


SEND Information report 2022

Upton Heath C of E Primary School

	Upton Heath C of E Primary School Upton Lane Upton Chester CH2 1ED
Telephone Number	01244 455665
Website Address	Upton Heath Church of England Primary School – Chester
Age range within the school	4 - 11
Person responsible for updating local offer	Wendy Davies Deputy Head and SENCo 01244 455665 deputy@uptonheath.cheshire.sch.uk
How does Upton Heath C of E School know if children need extra help and what should I do if I think my child may have special educational needs?	<p>As well as building strong relationships with children and their families, children's progress is monitored closely through assessment and data analysis.</p> <p>Concerns should be raised in the first instance with your child's class teacher.</p> <p>The school does not have a specialist SEND provision.</p>
How will school staff support my child?	<p>All class teachers have a responsibility to create high quality learning environments. A mastery curriculum is taught and lessons are planned and differentiated appropriately to the needs of learners. Children who have been identified as needing extra support are identified on teacher's planning and contextual overview. Teachers create provision maps to show how they are addressing need. Children with SEND have planned individual outcomes. SEN outcomes are reviewed termly with children and parents. Some children receive extra support within class or are withdrawn for specialist provision according to need. Senior Leadership closely monitor pupil progress and teacher effectiveness, and Governors and Trustees have a responsibility to develop effective policies and review these regularly.</p> <p>During data analysis, pupil groups are analysed, including children with SEND and the results of this analysis informs practice. If concerns remain, the school will consult or involve external agencies.</p>
How will the curriculum be matched to my child's needs?	The school delivers the National Curriculum through our curriculum that is designed to provide our children with a

	<p>connected learning experience that is both broad and balanced, and that prepares them for the challenges and opportunities of the 21st century. We believe that education should be engaging, inspiring, and tailored to the needs of each individual pupil. We place a strong emphasis on developing the key skills of communication, collaboration, critical thinking, and creativity, and believe that these skills are best developed through connected learning experiences that we call Curriculum Quests. By providing an exciting, stimulating curriculum that is developed through talking to the children about their areas of interest and questions around specific curriculum subjects, children are given relevant and hands-on experiences. These are differentiated to be both accessible and challenging to children. Inclusion is nurtured through the development of a strong socially cohesive community, through the use of supportive and co-operative groupings and learning structures and through child-centred planning, teaching and assessment. The school provides a variety of learning contexts both within the school, our outdoor learning provision which includes Forest School provision. This fosters and builds on children's interests and allows all children to experience success.</p> <p>The Trust's Special Educational Needs policy is available on the school website.</p>
<p>How will both you and I know how my child is doing and how will you help me to support my child's learning?</p>	<p>School staff can have direct contact with parents at the beginning and end of the day to deal with any minor enquiries. A member of the team is always available to pass on messages at the beginning of the day. However, parents are still able to use the home-school platforms- see-saw, to advise of any minor enquiries if this is more convenient. If necessary, a mutually convenient appointment can be made at the office if a longer conversation is required. As indicated above, children's progress is monitored closely, and effective assessment for learning and tracking together with staff knowledge of children and attention to their well-being informs communication with families. There is the opportunity to meet formally with your child's teacher at Pupil Progress Evenings in the Autumn and Spring terms. A written report is shared with families in the Summer term. If your child has an EHCP or extra funding (top-up) for SEND, there will be an annual review of this. Individual SEND profiles are reviewed termly with children and parents/carers.</p> <p>Staff absence is usually covered with familiar teaching staff from within the school. On the few occasions when this is not possible, regular supply staff are used.</p>

	<p>Each year group has a page on the school website where useful information about what the current topic is, the end of year expectations, phonics, spelling and other details that ensure the parents and children are well informed. All children have a reading diary and age-appropriate home-learning is set through via seesaw.</p> <p>Parental information sessions, for example mathematics, writing, and phonics are delivered in school or via videos posted on our twitter account or via seesaw.</p>
What support will there be for my child's overall well-being?	<p>All school staff are responsible for the well-being of children and consistent systems are in place throughout the school to promote and sustain this. Social skills and emotional literacy are taught through a structured PHSE curriculum. The school has a Learning Mentor and an ELSA Teaching Assistant who work with children and small groups on an individual basis where required.</p> <p>The school has an anti-bullying policy and works with children to resolve their differences in line with the school's whole-school approach to behaviour management.</p> <p>The school has a policy for the safe administration of medicines and providing personal care. The majority of school staff are trained first aiders and training is updated in accordance with health and safety protocols. This is monitored by the Governing Body Committee.</p> <p>As a school who has a trauma informed approach, our aim is to ensure there are no suspensions or exclusions, and where children are vulnerable, school works closely with families to put strategies in place to support the child, involving external agencies where appropriate. On the very rare occasion that a suspension is considered, this decision is not taken lightly.</p> <p>Children's attendance is supported through the provision of a learning environment that children are keen to attend, class attendance rewards and work with individual families through the Learning Mentor where required.</p> <p>Pupil voice is valued and fostered, and the school has an active School Parliament, Ethos group and Rights Respecting Steering Group. Where children have social/communication needs, individual programmes are used to support their development.</p>
What specialism services, experience, training and	All staff have access to continuous professional development through staff professional development meetings, in-house

