



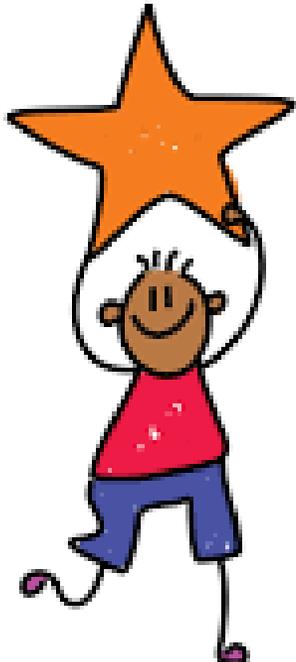
SEND Information Report 2021/2022

SEND at Upton Meadows

[SEND provision at Upton Meadows](#)



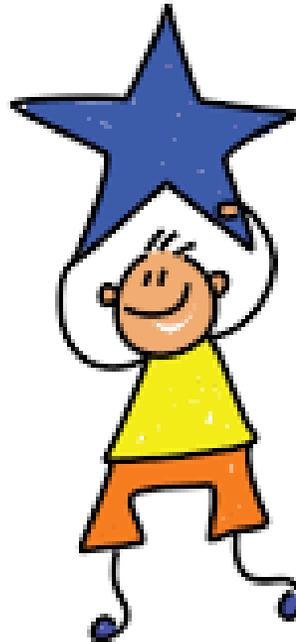
[Meet the Inclusion Team](#)



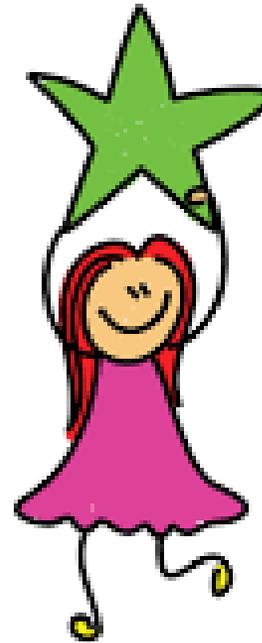
[My Child's progress](#)



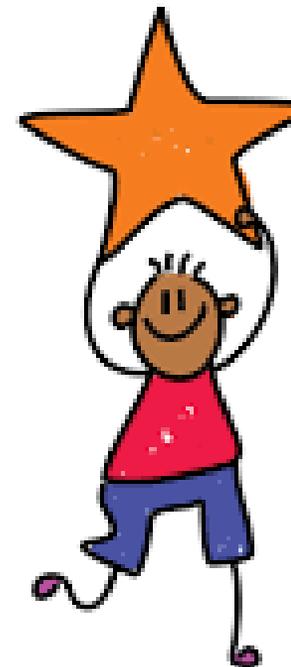
[Outside agency support](#)



[Partnership with Parents](#)



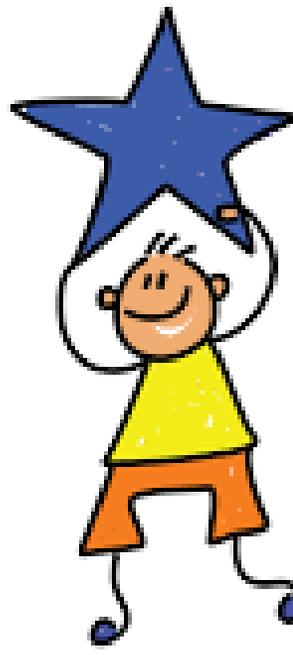
[The Local Offer](#)



[Acronyms – What do they mean?](#)



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Do children with SEND come to Upton Meadows?



How does the school know if a child has SEND?



What process does the school follow once SEND has been identified?



How are children with SEND supported in accessing activities available to those without SEND ?



What kind of SEND does the school make provision for?



How are children with SEND supported in the school?

How do I know if my child is receiving SEND support?



How does the school support social, emotional and mental health?



What do I do if I think my child needs additional support or diagnosis?



How do you help class teachers support children with SEND?



Home



Do children with SEND come to Upton Meadows?

Yes - We are an inclusive school and aim to fully include all children in the school curriculum.

What are the admission arrangements for children with SEND?

