



SEND Provision – Intent, Implementation and Impact

Intent

At Uplands Primary School, our intention for Special Educational Needs and/or Disabilities (SEND) is to ensure that all children receive a high-quality and ambitious education regardless of need or disability. We believe that it is vital that our pupils are equipped with the tools needed to become independent, inquisitive learners both in and out of the classroom.

Through our high quality planning, teaching and provision we provide an accessible learning environment which is tailored to the individual needs of all pupils. We aim to ensure that all children have access to a broad and balanced curriculum which is differentiated accordingly to enable children to understand the relevance and purpose of learning. We identify at the earliest opportunity all children that need special consideration to support their needs – whether these are educational, social, physical or emotional. We regularly monitor the progress of children with SEND, using a child-centered approach as well as working closely with external agencies and other professionals to hone and develop our provision for children with SEND. We pride ourselves with working in close partnership with parents and carers.

Implementation

Uplands Primary is an inclusive school where all staff believe that children have a right to learn, belong, feel valued and be free from prejudice. We have a caring and understanding team looking after our children.

At Uplands Primary School, we endeavor to:

- Ensure that all pupils have access to the school curriculum and all school activities.
- Help all pupils achieve to the best of their abilities, despite any difficulty or disability they may have.
- Ensure that teaching staff are aware of and sensitive to the needs of all pupils, teaching pupils in a way that is more appropriate to their needs.
- Work in partnership with parents/carers, pupils and relevant external agencies in order to provide for children's special educational needs and disabilities.
- Identify at the earliest opportunity, all children that need special consideration to support their needs (whether these are educational, social, physical or emotional)
- Make suitable provision for children with SEND to fully develop their abilities, interests and aptitudes and gain maximum access to the curriculum.
- Ensure that all children with SEND are fully included in all activities of the school in order to promote the highest levels of achievement.
- Promote self-worth and enthusiasm by encouraging independence at all age and ability levels.

- Give every child the entitlement to a sense of achievement.
- Regularly review the policy and practice in order to achieve best practice.

At Uplands we believe all pupils are entitled to be taught to a standard called Quality First Teaching. This acknowledges that all children are different and that at times resources and work should be differentiated to ensure that all children are included and can achieve. However many children, at some point in their school life need extra help. In accordance with the Special Educational Needs and Disability Code of Practice (2014), the school operates a graduated response to support children identified with special educational needs and disabilities.

Within each class, teachers and teaching assistants recognise that children learn and develop in different ways. They use different teaching styles, resources and plan different levels of work in the classroom to cater for the various ways children learn. Where necessary, there may be adaptations to the curriculum to enable all pupils to access the learning. Some children also benefit from small group work and one to one intervention. Resources available include: wobble cushions, writing supports, reading rulers, pencil grips, coloured overlays, modified exercise books, speech and language intervention, Nessy Computer Programme to further support reading and spelling and easy speak microphones. Children may also take part in social and emotional support intervention with our school ELSA. Teachers and families may work alongside external agencies such as an Educational Psychologist, Speech and Language Therapist, Occupational Therapist, PBS (Behavioural Outreach Team) to develop specific targets/programmes tailored to the child's individual needs.

Impact

As a result, children at Uplands feel happy, safe and respected as individuals. They are appropriately supported through their learning journey whilst at Uplands and leave us with the necessary skills and knowledge to begin the next step in their learning. We are proud that in 2019 our SEN pupils achieved greater than average progress across Key stage 2 in reading and writing. In Maths progress was roughly in line with national. To ensure that good progress continues to happen, quality of provision and outcomes are regularly monitored and evaluated by the Inclusion Leader.