



SEN Information Report 2024-25



Uphall Primary School

Updated: October 2024

Next Review Date: October 2025

Review frequency: Annually

UPHALL PRIMARY SCHOOL SPECIAL EDUCATIONAL NEEDS INFORMATION REPORT

Uphall Primary School is a 4-form entry school, with a nursery, in Ilford, Redbridge. Uphall is vibrant, creative and academically successful. We have high expectations of all children and staff, and high standards of teaching and learning. The Uphall Primary School Community is a place where everyone should feel included. This means that everyone should have access to a broad and balanced curriculum and all parents/carers should have equal access to information. Everyone should feel confident that they will be successfully supported in overcoming any barriers to learning. As a Rights Respecting school, we believe that children achieve their full potential when they are valued and respected and so we promote a friendly, supportive, inclusive, and purposeful school community.

Dedicated Contacts in School

- The Class Teacher is the initial point of contact for responding to parental concerns
- Emails can be sent to: admin@uphallprimary.co.uk.
- The Inclusion Lead, Lily Rice, can be contacted on lrice@uphallprimary.co.uk.
- The Behaviour & Inclusion Lead, Walye Jahedi, can be contacted at wjahedi@uphallprimary.co.uk.
- The Designated Safeguarding Lead, can be contacted at shannan@uphallprimary.co.uk.
- The SEND link Governor, Deborah Acquah, can be contacted at dacquaah@uphallprimary.co.uk.

How does Uphall Primary School know if my child needs extra help?

Pupils who do not make the expected progress are initially identified by the class teacher and members of the Inclusion Team during progress review meetings. The class teacher can create an Individual Education Plan (IEP) and set some targets as a means of communicating that they have noticed areas of development. This plan would also outline what strategies have been used and their impact following a 6–8-week period (half a term).

If the class teacher continues to have concerns, they will communicate with the SENDCo or other members of the Inclusion Team who may observe the child and/or suggest targeted strategies to help the child. This would be monitored through another IEP for 6-8 weeks. If the child does not make progress, there would be a discussion with parents and referrals could be made to external services. In the case that the child has a high level of need, an Education, Health, and Care Plan (EHCP) would be considered.

What do I do if I have questions or concerns about my child?

If you have concerns about your child's progress you can request a meeting with your child's teacher.

Your child's class teacher may suggest that a further discussion is needed with the SENDCo who would contact you to arrange a meeting.

How will I know Uphall Primary School is supporting my child?

Your child's teacher is trained to teach children with a range of different needs and abilities. The phrase 'high quality teaching' means that the teacher has the highest possible expectations for your child and all pupils in their class and uses a range of strategies and approaches to meet the majority of needs within the classroom.

High quality teaching includes a process of ongoing assessment which enables your child's teacher to identify your child's starting points and how they learn best. They will plan lessons accordingly and use strategies and resources to remove potential barriers to learning.

Your child may also access small group interventions if necessary. For example, your child might work in a small group with the teacher or a Learning Coach to help them with their class work. The class teacher will also liaise with the Inclusion Team on how best to support your child.

If a child has been identified as having special educational needs or disabilities (SEND) they will be included on the school's SEN Register with parental consent. An IEP will be developed with input from parents, school staff, the child, and external professionals where appropriate. This will outline a plan for support that is additional to and different from the support available through high quality teaching.

These will be reviewed regularly as part of an 'assess, plan, do, review' cycle at parent consultation meetings with your class teacher and the SENDCo where possible.

What specialist services and expertise are available or accessed by the school?

In the SEND Code of Practice, the broad areas of SEND are:

- Communication & Interaction
- Cognition & Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and/or Physical

SEND Support

If we think your child needs further assessment or support in connection with one or more of these areas of need, we will discuss this with you. You may be asked to give your permission for the school to refer your child to a specialist professional at the Child Development Centre, Educational Psychologist, or the Specialist Education & Training Support Service (SEATSS) amongst others. These professionals will help the school and yourself in understanding your child's particular needs and provide guidance on how to support them better in school.

Uphall Primary work with the following external professionals:

- The Child Development Centre
 - Speech & Language Therapy (SALT)
 - Occupational Therapy (OT)
 - Physiotherapy (PT)
 - Paediatrician
 - Emotional Wellbeing and Mental Health Services (EWHMS)
- Educational Psychologist (EP)
- SEATSS
- The school nurse or specialist health professionals
- Schools that provide additional resources and provision for students with very complex needs
- The school may also seek advice and guidance from charity organisations depending on your child's needs e.g., Barnardo's Tiger Programme

What is an Education, Health, and Care Plan (EHCP)?

If children continue not to make expected progress, despite high-quality teaching and targeted support, we may recommend applying to the Local Authority for a statutory assessment of needs.

For your child this would mean:

The school (or you) can request that the Local Authority carries out a statutory assessment of needs.

After the request has been made to the Local Authority, a panel of professionals (with a lot of information about your child, including some from you), will decide whether they think your child's needs (as described in the application) are complex enough to need a statutory assessment to identify all their needs. If this is the case, they will ask you and all professionals involved to write a report outlining your child's needs. If they do not think your child needs further assessment, they will ask the school to continue making reasonable adjustments.

After the reports have all been sent in, the panel of professionals will decide if your child's specific needs should be met through an EHCP. If this is the case, they will write the plan. This plan is legally binding and will outline the amount and type of support your child should receive.

If my child has medical needs, how will they be supported?

It is important that you inform the school immediately if your child has any medical needs. The school will ensure that all relevant staff are informed. You may also request to speak to the school's Medical Officer who will be able to liaise with both staff at school and outside, if this is needed.