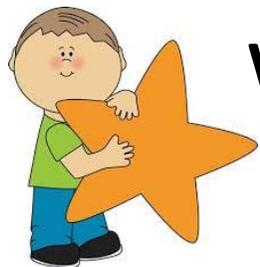
No child will be refused admission to school on the basis of his or her special educational need, ethnicity or language need. In line with the Equalities Act 2010, we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision (see [Admission policy](#) for the school)



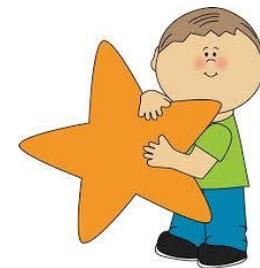
How are children with SEND supported in accessing activities available to those without SEND?

As a school we use a variety of resources to support children with SEND in accessing activities both academic and social. All children have the opportunity to take part in trips and activities in school. Where additional resources are required to make these trips/activities successful a discussion will be held with parents to plan appropriate support. Information is readily accessible and where needed will be adapted so that it meets individual needs. We have experience in school of pupils who have required access to enlarged texts; texts printed on different coloured paper; visuals used to support texts; reading pens ([C-Pen](#)), mirrored screens and as a school will seek advice from outside agencies about how to effectively support pupils with disabilities.





What kind of SEND does the school make provision for?



Children at Upton Meadows have additional needs in the following four areas:

Cognition and Learning (e.g. dyslexia)

Communication and interaction (e.g. ASD, Speech and Language)

Social, Emotional and Mental Health (e.g. ASD, Attachment, Anxiety)

Sensory and/or Physical difficulties (e.g. visual/hearing impairment, mobility difficulties)





What do I do if I think my child needs additional support or diagnosis?



Your first point of call is to talk to the class teacher about your concerns.



A meeting can then be arranged with the SENCO to identify need and arrange provision



If concerns remain then a referral will be made to an outside agency for further support.





How does the school know if a child has SEND?

The SEND Code of practice 2015 states that a child has SEND if:

- They have a learning difficulty or disability which calls for special educational provision to be made
- If they have significantly greater difficulty in learning than the majority of others the same age
- Has a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

All teachers closely monitor the progress of children in their class and ask the SENCo for advice as soon as they have any concerns. The SENCo may then suggest a small intervention group or additional resources to try.

If after intervention there are still concerns the SENCo will suggest further assessment and/or additional support. Following this the child may be placed on the SEND register. Parents will always be consulted about this.





How do you help class teachers support children with SEND?



Training

The whole school receives training on various SEND needs throughout the year. Staff attend courses led by outside specialist agencies which are relevant to the needs of a child they are supporting.

SENCo Advice

The SENCo will observe in class and offer suggestions to the class teacher to help them meet the needs of a child in their class. The SENCo will also work with children to identify where they are experiencing difficulty.

Outside Agency Advice

Staff are able to seek advice from specialist outside agencies about how to support a child in their class. This can be through discussions, direct work with a child, observations and resources.





How are children with SEND supported in the school?



All children at UMPS are entitled to access the quality first teaching delivered by teachers in the classroom.

If a child is identified as having SEND the teacher and SENCo will create a plan of support in order to help them access the teaching. This support may include accessing a small group or 1:1 intervention; using additional practical resources in the classroom; altering the language that is used; working at a workstation or in a quiet free area of the classroom. This additional support is tracked on the school provision map.

Where outside agencies are involved with a child specific targets will be drawn up on a learning plan.

[What interventions and resources does the school have experience of?](#)





What interventions and resources does the school have experience of?



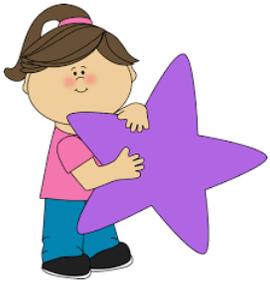
Interventions

A wide range of small group and 1:1 interventions are used including: Precision Teaching; Read, Write, Inc; Numicon; Number Sense; Toe by Toe; Language for Thinking; Wellingborough Early Writing Programme; Reading for Meaning; Mind maps; Socially Speaking; Playbuddies; Social Detective, Nurture groups and Pre-teaching.

