



## **Uplands Junior School Special Educational Needs and disabilities Information Report 2022**



Welcome to our SEND information report, which is part of the Wolverhampton Local Offer for learners with Special educational Needs and Disabilities (SEND)

At Wolverhampton Local Authority (LA) maintained schools have a similar approach to meeting the needs of pupils with SEND and are supported by the LA to ensure that all pupils, regardless of their specific needs, make the best possible progress in school.

At Uplands Junior School, we aim to be as inclusive as possible with the needs of all pupils, including those with SEND.

We welcome your comments on our offer, so please do contact us;

Mrs S Webster-Smith -Headteacher

Mrs A Walker- Deputyhead teacher

Miss N Handscomb - SENDco and class teacher

Mrs D Anslow - Chair of Govenors and Governor of SEND

School telephone number - 01902 557780

School e-mail address - [uplandsjuniorschool@wolverhampton.co.uk](mailto:uplandsjuniorschool@wolverhampton.co.uk)

### What is the 'Local Offer'?

The Children and Families Bill states that Local Authorities and schools are required to publish and keep under review information about services they expect to be available for the children and young people with SEND aged between 0-25. This is the 'Local Offer'.

The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area.

Please click on the link below to view the LA Local Offer:

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

What can we at Uplands Junior School offer you and your child? We ensure that all pupils in our school are equally valued by having equal access to a broad and balanced curriculum, which meets the individual needs and abilities of our children. We are able to support children with difficulties with their communication and interaction, cognition and learning, social, emotional and mental health and sensory or physical needs.

Please read below for more information about the 'offer' from our school and how we can best support your child. You can also read our **SEND policy**, which can be found in the policy section of our school website.

The DfE have also produced a guide for parents regarding SEND; please click on the link below:

<https://www.gov.uk/government/publications/send-guide-for-parents-and-carers>

Who are the best people to talk to about my child's difficulties with learning?

### **The Class Teacher**

Who will:

- Monitor the progress of your child and identify, plan and deliver any additional help your child may need, this could be targeted work or additional support.
- Consult with the Special Education Needs and Disabilities Co-ordinator (SENDCo) as necessary.
- Write Class Provision Map targets and SEND Support Plan targets and share and review these with pupils and parents, termly.
- Personalise the teaching and learning for your child and implement strategies recommend by external agencies.
- Ensure that the school's SEND Policy is followed within their classroom for all the pupils they teach with any additional needs.

### **The SENDCo**

Who will:

- Develop and review annually the school's SEND policy and SEND Information Report.
- Co-ordinate all of the support for children with SEND.
- Ensure that you and your child are:

i) involved in supporting your child's learning.

ii) kept informed about the support your child is getting.

iii) involved in reviewing their progress.

- Liaise with all other professionals who may come into school to help support your child's learning.
- Update the school's SEND register (a system for ensuring that all of the SEND needs of pupils in this school are known) and make sure that records of your child's progress and needs are kept up to date.

- Provide specialist support or training for teachers and support staff in the school, so that they can help children with SEND make the best progress possible.

### **The Headteacher**

#### **Who will:**

- Run the day-to-day management of all aspects of the school; including support for children with SEND.
- Ensure that the Governing Body is kept up to date about issues relating to SEND.

### **The SEND Link Governor**

#### **Who will:**

- Make sure that the necessary support is given for any child with SEND who attends the school.
- Liaise with school SENDCo, Headteacher and the Local Governing Board.

### **What are the different types of support available for children with SEND in our school?**

#### **High Quality Classroom Teaching**

For your child this would mean:

- That the teacher has the highest possible expectations for your child and all pupils in their class.
- That all teaching is built upon what your child already knows, can do and can understand.
- That all lessons are differentiated and that work challenges all children at a level that is appropriate for them.
- That different methods of teaching are in place, so that your child is fully involved in their learning.
- That specific strategies are in place to support your child to learn.
- Your child's teacher will carefully monitor their progress and will identify any gaps in their understanding or learning and decide on the extra support that is required to help your child make the best possible progress.

#### **Specific Group Work or Interventions**

**Interventions may be delivered:**

- Within the classroom or in another area of the school.
- By a teacher or a trained teaching assistant (TA).
- By outside agencies e.g. Speech and Language Therapy, Occupational Therapy or the Inclusion Team (for students with hearing or visual impairments).
- By an outreach teacher from one of the local Special Schools.

#### **Referrals to External Agencies**

**What could happen?**

- You may be asked to give your permission for the school to refer your child to a specialist professional. This will help us all to understand your child's particular needs better and to be able to support these more effectively in school and at home.
- The specialist professional will work with your child to assess their needs and will make recommendations as to the ways in which your child should be best supported.

### **Specified Individual Support**

This type of support is available for children whose learning needs are severe, complex and maybe lifelong. This is usually provided via an Education, Health and Care Plan (EHCP). This means your child will have been identified by professionals as needing a particularly high level of individual support or small-group teaching.

