Uplands' SEND Information Report Information for Parents/Carers

Date agreed by governing body: October 2026

Date for next review: October 2027

1. Uplands Primary School is a mainstream Primary School, for children aged 4-11 years old which strives to provide the best learning opportunities for all children. The school, including the governing body recognises that all children are individuals who each have different learning needs. We work hard to ensure all children are given the right balance of support and challenge in an all-inclusive environment. At Uplands we believe that it is important to equip all of our children with the skills that they will need throughout their life.

How does the school know if children need extra help?

2. At Uplands, we ensure that every child is able to participate in all aspects of the curriculum and will provide any necessary support or adaptations to allow this to take place. All our teachers are responsible for adapting and refining the curriculum (learning) to meet your child's needs. Through rigorous monitoring we identify and respond to these needs, and, where necessary, provide additional support such as short term targeted groups to bridge an identified gap in learning.

3. We identify children as having Special Educational Needs and Disability SEND in a variety of ways:

a. They have been identified as having additional needs by their pre-school/ nursery school and in the case of older children, their previous school.

b. Concerns raised by parents/carers. Your child's class teacher is the first point of contact if you have concerns about your child. You can also arrange to see our Inclusion Lead or our Child and Family Support Worker.

c. Concerns raised by the class teacher if a child is performing well below their peers. Emotional or social difficulties that are preventing them from learning.

d. Information from a range of external agencies, for example, Health diagnosis from a Paediatrician.

e. We also have a range of assessments in school that we can use as and when appropriate. These can help us to identify areas of strengths and levels of ability, highlighting the areas where your child might need extra support.

What should I do if I think my child may have special educational needs?

4. If you have any concerns about your child, your first point of contact should be your child's class teacher. Having a close and positive relationship with parents is very important to us as we know this is key to achieving the best for all our children. Class teachers will be happy to meet with you; please telephone the school office to arrange an appointment time. You can also talk to Mrs Bagley, our Inclusion Leader who will be happy to discuss your concerns and how we can best meet them**.**

Email: adminoffice@uplands.hants.sch.uk

5. Our Inclusion Leader is there to support your child and to support you.

6. The Inclusion Leader is responsible for:

a. Coordinating provision for children with SEND

b. Ensuring that legal obligations under the SEND Code of Practice 2014 are met Ensuring that you are:

c. Involved in supporting your child's learning and access

d. Kept informed about the range and level of support offered to your child

e. Included in reviewing how your child is doing

f. Consulted about planning successful transition to a new class or school

g. Liaising with a range of agencies outside of school who can offer advice and support to help pupils overcome any difficulties

h. Developing the school's SEND policy through close liaison with the Senior Management

i. Team and the SEND Governor

j. Reporting to Governors to inform them of the progress of children with SEND and to the designated SEND Governor through termly meetings – confidentiality is maintained at all times; individual children are never referred to.

How will school support my child?

7. The class teacher will plan for your child's needs on a day to day basis to ensure that progress is being made and will meet with you, at least on a termly basis, to share information about their progress, more often if your child has complex needs. There may be a Teaching Assistant (TA) working with your child either individually or as part of a group, if the teacher feels this is necessary. The regularity and level of support varies according to need. Our Inclusion Leader oversees the support and progress of any child requiring additional support across the school. This is done through monitoring their progress and using the Hampshire Assess, Plan, Do, Review cycle. Individual Behaviour Management Plans (IBMP'S) will be put in place if appropriate to support the behaviour of identified children. A named Governor is responsible for Special Educational needs and Disabilities (SEND), she meets termly with the Inclusion Leader and reports back to the governing body.

How does the school know how my child is doing?

8. As a school we measure children's progress in learning against national expectations and age related expectations. Class teachers continually assess each child and note areas where they are improving and areas where further support is needed. Progress is tracked across the school using a variety of tracking documents. Children who are not making expected progress are picked up through this continuous tracking and through Pupil Progress Review meetings between teachers and members of the Senior Leadership Team and the Inclusion Leader. In these meetings discussions take place concerning why individual children are experiencing difficulty and what further support needs to be put in place to ensure their progress. You will be informed if we are concerned that your child is not making the expected progress and of what we, together, can do to help. If your child has a Pen Portrait because they are on the SEND Register, a comment will be made against each target to show what progress he/she has made.

