

Inclusion at Uphall Primary School

Introduction: Our vision is that all students, including those with SEND, can be successful learners who are fully included in the life of the school, are happy, confident and thriving young people who make a successful transition to adulthood. We provide quality first teaching for all students and ensure that class leaders are fully informed of the needs of their children, so they can make provision which enables them to break down barriers to their learning, experience success and make good progress - we firmly believe that there is no ceiling to achievement.



2024-25 Context

11.8% SEND population
38 EHCPs (12 more pending)
69 Known to SEND

YR	2 EHCPs
Y1	9 EHCPs
Y2	5 EHCPs
Y3	6 EHCPs
Y4	6 EHCPs
Y5	4 EHCPs
Y6	6 EHCPs

Area of need		EHCP	SEN support	Total
C&I: 87	SLCN	6	42	48
	ASD	28	12	40
C&L: 3	MLD	1	1	2
	SEN	0	1	1
SEMH: 8	SEMH	1	7	8
P&S: 8	PD	1	3	4
	HI	0	3	3
	VI	1	0	1



Leadership

We have a whole school investment in inclusion. Senior leaders support and enable class leaders and learning coaches to deliver best practice, which provides excellent learning opportunities for our vulnerable children and those with SEND. Staff work closely with external specialists to ensure that the needs of those children are being effectively met through our provision offer, which is regularly reviewed.



Identification

Class leaders are provided with tools to identify students that are underachieving for any reason, including those who may have underlying SEND needs. They use our APDR cycle, in collaboration with the SENDCo, to identify the child's barriers to learning and adapt provision accordingly. Progress reviews, provision maps and IEPs are used to monitor the impact of actions to inform future decisions about the child's support.



Team around the child

We believe that strong home-school partnerships are fundamental to ensuring that the needs of vulnerable children and those with SEND are being effectively heard and met. A person-centred approach is taken during all stages of our APDR cycle. Pupil, parent, staff and specialist voices are considered to plan for, and evaluate the impact of, actions to support each child's wellbeing and progress.



Wave One – Universal

Leaders ensure quality first teaching is provided for all children; CPD is provided to all staff through training sessions as well as coaching and mentoring conversations. Universal strategies to be used at whole class level are shared which include emotion coaching strategies, calming corners, visual timetables, colourful semantics, communicate in print, task checklists, modelling, sentence starters, manipulatives and visuals.



Wave Two – Targeted

We provide many targeted 1:1 / small group evidence-based interventions across the school to further meet children's needs. These include colourful semantics, attention building groups, NELI, ticking text, language for thinking, black sheep press, RWI 1:1 tutoring, barrier games, fine motor skills, LEXIA, attachment play, Lego therapy, focus and targeted play, Hamish and Milo, support from trauma informed practitioners and ELSAs.



Wave Three – Enhanced

Our children with the most complex needs are in receipt of enhanced support. They have individual timetables and workstations, as well as provision which is recommended and overseen by external specialists. We are especially proud of our ACE class, which several children across the school attend. Those children are supported to make progress towards individual targets through the delivery of a bespoke curriculum, with a primary focus on communication and attention skill development.



EHCP

Children in receipt of wave three provision will have an EHCP, or we will request an EHCNA. Those children will also have an IEP which is reviewed on a termly basis. This breaks their EHCP outcomes down further and enables us to carefully assess the impact of provision on their progress, to ensure they are ready for their next stage of learning. Annual reviews take place with the child's parents, SENDCo and class leader / learning coach. Information is circulated in advance and minutes are sent after the review.



Outcomes

- 64% of children known to SEND in Reception achieved GLD (75% cohort)
- 40% of Children with an EHCP and 67% of Children known to SEND passed the Phonics Screening Check in Year One (75% cohort)
- 25% of children with an EHCP achieved 100% in the Multiplication Tables Check in Year Four with APS of 19.5 and children known to SEND achieved an APS of 18.5 (22.6 cohort)
- 100% of children with an EHCP and 40% of children known to SEND passed KS2 RWM (68% cohort)

