been identified through assessments.
- Managing any teaching assistants who are supporting students with SEND in lessons.
- Implementing any targeted interventions or specialist provision where this requires the involvement of the teacher.
- Continually assessing and monitoring the student's progress and making any necessary adjustments to planning and teaching as a result.
- Communicating regularly with the student their parents, the SENDCO and any other staff involved in order to establish how things are going and whether any changes are required.

Teachers are responsible for ensuring that all staff (support staff, lunchtime supervisors, cover staff) who work with the pupil will be made aware of their needs, the desired outcomes, the support being provided, and any teaching strategies or approaches that are required.

**Review** – In the 'review' stage, teachers gain a growing understanding of what approaches lead to better outcomes. Teachers continually review pupils' progress, formally and informally, and this should be no different for pupils with SEND. It is not always necessary for teachers to wait for formal review meetings before reviewing and, if appropriate, making changes to teaching approaches and other provision.

## **5.5 Supporting pupils moving between phases, educational settings and preparing for adulthood**

### Transition from Uplands Manor to another primary setting

- Where possible the school will hold a consultation/transition meeting/phone call, where information about the child is exchanged
- Involvement of Inclusion Support during the transition (where necessary)
- In class observation/meeting with the child
- Keep Sandwell LA informed as to any movement of children with SEND into or out of the school

### Transition from Uplands Manor to secondary settings

- School will liaise with secondary school SEND leaders and mentors through meetings to discuss provision required
- Transference of all SEND records promptly
- Follow carefully designed transition programme (with input from inclusion support team) for specific pupils
- Organise additional visits for the child to the new setting to ensure A smooth transition (if needed)

### Transition to new classes within Uplands Manor

- Every child will have a visit to their new class teacher in their new classroom at the end of every academic year to enable children to become familiar with their new teacher, LSP and physical environment.
- Some children will require more planning time to ensure transition is smooth.
- The SENDCO may also hold 'information sharing session' with new class teachers before the new academic year.

## **5.6 Our approach to teaching pupils with SEND**

Teachers are responsible and accountable for the progress and development of all of the pupils in their class. Staff have high expectations of all children regardless of their starting point, background or additional need.

High class, quality first teaching is the first step to meeting the needs of all children. Curriculum work is differentiated so that all children can access all learning at a level that is appropriate for them.

While independent working skills are encouraged at all times, children who are finding things difficult or require more targeted support, may have opportunities to work in small groups or in 1-1 situations.

It is our aim for all children to access their learning within the classroom setting and alongside their peers. Personalised learning towards Individual Provision Plans (IPP) or EHCP targets and some interventions, may be done elsewhere when it is not possible to do so within the classroom.

### **5.7 Adaptations to the curriculum and learning environment**

Reasonable adjustments are made with the curriculum and learning environment to meet individual needs of children. Work is carefully adapted to allow all children to access the learning based on the level of their prior knowledge, whilst providing an appropriate level of challenge to all children. Effective adaptation may be achieved through additional resources, flexible grouping, 1:1 work, teaching style, content of the lesson, intended outcome etc. Planning, delivery of lessons and assessment can all be adapted so that all children's learning needs are considered.

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.

Additional resources may be needed to help children access their learning, such as laptops, word banks, physical resources, visual timetables, larger font, etc.

Where necessary, children have access to a well-equipped sensory room to support children's sensory needs, a soft play room for gross motor development, a dedicated Speech and Language Room with specialist resources and an outdoor area with a variety of physical resources to take learning outside.

### **5.8 Expertise and training of staff**

As a school, we are dedicated to ensuring that staff are highly skilled and possess the appropriate expertise to support children's needs.

Most staff have received training in:

- Trauma informed approach
- Autism Awareness
- Emotion coaching
- Crisis Prevention Institute – Safety Intervention (de-escalation and physical restraint)
- Speech Language and Communication Needs (SLCN)
- Adaptation
- Neurodiversity and the neuro-affirming approach

There are identified staff who have received manual handling training so they can support children with a physical disability or intimate care needs.

Staff who are delivering specific interventions (Drawing and Talking, Phonics, Lego Therapy etc) will have received appropriate training to do so prior to working with the children.

#### Speech and language

**Speech and language Enhanced Service** – We purchase the services of an NHS therapist who is based in school 2 days a week to advise and train staff, as well as, working with some children across the school.



**NHS Service** – We also have an allocation of hours with a third NHS speech and language therapist to assess and review children across school who may have more complex needs.

In addition to this, some staff have Makaton training and/or have completed the ELKLAN training. We also have staff who have received training in PECS and shape coding to support speech and language needs.