How will I know how my child is doing?

9. We believe that your child's education should be a partnership between parents, children and teachers, therefore we aim to keep communication channels open and communicate regularly, especially if your child has complex needs. We offer an open door policy where you are welcome at any time to make an appointment to meet with either the class teacher or Inclusion Leader and discuss how your child is getting on. We can offer advice and practical ways that you can help your child at home. If your child is on the SEND register they will have a Pen Portrait which will have individual / group targets. The targets set are SMART (Specific, Measurable, Achievable, Realistic, Time scaled) targets with the expectation that the child will achieve the target by the time it is reviewed. If your child has complex SEND they may have a TPA (Transition Partnership Agreement) or have an EHCP, which means that a formal meeting will take place annually to discuss your child's progress and a report will be written.

How will the curriculum be matched to my child's needs?

10. Learning tasks within the classroom are pitched at appropriate levels to ensure that all children can access the curriculum. Tasks may need to be adapted. This may mean there are a range of levels of work to match children's specific needs. Some children will access the curriculum by alternative methods and record their work differently. For public examinations such as Year 6 SATs we ensure all children who are entitled to extra time receive this. We also utilise extra members of staff to enable the children to have access to a smaller environment, with the support of a familiar adult to lessen any anxiety. We identify children who need specific support such as a scribe or reader and this is provided.

What support will there be for my child's overall well-being?

11. 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. Your child's class teacher has overall responsibility for the pastoral and social care of every pupil in their class and should be your first point of contact. If additional support is needed the class teacher liaises with the Inclusion Leader for further advice and support. This may involve working with outside agencies in Health and Social Care. The school also has a Child and Family Support Worker, Mrs Sheryl Vincent who is available to work with our most vulnerable children and their parents. We know that at certain times of the year children experience greater anxiety and we endeavour to reduce this.

12. **Transition**: We provide transition support between classes and schools. This may take the form of additional visits with new class teachers or to new schools, social stories, sessions with our Child and Family Support Worker and in-depth discussions with future teachers, secondary school Heads of Year and SENDCos.

How does the school manage the administration of medicines?

13. The school has a policy regarding the administration and management of medicines at school. Should your child require prescribed medicines during the school day you should talk to the staff in the school office to make the necessary arrangements. Children who have medical conditions have their own medical plan held in the office and every class teacher has information on the medical needs of their children.

What specialist services are available or accessed by the school?

14. Our Inclusion Leader is a fully qualified teacher and an accredited SENC0 (Accredited National SENCo Award, Winchester University) in compliance with the SEND Code of Practice 2014.

15. As a school we may seek the advice and support from a range of external agencies that we feel would benefit and support your child's needs. These may include the following:

a. GPs and paediatricians.

b. School nurses and specialist nurses e.g. cardiac and diabetes.

c. Occupational Therapy Service.

d. Physiotherapy Service.

e. Speech and Language Therapy Service.

f. Educational Psychology Service.

g. CAMHS – Child and Adolescent Mental Health Service.

h. Behaviour Support Team.

i. Specialist Teacher Advisory Service for Hearing Impairment, Visual Impairment, Speech Language and Communication Needs and Physical Disability

j. Heathfield Special School Outreach Service.

k. Children's Services – including the Early Help Hub, Social Workers, NSPPC.

l. EMTAS – Ethnic Minority and Traveller Achievement Service.

What training are the staff supporting children with SEND had or having?

16. We have regular visits from the Speech and Language Therapist. Two of our Senior Leadership Team are Elklan trained (a specific speech, language and communication course). Where a child has an identified need such as a physical disability, staff working with them will be trained to deliver support as it is needed. This may take the form of, for example, physiotherapy exercises, and help with toileting and dressing or programming equipment such as laptops to enable access to learning. All our TAs are trained to support reading and spelling/phonics and have regular training in different aspects of the curriculum and learning to enable them to best support, challenge and extend children's learning. One of our Teaching Assistants is specifically trained at delivering a reading intervention called boostingreading@primary. We have several members of teaching and support staff who are qualified Mental Health First Aiders.