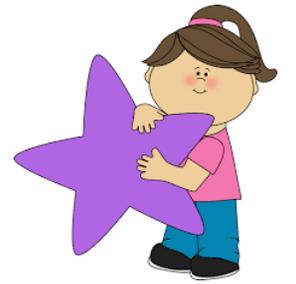
Resources

Resources are supplied through school and outside agencies. Resources currently used in school include: Writing slopes; Posture packs; Pencil grips; Weighted cushions; Visual support; Weighted blankets; Fiddle toys; Self opening scissors; Move n sit cushion; Peanut seating, Junior Caring Cutlery; Privacy screens; Portable workstation; Practical numeracy resources; Word banks; Reading rulers and Spell checkers.





How do I know if my child is receiving SEND support?

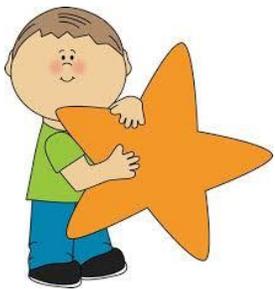


Your child's class teacher will have spoken to you about any concerns and you will have met with the SENCo.

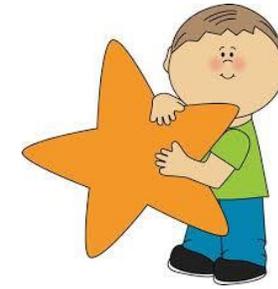
All children on the SEND register have been discussed with parents/guardians and the SENCo.

Each term all children on the SEN register will be offered the opportunity to book a termly review meeting with the SENCo and class teacher.





What process does the school follow once SEND has been identified?



Step One

The parent, teacher and SENCo make the decision to place the child on the SEND register.

Step Two

Interventions/ individual targets and strategies are identified and put into place.

Step Three

These are reviewed at termly meetings. Outside agencies may attend. Provision is then adapted.

Step Four

If there are ongoing concerns about progress despite intensive outside agency support a decision may be made to apply for an EHC plan.

Some children may stay at Step Three for a period of time if the support in place is meeting their needs. The SEND register is a working document and children will move on and off the register depending on their need.



How does the school support social, emotional and mental health?



We run a nurture group in the Hive. This is led by Mrs Andrea Bain and supported by Mrs Sian Cranfield. Currently children in across the school access the Hive 4 afternoons a week.

All classes are taught PSHE weekly following the Jigsaw scheme

Miss Sue Johnson and Mrs Nicola Laughton are our full time family support workers who offer advice and support both at home and at school.

At lunchtime we have a lunchtime club offering support for children who struggle socially.

We are reapplying to be a [TAMHS](#) gold school due to the high importance given to supporting mental health.

Where more specialist support is required we seek advice from CAMHS, Jogo Behaviour Support and Educational Psychology.

Two Pastoral support assistants work across the school supporting children in implementing taught strategies.

Two ELSAs (Emotional Literacy Support Assistants) work across the school delivering interventions.

The whole school uses the Zones of Regulation to help recognise how we are feeling and identify what we can do to regulate our emotions.

Every Wednesday we have a Wellbeing theme to our morning with a focus on how to look after our wellbeing.



TAMHS

Targeted Mental Health in Schools



We have previously been a TAMHS gold accredited school in recognition of the support available for mental health. We are reapplying for this.

TAMHS courses run throughout the year and staff regularly attend these to make sure provision is up to date and relevant.

Every year we take part in Mental Health Awareness Day. Last year we had a wellbeing day during lockdown to remind us it's good to talk and share how we are feeling. We also had weekly Wellbeing Wednesday activities.

ELSAs

We have two Emotional Literacy Support Assistants in school who deliver interventions across the school.

Mrs Beshiri (Assistant Head) manages the ELSAs.



Nurture groups

We run a nurture group in school. The Hive is a small class designed to better develop a child's social, emotional and mental health development through an adapted curriculum. Staff use the Boxall Profile to aid planning and assessment.



The Hive Group

The Hive is led by Mrs Andrea Bain and supported by Mrs Sian Cranfield. Children in the Hive are mainly from Foundation Stage and Key Stage 1 although we do have children in Key Stage 2. The Hive runs on a Monday, Tuesday, Thursday and Friday morning/afternoon.





