



SEND Information Report

1. What kinds of SEN are provided for at Uplands Manor?

Uplands Manor is a fully inclusive school. We are committed to meeting the needs of all children in our school and develop their full potential; personally, socially, emotionally and academically in all areas of the curriculum, regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational need.

At Uplands Manor we support the four broad areas of need as stated in the SEND Code of Practice (2015, Department for Education & Department of Health):

Communication and Interaction

- Receptive language/language comprehension
- Expressive language
- Developmental language delay
- Developmental language disorder
- Social communication/interaction
- Speech sound difficulties

Cognition and Learning

- Mild and moderate learning difficulties
- Specific learning difficulty - Children experience difficulty in one area, e.g. reading, spelling, mathematics

Social, Emotional and Mental Health difficulties

- These may be temporary or long term and may affect the child's ability to learn.
- Children who experience social, emotional and mental health difficulties may also have additional difficulties.

Sensory and/or Physical Needs

- Hearing impairment
- Visual impairment
- Physical impairment
- Medical needs

It is important to note that children may have difficulties in more than one area of need. These areas of need help school to ensure the correct support is put in place for the individual child.

SLD Unit – The Lodge @ Uplands Manor

At Uplands Manor, we have a 20-place focus provision for children with Severe Learning Disabilities (SLD) and have a commitment to maintaining high quality support through staff training and close liaison with inclusion support and other professionals that provide support and advice for the children.

2. How does the school identify children with SEND and assess their needs?

A parent's knowledge of their child is essential in getting to know the needs of a child. Prior to joining Uplands Manor in the Early Years, school staff may do home visits or parent consultations where information is shared and parent's can express any concerns about their child's development. This will allow us to plan for how we might begin to support a child once they start. If a child has attended a different nursery or Children's Centre, we will also work with them to gain information about a child's development and needs to help us plan provision appropriately.

If children transfer to Uplands Manor part way through their school journey, school staff (class teacher/AHT/Deputy SENCO) will endeavour to gain as much knowledge as possible from the previous school to inform the provision that needs to be put in place.

Children in the early years are assessed and monitored carefully and sensitively through classroom observations to establish where a child's starting point is. They are also screened using the Wellcomm tool for speech, language and communication development. Any needs that are identified are monitored closely and provision is adapted appropriately.

Children continue to be assessed and monitored closely throughout school and progress is discussed regularly with senior leaders. If there are concerns surrounding a child's progress then teachers are able to make a learning or pastoral referral to the school's SENCO or Pastoral Lead at any time.

If a parent has a concern about their child's learning, the first port of call should be to raise this with the child's class teacher. Parent's will be able to discuss the concern and the class teacher will be able to address this by explaining how the child is being supported. The class teacher will monitor the concern and try different strategies to support the child.

If it is felt that more support is needed, the class teacher will then liaise with the school SENCO to look at different ways to support child. Further assessment, monitoring or intervention may be necessary at this stage. Parents would be able to meet with the SENCO and the class teacher to decide what the next steps will be. At this stage, children may be put on the SEND register at the level SEN Support.

It may then be felt that school need to seek additional advice from an external professional who would complete some more thorough assessments and give recommendations to school that will support the child's needs.

Key Contacts –

Assistant Head Teacher – Inclusion and Pastoral Lead – Mrs Phillipa Chester
SENCO@uplandsmanor.sandwell.sch.uk

Deputy SENCO – Mrs Alicia Bullock

SEND Governor – Mrs Felicity Cave

School's SEND policy - <https://uplandsmanor.sch.life/Page/Detail/send>

Sandwell Council's Local Offer - <http://www.sandwell.gov.uk/send>

3. What are the arrangements for consulting parents of children with SEND and involving them in their child's education?

We endeavour to involve parents of children with SEND in the planning for and reviewing a child's progress through regular communication. Parents will be able to discuss their child's

progress termly at parent consultation evenings and the school's SENCO can be present if necessary.

Some children with additional needs will have an Individual Provision Plan (IPP) detailing some targets for the term ahead and the provision that school and parents can put in place to support the child. These are reviewed termly and parents are encouraged to be a part of this reviewing process.

Parents are able to request meetings or may be contacted by the school SENCO to discuss progress, provision or support throughout the year.

4. What are the arrangements for consulting children with SEND and involving them in their education?

Teachers across school regularly use self and peer assessment so that children know how they are progressing and what their next steps might be. Children are asked regularly to comment on their learning and understanding.

Children who have an Individual Provision Plan (IPP) are asked to comment on their targets. They are questioned about how well they have achieved any existing targets and then have the opportunity to add to or change new targets depending on how they feel about them.

5. What are the arrangements for assessing and reviewing children's progress towards outcomes?

Progress for all children is monitored termly and progress is reported to parents either at parent consultation evenings or through a written report. If a child has an Individual Provision Plan (IPP), targets are reviewed by teachers and/or the SENCO termly and discussed with parents at parent consultation evenings or separate IPP meetings.

At the beginning of each academic year, children will complete baseline assessments that will be reassessed at timely intervals to track progress. Children at SEN Support or with an EHCP may be assessed using WellComm to assess understanding of language, the Salford Reading Test for word reading and comprehension, The Sandwell Early Numeracy Test and/or Phonics and Common Exception Word assessments.

Before any intervention, a baseline level will need to be recorded so that progress can be measured at the end of the intervention. This may be in the form of a level, a book band, the result of one of the previously mentioned assessments or for Social Emotional and Mental Health (SEMH) interventions, a Boxall Profile is used.