This type of support is available for children with specific barriers to learning that cannot be overcome through high quality class teaching and smaller intervention groups.

### **How will the school let me know if they have any concerns about my child's progress in school?**

If your child is identified as not making expected progress, the school will set up a meeting to discuss this with you and your child in more detail at the earliest opportunity.

#### **We will:**

- Share assessment data and observations with you and listen to any concerns you may have.
- Plan any additional support your child or family may need.
- Discuss with you any referrals felt necessary and any advice given to support your child both at home and in school.

### **How is extra support allocated to pupils and how do they progress in their learning?**

The school budget, received from Wolverhampton LA, includes money for supporting children with SEND. The Governors, Senior leadership team (SLT), which comprises the head teacher, deputy head and two assistant heads decide on the deployment of resources for Special Educational Needs and Disabilities on the basis of the level of need across the school.

The Headteacher with the Senior Leadership team discuss all the information they have about SEND in the school including; the children getting extra support already, the children needing extra support and the children who have been identified as not making as much progress as would be expected. From this information, they will decide which resources, training and support are required to best support all of children.

The school identifies specific targets for groups for children and the interventions taking place to meet these, on class provision maps. These identify all of the extra support given to the pupils within each class and are reviewed and updated termly. Changes are made as needed, so that the needs of children are met, and resources are deployed as effectively as possible. The Headteacher and SENDCo monitor and review the effectiveness of all interventions that take place across the school ensuring that the correct provision is being given to individual children with SEND and that value for money is being achieved.

### Which other services provide support for the pupils with SEND in our school?

- Specialist SEND Teacher - provides assessments, advice and specialised teaching support.
- Educational Psychologist - provides assessments and advice for meeting the needs of children with special educational needs.

#### **Local Authority provision delivered in our school:**

- Sensory Inclusion Service for children with visual or hearing impairments.
- The Wolverhampton Information, Advice and Support Service; offers impartial support and advice for parents of children with SEND.
- Wolverhampton Special Schools Outreach.
- Social Workers for LAC (looked after children) who have special educational needs as well.

### Which other services provide support for children with SEND in our school?

- Art therapy, which is delivered by an Art Psychotherapist, employed by the school.

#### **NHS Provision delivered in our school:**

- SALT (Speech and Language Therapy).
- School Nurse - height and weight assessments and other health concerns.
- Occupational Therapy.

### How will my child be supported with any medical needs?

Training for staff is delivered with regards to allergies (related to anaphylactic shock), diabetes, epilepsy and any other medical needs related to the pupils in the school.

### How does the school support the teachers in teaching the children with SEND?

The Headteacher and SENDCo are responsible for ensuring that all staff are able to plan and deliver teaching that is appropriate for the needs of children with SEND. The SENDCo has obtained the National Award for SENDCo qualification and continues to attend local training events and network meetings to ensure that up-to-date and important information is disseminated to all school staff regarding children with SEND.

The school provides training and support to enable all staff to improve the teaching and learning of all children, including those with SEND.

This includes whole school training on SEND issues, such as autistic spectrum disorders or dyslexia. Individual members of staff attend training courses run by outside agencies

where necessary that are relevant to the needs of specific children in their class and staff members have been supported by training from the outreach teams from Penn Hall.

### How will teaching be adapted for my child with SEN?

All class teachers plan lessons according to the specific needs of all groups of children in their class. The class will be working towards the same objective and tasks will be scaffolded to support the ability levels. They will ensure that your child's needs are met. The teacher may use other strategies to support your child in lessons such as allowing more time for a task, repeating instructions or learning, giving extra resources or visual aids where needed.

#### **Some of the ways in which teaching may be adapted are:**

- Specific resources, strategies or interventions will be used to support your child individually or as part of a small group both inside and outside of the classroom.
- Planning and teaching will be adapted appropriately, on a daily basis if needed, to meet your child's learning needs.
- Where appropriate, adaptations will be made to the classroom learning environment so that your child's needs are best supported.
- Specialist teachers or trained teaching assistants may deliver a specific interventions such as Precision Teaching, Read, Write Inc reading programme (RWI) or the Cool Kids (Occupational Therapy programme).

### How will we measure your child's progress in school?

We have a robust system in school to monitor, assess and review the progress of all of our children.

The school follows the graduated response of assess-plan-do-review outlined in the SEND Code of Practice (2015). You and your child will be involved in both the setting and reviewing of their individualised targets on a termly basis.

Your child's progress will be monitored continually by their class teacher. The class teacher will also track the progress being made by those having specific interventions through discussions with the teaching assistants and specialist teachers providing the extra support to your child.

All children with SEND have their targets assessed and reviewed on at least a termly basis, this process will then form the basis of future planning and target setting for your child. This information is also shared with the Senior Leadership Team in pupil progress meetings. At the end of each key stage (i.e. at the end of Year 2 and Year 6), all children are required to be formally assessed using Standard Assessment Tests (SATs).