Meet the Inclusion Team



[Headteacher](#)

[SENCo](#)

[Nurture team](#)

[SEND Governor](#)

[ELSAs](#)

[Learning Support](#)

[EAL Lead](#)

[Speech and
Language Assistants](#)

[Pastoral Support
Assistants](#)

[Family Support
Workers](#)

Headteacher

Ms Searing is the school's headteacher. She oversees the work of the SENCo and class teachers. She can be contacted through the school office on 01604 683850 or via email:

head@upton-pri.northants-ecl.gov.uk

SENCo

Mrs York is our school SENCo who is responsible for organising SEND provision. She can be contacted through the school office on 01604 683850 or via email:

sam.york@uptonmeadows.org

Miss Sam Thurston is our SEND admin assistant and can be contacted on 01604 683850 or

sam.thurston@uptonmeadows.org

ELSAs

Mrs Rivas and Miss Begum are our Emotional Literacy Support Assistants. They work across the school and can be contacted through the school office on 01604 683850.



ELSA
NETWORK

[Back](#)

SEND Governor

Our SEND governor is Zoe Hall. She can be contacted through the school office on 01604 683850

EAL Support

Mrs York and Mrs Palmer are our EAL leads. Mrs York or Mrs Palmer can be contacted through the school office on 01604 683850.

Gifted Learners

Mrs York is our Gifted Learners lead. She can be contacted through the school office on 01604 683850.

Family Support Workers

Miss Sue Johnson and Mrs Nicola Laughton are our Family Support Workers. They will be outside at the school gates between 8.40 – 9am every morning or can be contacted through the school office on 01604 683850.

Pastoral Learning Mentor

Mrs Nazia Khan is our pastoral assistant. She can be contacted through the school office on 01604 683850.

Speech and Language Assistants

Mrs Cranfield and Mrs McCrickard are the school's Speech and Language assistants. They work 1:1 and in small groups with children developing their speech and language skills. Mrs Cranfield and Mrs McCrickard work closely with Speech and Language Therapists from the NHS. They can be contacted through the school office on 01604 683850.



Northamptonshire Healthcare
NHS Foundation Trust

We have an NHS Speech and Language therapist onsite every fortnight who supports Mrs Cranfield and Mrs McCrickard with their role.

Vikki Glover

Nikki Bains

Barbra Isabel

Vicky Perrett

Dawn Savage

Rachael McGill

Laura Wild

Laura Patrut

Learning Support

Jo Adrian

Gillian Waldron

Sian Cranfield

Rashida Begum

Tracy Martin

Helene Rivas

Jodie Cook

Sinetha Pauer

Justyna Czyz

Helen Weston

Sarah McCrickard

Jakki Burke

Leanne Munday

Mimi Asenso

Hayley Adkins



My Child's Progress



Who should I contact if I am worried about my child's progress?



How is progress of children with SEND assessed and reviewed?

How will my child be supported when they move to a new class/school?

How will I be kept informed about my child's progress?

Who should I contact if I am worried about my child's progress?



Your first point of call is to talk to the class teacher about your concerns. They can then monitor your child and suggest interventions to try in class.



Please talk to us about your concerns.

If you still have concerns about your child's SEND provision please contact Northampton Information and Advice Service (IASS). They are a service to support parents. They can be contacted on 01604 636111.

If concerns continue then please talk to the [SENCo – Mrs Sam York](#).