### **5.9 Evaluating the effectiveness of SEND provision**

Effectiveness of all provision across school, including that for children with SEND, is evaluated through learning walks, observations, planning and book trawls.

Effectiveness of interventions is monitored through a provision map that looks at the progress made by children. To support this, all interventions are baselined at the start and then reassessed at the end to measure progress

Individual Provision Plans (IPPs) with personalised targets, are reviewed termly and pupil progress is shared with parents at parent consultation evenings or IPP meetings.

Behaviour incidents are logged on SIMS and these are monitored by the Assistant Head Teacher – Inclusion and Pastoral Leader.

A report to summarise this information is shared termly with the school governing body.

### **5.10 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND**

All of our extra-curricular activities and school visits are available to all our pupils, including our residential trip(s) to Edgmond Hall and the Pioneer Centre. They are also encouraged to take part in sports days/school plays/special workshops.

No pupil is ever excluded from taking part in these activities because of their SEND or disability.

Risk assessments may be necessary to ensure that SEND children can be included safely. Additional adult support or specialist equipment may be necessary for this to happen.

#### **Physical disabilities**

We have a range of Physiotherapy equipment and a designated space for treatment to support children with therapy targets. We have 2 lifts to provide access to the first floor, stair lifts and ramps inside and outside of school. A hoist and height adjusting bed are also available. 4 members of staff are trained to move children safely when necessary and designated staff are Evac trained for emergency evacuation events.

(Please see our accessibility plan for more details)

### **5.11 Support for improving emotional and social development**

Uplands Manor has a large pastoral team who are dedicated to supporting the social, emotional and mental health of children across school.

The Pastoral team consists of: learning mentors, learning support assistants, SENDCO, attendance team, DSL and is overseen by the Assistant Head Teacher – Inclusion and pastoral lead.

The pastoral team have specialist training to deliver support to staff and interventions to children to support their emotional and social wellbeing. Positive relationships in school are promoted through the use of Emotion coaching and an awareness of the importance of a healthy mind.

We have a zero-tolerance approach to bullying.

## 5.12 Working with other agencies

Occasionally, despite carefully planned, additional support in school, children can continue to make very limited progress. In these cases, school may need to consult with external agencies. This may initially be in the form of a conversation between the agency, class teacher and SENDCO. Following these professional conversations, it may be felt that it is necessary to carry out observations and/or specialist assessments to advise school of the next steps. It is the role of the SENDCO to liaise with external agencies, school staff and parents.

Agencies available to support:

- Inclusion Support (Educational Psychologists, Specialist Teachers for Learning and Social, Emotional and Mental Health needs) – 0121 569 2777
- Complex Communication and Autism Team – 0121 569 2777
- Inclusion Support Early Years – 0121 569 2860
- Sensory Support Team - 0121 569 2777
- 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

## 5.13 Complaints about SEND provision

At Uplands Manor, we hope that we are able to provide appropriate support for our children and that parents are happy with the provision that they receive. However, we do recognise that occasionally parents may want to discuss worries and concerns or may have a complaint about what is being provided.

Complaints about SEND provision in our school should be made to the class teacher in the first instance. They will then be referred to the school's complaints policy.

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

## 5.14 Contact details of support services for parents of pupils with SEND

### Sandwell SEND Services

Address: Children's Services, SEN Service, Connor Education Centre, Connor Road, West Bromwich, B71 3DJ

Telephone: 0121 569 8240

Email: [sen\\_team@sandwell.gov.uk](mailto:sen_team@sandwell.gov.uk)

### Sandwell Parents for Disabled Children

Address: Galton Valley Children's Centre, Great Arthur Street, Smethwick B66 1DH

Telephone: 0121 565 2410

Email: [info@sp-dc.org](mailto:info@sp-dc.org)

## SENDIASS

Phone: 0300 123 2112 (open 9am to 5pm, Monday to Friday)

Email: [ask.us@actionforchildren.org.uk](mailto:ask.us@actionforchildren.org.uk)

## Autism West Midlands

Address: Autism West Midlands, Kings Norton Business Centre, Imperial Court, Sovereign Road, Kings Norton, B30 3ES

Telephone: Reception - 0121 450 7582, Helpline - 0121 450 7575

Email: [info@autismwestmidlands.org.uk](mailto:info@autismwestmidlands.org.uk)

### **5.15 The local authority local offer**

Our local authority's local offer is published here: Sandwell Council's Local Offer -

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

## **6. Monitoring arrangements**

This policy and information report will be reviewed by the Uplands Manor Primary School Governing Body every year. It will also be updated if any changes to the information are made during the year.

## **7. Links with other policies and documents**

This policy links to the following policies:

- Accessibility plan
- Behaviour Policy
- Equality information and objectives
- First Aid and Medical Policy