

All children with additional needs are given weekly time with an adult out of class to give extra support on individual SMART targets. This enables support, challenge and high aspirations.

Uplands uses the 'graduated approach.' A system of assess, plan do review is in place. Children are given individual targets, which are reviewed at least once a term.

Uplands works closely with both infant and secondary feeder schools to ensure that children with SEN can move smoothly from one educational setting to another.

Lessons are planned and resourced to meet the needs of all children. Activities and resources are used to help scaffold to help access the learning in each lesson. They are differentiated where needed for specific pupils.

Uplands promotes equality of opportunity and fosters good relations and has established a 'Respect for all' ethos.



SEN at Uplands

What does it look like?



Children are fully involved in school life. They are given roles and responsibilities within the school and their class.

Data gathering, termly tracking and pupil progress meetings identify individuals and groups requiring extra support.

Specific resources and approaches are used, where needed, to aid individual children with medical, sensory, social and emotional, communication and interaction or cognition and learning needs.

We work with several outside agencies who liaise with us help and support us in meeting the needs of the children who continue to make less than expected progress. These agencies work with both the teachers, SENDCo and parents.

Children who have a higher level or more complex needs work with extra adult who supports them and helps them to access their learning.

Quality first teaching ensures that children are provided work which will meet their needs.

Intervention systems are in place to support those pupils who need to close any gaps in learning. Specific SEN interventions take place to support individual children with Reading.

All pupils have access to a broad and balanced curriculum. Lessons are planned to address particular areas of difficulty and to aim to remove barriers to pupil achievement.