Outside agencies may also complete their own assessments. The results of this may be reported to parents by the Class Teacher, SENCO or the agency themselves.

6. What are the arrangements for supporting children in moving between phases of education?

We use the Transition Pathways to support transitions in school between year groups and when transferring to new settings. Transition visits are arranged for children prior to moving year groups or settings. Records and expertise are shared with new teachers and new settings as early as possible in the year. Children will have a transition book/poster to share with parents at home to support a change of setting.

7. What is the school's approach to teaching children with SEND?

Staff have high expectations of all children at Uplands Manor. Curriculum work is differentiated so that all children can access all learning at a level that is appropriate for them. While independent working skills are encouraged at all times, children who are finding things difficult will have opportunities to work in small groups or in 1-1 situations to provide support. It is our aim for all children to access the class learning within the classroom setting. Personalised learning towards IPP or EHCP targets and some interventions, may be done elsewhere when it is not possible to do so within the classroom.

8. How is the curriculum and the learning environment adapted to meet the needs of children with SEND?

Reasonable adjustments are made with the curriculum and learning environment to meet individual needs of children. Work is carefully differentiated and pitched to provide an appropriate level of challenge to all children based on the level of their prior knowledge.

Careful consideration is given to furniture and the layout of the classroom. All classrooms have a visual timetable, soundfield system and communicate in print (symbols) and Makaton is used throughout the school.

Where necessary, children have access to a well-equipped sensory room to support children's sensory needs, a soft play room for gross motor development, a dedicated Speech and Language Room with specialist resources and an outdoor area with a variety of physical resources to take learning outside.

Planning, delivery of lessons and assessment are adapted so that all children's learning needs are considered.

9. What expertise and training do staff have to enable them to effectively support children with SEND?

Speech and language – School have an NHS therapist who works in school 2 days a week to advise and train staff, as well as, working with some children. Children in the focus provision have access to an NHS speech and language therapist every Friday. We also have an allocation of hours with a third NHS speech and language therapist to assess and review children across school who may have more complex needs. In addition to this, some staff have Makaton training and/or have completed the ELKLAN training. We also have staff who have received training in PECS and shape coding to support speech and language needs.

There are identified staff who have received the manual handling training so they can support children with a physical disability or intimate care needs. Most staff have received Autism Awareness training, emotion coaching and MAPA (de-escalation techniques). There are a number of members of staff who are trained to positively handle children and this is refreshed every 12 months.

Staff who are delivering specific interventions will have received appropriate training to do so prior to working with the children.

10. How is the effectiveness of the provision made for children with SEND evaluated?

Learning walks, observations, planning and book trawls are used to monitor in class provision. This includes differentiation, assessment and personalised learning.

Interventions are monitored through a provision map that looks at the progress made by children to establish how effective it has been. To support this, all interventions are baselined at the start and then reassessed at the end to measure progress

IPPs with personalised targets, are reviewed termly and pupil progress is shared with parents at parent consultation evenings or IPP meetings.

Behavioural incidents are logged on SIMS and these are monitored by the Assistant Head Teacher (Inclusion and Pastoral Lead).

11. How are children with SEND enabled to engage in activities available with children and young people in the school who do not have SEND?

All children with SEND have access to extra-curricular activities at school as well as all trips and visits. Risk assessments may be necessary to ensure that SEN children can be included safely. Additional adult support or specialist equipment may be necessary for this to happen.

12. What support is available for improving emotional and social development?

School has a large pastoral team who are dedicated to supporting the social, emotional and mental health of children across school. This team meets once a week to discuss children's needs, new referrals and any concerns arising from interventions. The Pastoral team consists of: learning mentors for each phase, a parent support advisor (Singlepoint), DSL and attendance team, learning support assistants, AHT (Inclusion and Pastoral Lead) and Deputy SENCO.

The pastoral team have specialist training to deliver support to staff and interventions to children to support their emotional and social wellbeing. Positive relationships in school are promoted through the use of Emotion coaching and an awareness of the importance of a healthy mind.

13. What external professionals are available to support children and their needs?

School will endeavour to do everything they can to support every child in school. Where progress is not being made through these efforts, external agencies may be consulted with. This may initially be in the form of a conversation between the agency, class teacher and SENCO. Where it is felt necessary, the external agency may visit school to observe the child and/or complete some assessment work to enable them to advise school of the next steps. It is the role of the SENCO to liaise with external agencies, school staff and parents.

Agencies available to support:

Inclusion Support (Educational Psychologists, Specialist Teachers for Learning, Specialist teachers for Social, Emotional and Mental Health needs) – 0121 569 2777

Complex Communication and Autism Team – 0121 569 2777

Inclusion Support Early Years – 0121 569 2860

Sensory Support Team - 0121 569 2777

Speech & Language Services – 0121 612 3093

Occupational and physio therapists – 0121 612 3093

CAMHS – 0121 612 6620

School Nurse – 0121 612 2974

SENDIASS (Independent Parent Advice) – 0121 368 1166

14. What are the arrangements for handling complaints from parents of children with SEND about the provision made at the school?

Parents are encouraged to discuss any concerns with the class teacher and SENCO. If parents are still unhappy about the outcome they can contact the Head Teacher regarding their complaint. If the issue can't be resolved at this level, or if the complaint relates to the Head Teacher, the parent would be directed to the school's complaints procedure.