How will my child be included in activities outside the classroom including school trips?

17. All children are included in all parts of the school curriculum which may be adapted to meet individual needs. We aim that all children are included on school and residential trips and will work with you to provide the support that they may need to ensure that these are successful. A risk assessment is carried out prior to any off site activity to ensure that everyone's health and safety is not compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, alternative activities which will cover the same curriculum areas will be provided at school.

18. We run a number of extra-curricular activities across a range of interests and catering for different age groups and abilities. Every child in the school has access to these and is encouraged to participate. These have proved very successful and are well attended.

How will the school prepare and support my child to join the school or transfer to the next stage?

19. Through planned visits we encourage all children new to Year R to come to the school before starting in September. Home visits are arranged providing an opportunity for your child's Class Teacher and Teaching

20. Prior to starting school, it is also a good idea to meet with you and discuss any concerns you may have. This is a good opportunity for us to meet your child and get to know them. In order to ensure a smooth transfer from pre-school our Inclusion Leader will meet with pre-school SENCOs to discuss concerns and additional needs. In this way we can ensure that we are prepared to meet the needs of your child. Should your child be transferring from another school at any time of the year not only would we meet with you, but will contact the school to find out more about him or her, particularly should they have SEND so that we can maintain continuity and quickly understand your child's need. Likewise, if your child should be leaving us we would ensure that all relevant paperwork is passed on and all needs are discussed and understood.

21. When children are preparing to leave us for secondary school, for example to Cams Hill one of our feeder secondary school, or other local secondary schools, we arrange additional visits for our more vulnerable children. The SENDCos from both schools meet to share information so that your child's move to a new environment is as stress free as possible. If your child has complex needs then a TPA will be used as a transition meeting during which we will invite staff from both schools to attend.

How are school resources allocated and matched to children's SEND needs?

22. We ensure that the needs of all children who have SEND are met to the best of the school's ability with the funds available. Various resources are funded from the SEND budget in order to provide and deliver programmes designed to meet different groups of children's needs.

How accessible is the school environment?

23. The school site is wheelchair accessible with a disabled toilet large enough to accommodate changing. The school has a stair lift where the school has steps which is regulated and maintained by Hampshire County Council. We liaise with EMTAS (Ethnic Minority and Traveller Achievement Service) who assist us in supporting our families with English as an additional language.

How are the governors involved and what are their responsibilities?

24. The Inclusion Leader reports to the Governors to inform them about the progress of children with SEND; this report does not refer to individual children and confidentiality is maintained at all times. One of the Governors is responsible for SEND and meets regularly with the Inclusion Leader. They also report to the Governors to keep all informed. The Governors agree priorities for spending within the SEND budget with the overall aim that all children receive the support they need in order to make progress.

Who can I contact for further information?

25. We have an "open door" policy and you are always welcome to come and discuss any queries with us. Please liaise with the class teacher first and then with the Inclusion Leader. We aim to answer all your questions as clearly as we can. If follow-up meetings are required, this is also easily arranged.

Your first point of contact should be your child's class teacher to share your concerns

26. You could also arrange to meet Mrs Bagley our Inclusion Leader by phoning the school office on 01329 232 878 or emailing her adminoffice@uplands.hants.sch.uk. The Headteacher, Christina Dalingwater, would also be happy to discuss your concerns.

27. You may also wish to contact the following for impartial advice:

a. Parent Partnership Service - http://www3.hants.gov.uk/parentpartnership.

b. IPSEA (Independent Parental Special Education Advice) - http://www.ipsea.org.uk/.

c. Please also refer to Hampshire County Council's 'Local Offer website for more information. www.hantslocaloffer.info.

What arrangements do you have for dealing with complaints?

28. We hope that through close dialogue with you, we do not get to this point and ask that you express any concerns to us to allow us to address these. Should you require a copy of our complaints procedure, it is available on our website or you can contact the school office.