If needed, the Medical Officer will prepare a Health Care Plan, for your child for distribution to staff. The school nurse will contact you separately and if needed, contribute to the Health Care Plan.

The school has several staff who are First Aid trained and staff may receive further training to support specific needs. For example, training in the use of an epi pen for anaphylactic shock.

When necessary, medicines will be given in school. This will only be done with a signed parental consent form.

How will I be kept informed of how my child is doing in school?

Your child's progress is regularly monitored by his/her class teacher and reviewed formally every term in reading, writing and maths.

Your child's class teacher will discuss progress with you during Parent Consultation Meeting's.

If there are concerns about your child or your child is not making progress the school will set up a meeting to discuss this with you in more detail. This could be with the class teacher and/or a member of the Inclusion Team.

If your child is accessing SEND Support, a review of your child's IEP and additional provision will form part of the Parent Consultation Meeting. You will be invited to additional meetings with the SENDCo to assess, plan and review the progress and the support that your child is receiving, should this be needed.

The progress of children with an EHCP is formally reviewed during an Annual Review, with all adults being involved in the child's education being invited to participate.

The SENDCo and Inclusion Team will also check that your child is making good progress within any individual work and in any group that they take part in.

Do teachers and support staff receive training in SEND?

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

Teachers and support staff have received training on:

- How to support children with specific learning difficulties e.g., dyslexia
- How to support children with Autistic Spectrum Condition
- How to support children with speech, language, and communication difficulties
- How to support children with social, emotion and mental health difficulties. This includes children with a diagnosis of attention deficit disorder (ADD) or attention deficit hyperactivity disorder (ADHD)
- How to support children who have attachment difficulties and have experienced early childhood trauma
- How to support children with fine and gross motor skill difficulties

How are the school's resources allocated? How is the decision made about how much support my child will receive? How will I be involved in this decision?

The school budget includes delegated money for supporting children with SEND.

Support and allocation of resources is discussed, reviewed, and evaluated by the Headteacher, the Inclusion Lead and SENDCo.

Additional support is also discussed, allocated and recorded at Pupil Progress Review Meetings with class teachers and Inclusion Teams.

Parents are included in the discussion about support and allocation of resources at SEND review meetings with the SENDCo, parents, teachers and, when necessary, with specialist professionals.

Children with EHCP's receive additional funding to support their level of need. Support for these children is reviewed at Annual Review meetings with the SENDCo, parents, teacher along with specialist professionals from external agencies if appropriate.

How is the school accessible to pupils with SEND?

Uphall Primary School was built in the twentieth century. The original building has 3 floors and the new building has 2 floors. Both buildings are connected and accessible with an elevator. In accordance with the Equality Act 2010, when needed and wherever possible, the school will make reasonable adjustments to meet the needs of pupils with disabilities.

How will my child be included in activities at school, after school clubs, and on school trips? How will you encourage my child to mix with children who do not have SEND?

Class Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that your child's needs are met.

All children are entitled to go on school trips and we work with parents of children with SEND to plan for trips in advance. If necessary, the school will deploy an additional adult and resources to ensure that children with SEND are able to go on a school trip.

We encourage all children to join after school clubs. If your child has special needs that require additional support at an after-school club, we would undertake a risk assessment and discuss this with you.

How will the school prepare my child when joining the school or when transferring to a new school?

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

If your child is moving to another school:

We will provide the new SENDCo with information about any special arrangements or support that need to be made for your child.

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

If needed, we will arrange transition work to be carried out either in a small group or on an individual basis. Your child may be supported in making a 'Moving On' book.

In year 6, all children in your child's class will do some work on transition. In most cases, the secondary school will also arrange a taster day to familiarise students with their new school.

If your child has an EHCP, the SENDCo will arrange a meeting with parents and the SENDCo of the new school if it is considered necessary. SEATSS also provide a transition programme for students who are known to their service.

My child needs help with transport to school. How can you help?

Applications for help with transport are agreed by the Local Authority. If your child needs special transport, we will help you to apply for this.

How will you help me to support my child's learning? What support and training are available for parents/carers?

The class teacher is available to discuss your child's progress or any concerns you may have and to share information about what is working well at school so similar strategies can be used at home. This information will be shared during Parent Consultation Meeting's.

If your child is accessing SEND support, strategies and resources that are used to support your child, will be discussed at SEN review meetings. You can also contact the SENDCo at other times if you have specific queries or concerns.

All information from outside professionals will be discussed with you directly by the professional, or where this is not possible, in a report.

A home/school contact book may be used to support communication with you, when this has been agreed to be useful for you and your child.

SEATSS may provide training and information to parents which the school will promote through its communication channels as appropriate.

The Special Educational Needs and Disabilities Information Advice and Support Services (SENDIASS) are a good point of contact for further advice about support and training for parents and carers. Their telephone number is: 0208 663 5630 / 5631.

What support do you give to children who are having a difficult time emotionally?

We recognise that pupils may well have emotional and social development difficulties that will require support in school.

The emotional health and well being of all our pupils is very important to us.

The Inclusion Team, the SENDCo and all the teachers and support staff continually monitor the emotional and social wellbeing of all our pupils.

We have a comprehensive PSHE programme in the school and, where necessary, we run small group sessions to further enhance the work started in class.

The school also has two members of staff who are ELSA trained and three members of staff who are TISUK Practitioners to provide support for those students with the most need.

How do I make a complaint?

You can speak to any member of the Inclusion Team. You may also contact the SEND link Governor or the Chair of Governors.

You should also speak to SENDIASS if you are concerned as they will be able to provide you with impartial advice.

Where can I find more information?

You can find information on the local services and support for children and young people 0-25 years old with SEND and their families on Redbridge's Local SEND Offer:

<https://find.redbridge.gov.uk/localoffer>