Children with an EHC Plan are formally reviewed at an Annual Review with all of the adults involved with the child's education giving their input and feedback on the child's progress.

The SENDCo tracks the progress of all children on the Special Educational Needs and Disabilities register in school and oversees the target setting and reviewing of targets on all IEPs.

Book scrutinies and learning walks are carried out by the SENDCo and other members of the Senior Leadership Team, to ensure that the needs of all children are met and that the quality of teaching and learning is high.

### What support do we have for you as a parent and family?

We have an 'open door policy' at our school and you are welcome to come and speak to your child's class teacher, teaching assistant, the school SENDCo or the Headteacher at a mutually convenient time. We will always listen and do our best to support your child and family.

#### **We can ensure that:**

- School staff are available to discuss your child's progress or any concerns you may have and to share information about what is working well at school and strategies you may like to try at home. Please let us know if you have successful strategies at home that may be useful in school.
- The SENDCo is available to meet with you to discuss your child's progress or any concerns/worries you may have.
- All information from outside professionals will be discussed with you with the professional involved directly, or where this is not possible, in a report.
- Your child's SEND Support Plan targets will be shared and discussed with you. We see this as collaborative where possible. They will then be reviewed each term.
- A home-school book may be used to support communication with you when this has been agreed to be useful for you and your child.
- TAC (Team Around the Child) meetings are put in place to ensure that all professionals involved with you and your child can come together to discuss your child's needs and action plans are created and joint targets are set.
- Information is available from school about support from outside agencies and support groups. The Wolverhampton Information, Advice and Support Service can be contacted via their website at [www.wolvesiass.org](http://www.wolvesiass.org) or by phoning them on 01902 556945.

### How is our school accessible to pupils with SEND?

- The ground floor of the school is on a split-level with easy access ramps and a chair lift.
- We have disabled toilet facilities.
- We ensure that children who have a disability which makes accessing our first floor classrooms challenging are in classrooms on the ground floor.
- We ensure wherever possible that equipment used is accessible to all children regardless of their needs.
- We believe that all children are entitled to participate in extra-curricular activities and will make reasonable adjustments to support those with SEND.

- Our breakfast and after-school provision is accessible to all children, including those with SEND.

### How will we support your child when they join our school, move between classes or leave our school?

We recognise that transitions can be difficult for a child with SEND, and we take steps to ensure that any transition is as smooth as possible.

#### **If your child is joining us from another school:**

Your child will be able to visit our school and stay for a 'taster session' to meet their new teacher and classmates.

If your child would be helped by a transition book to support them in understanding moving on, then one will be made for them.

If your child has a range of complex needs, their One-Page-Profile will help others understand your child and their needs.

At the start of year 3, the pupils are tested to determine a baseline assessment in reading, writing and numeracy. These assessments, together with information from their previous school regarding special educational needs helps to determine the nature of any difficulties in learning.

Children who join us from other schools are supported using information obtained from the previous school.

#### **If your child is moving to another school:**

We will make sure that all records about your child are passed on as soon as possible.

If your child would be helped by a transition book to support them in understanding moving on, then one will be made for them.

Year 6 SEND pupils will have a one-page -profile that they create with an adult in school that is passed up to their new secondary school along with any other information held such as any reports from outside agencies to help others to understand your child and their needs.

#### **When moving classes in school:**

You and your child will be able to meet with their new class teacher and the SENDCo to get to know each other and discuss your child's needs.

All children spend a session meeting their new teacher in their new classroom. Further opportunities for children with SEND can easily be arranged.



If your child would be helped by a transition book to support them in understanding moving on, then one will be made for them.

If your child has a range of complex needs, their One-Page-Profile will help others understand your child and their needs.

### How will we support your child's Social and Emotional Needs?

We are sensitive to the fact that some children have social and emotional needs that need to be developed and nurtured. As a school, we follow a structured PSHE (Personal, Social and Health Education) curriculum 'Jigsaw', which now includes relationships education, to support this development.

However, for those children who find aspects of this difficult we offer:

- A buddy system to support children during playtimes.
- 'Circle of Friends' intervention group.
- Our after-school clubs are inclusive of all pupils.
- We can offer 'Art therapy' or refer to 'Believe to Achieve' for those individual pupils for whom it would benefit from additional support.

### What can I do if I am unhappy with the support given to my child with SEN?

We do our best to ensure that all of our children have the opportunity to flourish and achieve to the very best of their ability. Unfortunately, there may be times when you feel that we have not been able to do that.

If you feel that things are not going as well as you had expected, you can:

- Arrange to speak to your child's teacher, the SENDCo or Headteacher.
- Contact the Information, Advice and Support Service for support and advice.
- Write a letter explaining your concerns to the Chair of Governors: