



Upwood Primary Academy

A proud member of



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SEND Information Report 2022 – 2023

At Upwood Primary Academy, we are committed to working together with all members of our school community to provide the best opportunities for our pupils. Our aim is that all children:

- achieve their best,
- become confident individuals living fulfilling lives as independently as possible,
- make a successful transition to adulthood.

1. The kinds of special educational needs for which provision is made at the school.

Our pupils have a wide range of needs including:

- sensory and/or physical needs,
- social, emotional and mental health difficulties,
- cognition and learning,
- communication and interaction.

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

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

2. Information, in relation to mainstream schools and maintained nursery schools, about the school's policies for the identification and assessment of pupils with special educational needs.

Identification

All teachers and support staff are aware of the appropriate signposting processes if they have any concerns regarding a child's attainment. A graduated response to meeting the needs of each child are identified and implemented. Children are identified as needing further additional support if:

- children's attainment/progress is not at the expected level for their age;
- there is a change in the pupil's behaviour;
- other concerns are raised by adults (including parents/carers) who are involved with the child.

Assessment

We recognise that assessment falls into four main categories: formative, diagnostic, summative and evaluative:

- a. formative – on-going teacher assessment so that next steps may be planned.
- b. diagnostic – on-going and specific where difficulties are clarified so that help can be provided.

- c. summative – end of assessment cycle, end of unit, half-term, term, year, key stage where the overall achievements of the pupils are recorded.
- d. evaluative – when the work of the teacher, school and the LA is judged by achievements of the pupils in their charge.

Staff use a variety of approaches to facilitate the assessment of pupils. They make observations, listen formally and informally and use a child's recording of their task as evidence. This will include: written work, construction, reading, group or class discussion, models, graphical representations, self-assessment, peer-assessment, diagrammatic, display work and computer generation.

Occasionally, a pupil may need more expert support from an outside agency which usually requires an Early Help Assessment (EHA). A referral will be made, with your consent, and added to the Liquid Logic system. After a series of assessments, a program of support is usually provided to the school and parents/carers.

3. Information about the school's policies for making provision for pupils with special educational needs whether or not pupils have EHC Plans.

This includes:

- a. how the school evaluates the effectiveness of its provision for such pupils.

We termly review the progress children make using the provision map in the school, relating this to the provision provided throughout the school, using a graduated approach. Any intervention which is not as effective is able to be altered or changed quickly to ensure an immediate response.

- b. the school's arrangements for assessing and reviewing the progress of pupils with special educational needs.

We continually monitor pupil progress in a number of ways:

- marking and providing constructive feedback, including short-term targets to be achieved,
- termly pupil progress meetings with the head teacher to discuss termly results in Reading, Writing and Maths,
- Learning Plan reviews and annual Education and Health Care Plan (EHCP) reviews,
- Reading, Writing and Maths targets shared with parent/carers twice a year at Parents' Evening,
- Lesson Study, a triangulation of evidence to moderate progress over time,
- Work scrutiny by the English and Mathematics Co-ordinators.

- c. the school's approach to teaching pupils with special educational needs.

Each pupil's learning is planned by the class teacher who promotes high aspirations for all children. Planning and resources will be differentiated accordingly to suit the pupil's individual needs and taking into account the recommendations given by external agencies. Children with SEND are regularly taught by a teacher as well as a teaching assistant, including those with EHC Plans.

If a pupil has needs related to more specific areas of their education, such as Spelling, Handwriting, Mathematics and English skills etc. then the pupil may be placed in an appropriate group, based on their next steps.

d. how the school adapts the curriculum and learning environment for pupils with special educational needs.

Our curriculum is designed to promote learning and to prepare pupils for the next steps in their lives. We follow the National Curriculum but adapt it to remain challenging, fun and relevant to our pupils.

Teachers will use a wide range of strategies to enable pupils to access the curriculum and learning environment. This may include:

- visual timetables,
- Makaton sign language
- writing frames,
- laptops, iPads or other alternative recording devices,
- positive behaviour rewards system,
- workstation,
- planned rest breaks,
- symbol based communication programmes, e.g. PECS,
- educational visits,
- social skills lunchtime programme.

The school has spacious classrooms, a disabled toilet, courtyard area, swimming pool, field, playground and grassed area.

e. how the school enables pupils with special educational needs to engage in the activities of the school (including physical activities) together with children who do not have special educational needs.

We plan the following provision to engage SEND children, where appropriate:

- Sensory circuit using our school hall
- Lunchtime clubs are planned to include SEND and non-SEND children.
- Our courtyard area is used for set projects for SEND and non-SEND children.
- support that is available for improving the emotional, mental and social development of pupils with special educational needs.

This is an important area of learning for our pupils if they are to achieve their best and be part of the community. Pupils learn these skills through:

Universal Provision

- Citizenship lessons.
- Staff modelling appropriate behaviour and using positive reinforcement to reward pupils.
- Class trips and visits in the local area enabling pupils to learn appropriate social behaviours.