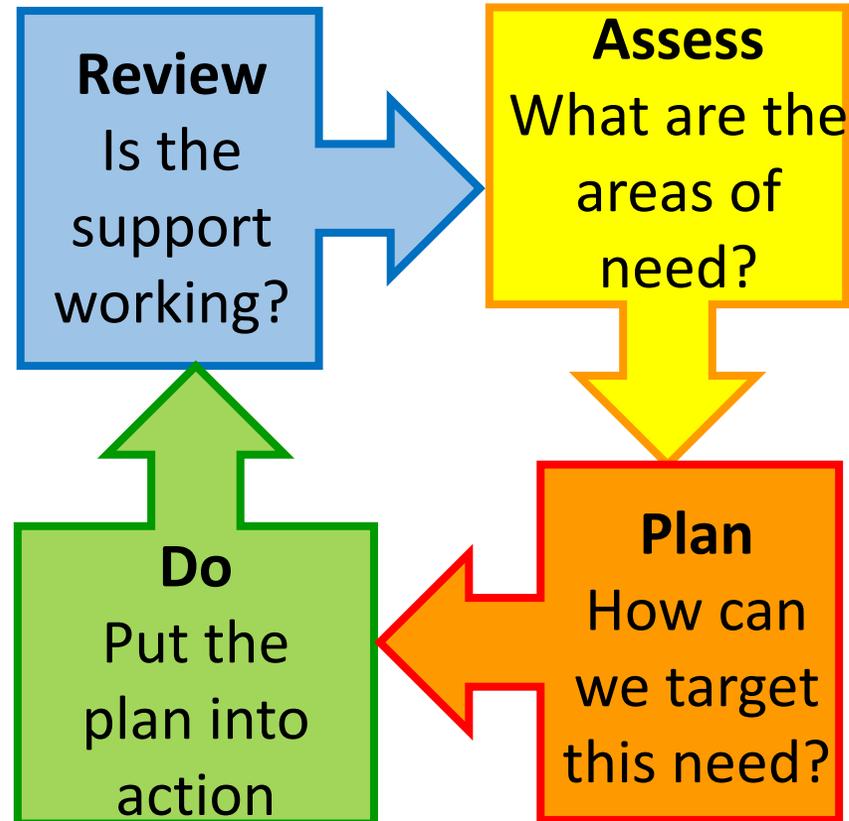


How is progress of children with SEND assessed and reviewed?



All children's progress is monitored and tracked through the school's tracking system. Termly pupil progress meetings are held with class teachers, the Headteacher and SENCo to ensure children are making progress. The school uses the assess, plan, do, review model to ensure support in place is suitable.

Assess Plan Do Review Model



Informing Parents

Parents evenings with the class teacher and SENCo are available twice a year as well as termly reviews. Provision/IEPs are agreed with parents at these meetings and copies provided. Outside agencies are invited to meetings where appropriate.

How will my child be supported when they move to another class/school?



All children get to meet their new teacher in the summer term and spend a day with them in their new classroom.

Pupils create one page profiles that share important information about their needs.



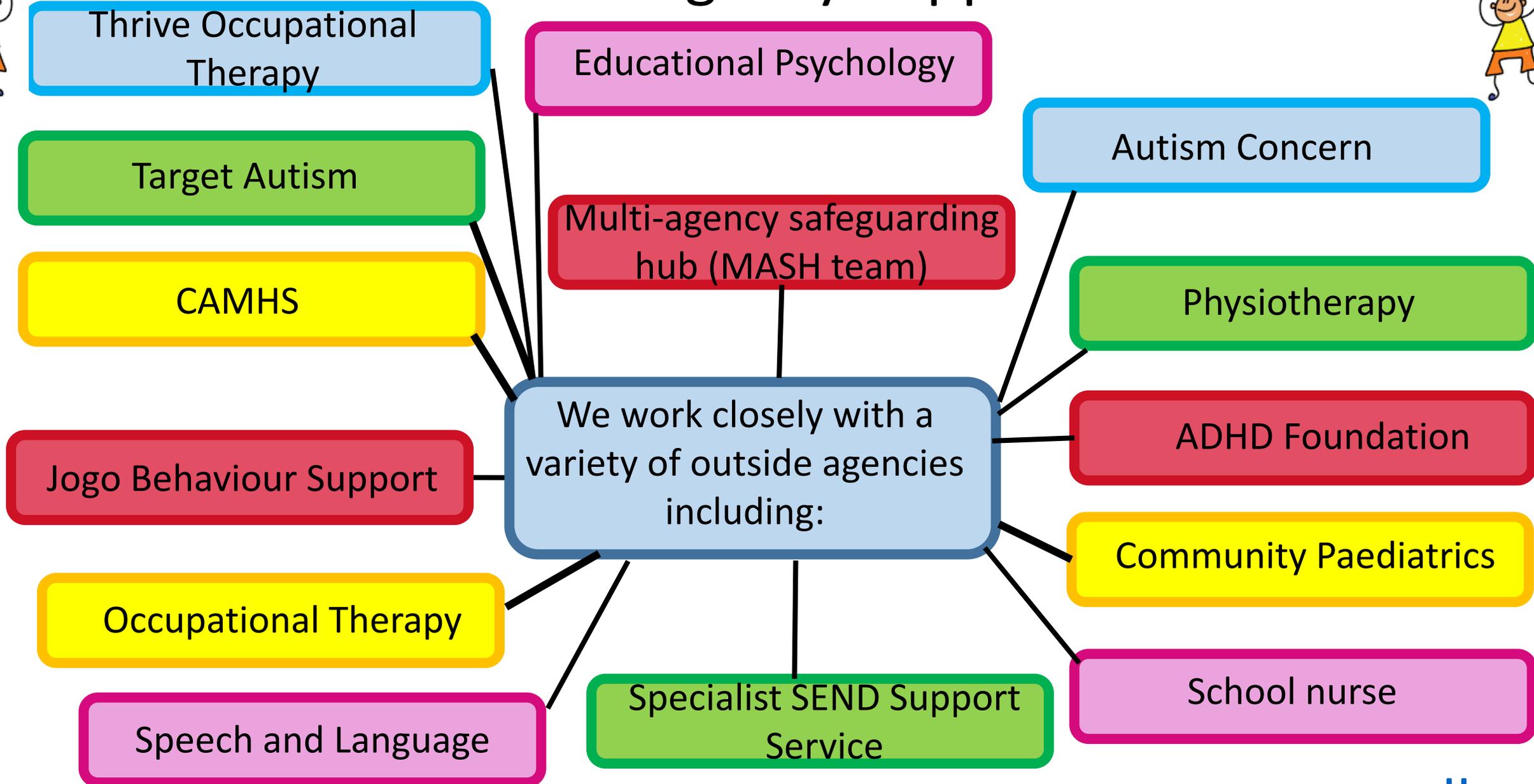
Foundation Stage offer stay and play sessions in the summer term for new starters.

Meetings are held with staff to pass on provision that your child needs in place.

Social stories are provided for children who are anxious about the move. These have photos in of their new classroom and teachers.

Where a child is moving to a new school visits are arranged for the child prior to moving. The SENCo will also meet with the new SENCo to handover information.

Outside Agency Support





Partnership with Parents



Where can I get further information about support for SEND?

What can I do to help my child at home?

Who do I contact for more information about my child's progress?

What do I do if I'm not happy with my child's support?

How will I be involved with my child's education?



Partnership with Parents



How can I help at home?

Your child's class teacher will be able to give you suggestions about how you can support your child at home.

At termly review meetings more specific activities may be suggested.

We recommend that all parents read and practice spellings and times tables. This can be done in many different ways.

How will I be involved in my child's education?

We encourage parents to play an active and valued role in their child's education.

We will listen to suggestions.

We have an open door policy and will discuss with you any changes we/you would like to make to your child's provision.

We will also offer support and advice for at home.

Where can I get further information about SEND services?

Northampton's [Local Offer](#) lists all support available for children with SEND in the local area.

Northampton's Information and Advice Service (IASS) can signpost you to available support.

[SNIX](#) is a magazine listing extra curricular activities for children with SEND.



What do I do if I'm not happy with my child's support?



Please talk to us and tell us your concerns. You can talk to your child's class teacher, our [Family Support Workers](#), the [SENCo](#) or a member of the senior Leadership Team.

If after this you are still not happy then [Northampton's Information and Advice Service \(IASS\)](#) are able to support you in ensuring your child's provision matches their need.

If your concerns are unresolved then the complaints policy is on our website which details the procedure you should follow.



Local Offer

The Local Offer

Every local authority is required to publish a local offer which brings together information about education, health and care services for children and young people from 0 to 25 with special educational needs and disabilities. To access Northampton's Local offer please click the link below.



Acronyms – What do they mean?



ADHD

Attention Deficit
Hyperactivity
Disorder

EHCP

Education
Health and
Care Plan

ASD

Autism
Spectrum
Disorder

CAMHS

Child & Adolescent
Mental Health
Service

SALT

Speech &
Language
Therapy

EHA

Early Help
Assessment

IEP

Individual
Education Plan

EP

Educational
Psychologist

IASS

Information &
Advice Service

OT

Occupational
Therapy

SEND

Special
Educational Needs
& Disabilities

SENCo

Special
Educational Needs
Coordinator



Contact us



01604 683850



sam.york@uptonmeadows.org



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