Targeted Provision

- Social skills lunchtime programme.
- A comfortable area for focused work.
- Wide range of class based resources to support social and emotional aspects of learning, including 1:1 coaching.

Specialist Provision

- Pastoral Support Plan.
- Outreach support form Spring Common Special School.
- Specialist Teachers and TAs to support with transition.

4. In relation to mainstream schools and maintained nursery schools, the name and contact details of the Inclusion Manager.

If you require additional information, please contact the school's Inclusion Manager, Mrs Myles-Gardiner via send@upa.education or by telephone (01487 813510).

5. Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.

We encourage all staff to continue their professional development throughout their career with us.

Our Inclusion Manager regularly attends training courses and conferences to make certain that she is current on all matters relevant to SEND.

Teachers are trained by external agencies in a range of SEND needs, as required. Staff have been trained in: Attachment Disorder, Autism, Dyslexia and other Specific Learning Difficulties (SpLD), Dyslexia and SpLD Assessment, Speech and Language, Visual Impairment, PECS, Makaton and Challenging Behaviours.

TAs are trained both in-house and by attending pertinent courses. Many TAs do this in their own time demonstrating an admirable commitment to Upwood Primary Academy and its children.

6. Information about how equipment and facilities to support children and young people with special educational needs will be secured.

The majority of the equipment which is necessary for children with SEND is provided by school. However, in some instances additional equipment will be secured from external agencies. This has included a CCTV enhancer for visual impairments, individual laptops and enlarged/specialist reading books. During EHCP annual review meetings, additional equipment and facilities can be requested from the Statutory Resources Team.

7. The arrangements for consulting parents/carers of children with special educational needs and involving such parents/carers in the education of their child.

The success of our pupils relies on strong links between school staff, governors, pupils, parents/carers and other professionals. We have an 'open door' policy, which means that parents/carers of all our children have free and open access to school staff.

Parent/carers have the opportunity to consult, including:

- on a daily basis, informally speaking to the class teacher on the playground after school, or by requesting a call back,
- at any time making an appointment with the relevant member of staff,
- at Parents' Evening twice a year,
- annually at the EHCP review,
- termly at the Learning Plan review meetings.

8. The arrangements for consulting young people with special educational needs about, and involving them in, their education.

Pupils have the opportunity to consult about their education, including:

- giving their views for the annual EHCP review,
- giving their views for termly Learning Plan reviews,
- during Citizenship lessons,
- through the School Council and a school listening box,
- pupil voice interviews as detailed on the subject co-ordinator monitoring cycle.

9. Any arrangements made by the Academy Committee or the proprietor relating to the treatment of complaints from parents/carers of pupils with special educational needs concerning the provision made at the school.

If there should be any concerns about SEND provision parents/carers can request a copy of the school's Complaints Procedure which can be obtained from the Website.

We value feedback from parents/carers and use this to improve our provision for all children at Upwood Primary.

10. How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils.

In relation to the SEND Code of Practice, the Academy Committee at Upwood Primary Academy has a responsibility to:

- Understand how the school identifies children with SEND and what happens next.
- Understand how the school allocates and spends SEND funding, and who is responsible for this.
- Support the review process of the school's SEND Policy and ensure that the SEND provision (including the involvement of other bodies, services and voluntary organisations) reflects the changing needs of the school, its circumstances and the law.
- Develop good relationships with school staff, especially the Principal and the Inclusion Manager, and other bodies, services and voluntary organisations.

11. The contact details of support services for the parents/carers of pupils with special educational needs, including those for arrangements made in accordance with Section 32.

Working with other professionals is crucial in meeting the needs of our pupils. We have access to a number of other professionals who assist in planning additional support for learning for SEND pupils. These include:

- Speech and Language Therapist,
- Occupational Therapist,
- School Nurse,
- Community Paediatrician,
- Educational Psychologist,
- Physiotherapist,
- Child and Adult Mental Health Services (CAMHS),
- Visual and Hearing Impairment Services,
- Specialist Teaching Team
- Outreach Team from Special School

If necessary, we are able to call on more specialist advice if a need arises. The School Office staff and the Academy's Inclusion Manager are able to provide contact details for any of the services upon request.

Also, please see the document entitled 'Cambridgeshire Local Offer' which is published on our Academy website which has further information regarding contact details.

12. The school's arrangements for supporting pupils with special educational needs in a transfer between phases of education or in preparation for adulthood and independent living.

We liaise very closely with the Abbey College (catchment secondary school) and other secondary schools which Year 6 parents/carers choose to send their children to. This ensures a smooth transition for all our Year 6 children. In addition, our Inclusion Manager and Year 6 class teacher meet with the Abbey SENCo to pass on vital information about our SEND children, ensuring that they continue to receive the correct support.

13. Information on where the school's Local Authority's local offer is published.

See the document entitled 'Cambridgeshire Local Offer' which is published on our school website.