<p>support are available at or accessed by Upton Heath C of E School?</p>	<p>training and training courses. The school has a highly experienced staff, both teachers, teaching assistants and welfare assistants.</p> <p>The school liaises as appropriate with a range of services and agencies including:</p> <ul style="list-style-type: none"> • Community Paediatrician • Educational Psychology • Speech and Language Therapy Team • Occupational Therapy • Autism Team • Behaviour support • CAMHS (mental health) • Visual/auditory impaired Service • Social care
<p>What training are the staff supporting children and young people with SEND had or are having?</p>	<p>All staff have had some training in SEND, dyslexia, behaviour management and autism. The SENCo has over thirty years experience of working with children with specific needs and has completed the NASEN SENCo award at Hope University. The SENDCo regularly attends SEND hub meetings. Another member of the SEND team is due to start their NASEN training in February 2024. All teaching assistants undergo regular, relevant training. One TA has ELKLAN speech and language, another has BSL (British Sign Language) level 1 and two TAs have ELSA training. The school also has a Mental Health and Well-being lead.</p> <p>These specialisms are deployed in a targeted way to ensure that individual needs are catered for.</p>
<p>How will my child be included in activities outside the classroom including school trips?</p>	<p>Risk assessments and careful planning are used to ensure that all children are included in all activities in and out of school. Where necessary, support staff are used to enable this. Families will be consulted in this process where necessary and are always welcome to discuss their concerns with staff. Where necessary, a child with SEND will access a pre-visit which supports the individualised risk assessment and any additional pre visit support such as a social story.</p>
<p>How accessible is Upton Heath C of E School's environment?</p>	<p>Access arrangements are monitored by the Governing Body and the school has wheelchair accessibility. The school has an enabled toilet facility with shower. In the new building, there is also a lift. Where the first language of parent/carers is not English, every effort is made to ensure that communication is maintained, accessing Local Authority services if required or available. Where special facilities are</p>

	<p>required for children with SEND, these will be provided from the school budget in response to need, and where this is not possible, external funding will be sought. All classrooms have an area for reflection, and the school have some small areas that are used throughout the school day for small group/individual work. The school also has a designated area for individual children to access time out of the classroom supported by an adult.</p>
How will Upton Heath C of E School prepare and support my child to join the school or transfer to a new setting / school for the next stage of education and life?	<p>Where children move school during their primary school career, every effort is made to ensure that there is effective communication with the new school.</p> <p>All children transferring to High School are included in the transition arrangements put into place by their receiving school and take part in targeted PHSE lessons to support them. In addition, vulnerable children, including those with SEND, take part in an enhanced transition programme currently led by the local High School.</p> <p>Appropriate data will be shared with the new setting in line with Local Authority policy, and the SENCO from the receiving school will have a conversation with the class teacher/SENDCo prior to transfer to ensure that specific needs and concerns are addressed. Parents/carers will be involved in this process.</p>
Provide examples of interventions, equipment, resources that Upton Heath C of E School may allocate to match children's special educational needs.	<p>In addition to Quality First teaching children may be offered:</p> <ul style="list-style-type: none"> • Interventions in, for example; maths such as Maths Stax, additional individual or group reading and comprehension skills, phonics, writing, IDL, fine-motor control to enhance handwriting, social skills, emotional skills such as ELSA, behaviour such as 'The colour Monster', 'Zones of Regulation' or '5 point scale', speech and language such as 'Time to Talk', spelling or strengthening physical needs (e.g. hand gym, visual tracking, sensory skills). • Visual timetables, timers, prompt cards • Writing slopes, adapted pens, scissors etc. • Additional adult support • Alongside the interventions we may give visual support, auditory support, additional time, additional breaks, target setting or a specific seating area in the classroom.
How is the decision made about what type and how	Where concerns are raised about a child, and their needs are not being met through Quality First Teaching or Wave 2

<p>much support my child will receive?</p>	<p>or 3 interventions, the class teacher discusses possible strategies to address this with the Special Needs Coordinator and parents/carers. If there is a continuing difficulty, a child may be placed on the school's Code of Practice as needing SEN support. An individual programme will be put in place in collaboration with the child and parents/carers. Outcomes are set yearly and reviewed termly. Where a child's needs cannot be met from the designated fund within the school budget, the school may apply for top up funding. If it is considered necessary, an application will be made for statutory needs assessment which could lead to an Education Health Care plan (EHCp).</p> <p>At all stages, outside agencies will be involved as appropriate and their recommendations actioned.</p>
<p>How are parents/carers involved in Upton Heath C of E School? How can I be involved?</p>	<p>Parents/Carers are equal partners in their child's education. The school has an active PTA, open to all parents, which promotes both fund raising for the school and a strong sense of community through social events. The school has an 'open door' policy and parents can easily contact staff where there are concerns. Parents are encouraged to support their child with daily reading, support with phonics and spellings, retention of number bonds and timestables as well as home-learning. Each week, our 'stars of the week' are celebrated in 'Let your light shine' worship and on our school newsletter. Every half-term, the school has a celebration worship which parents of children receiving a 'Principal's award' may be invited to. Parents' pupil progress evenings and parent information events provide further opportunity for communication. Parents can interact positively with the school through social media such as Twitter Upton Heath CE Primary School (@UptonHeathCE) / Twitter or Facebook Upton Heath CoE Primary School Chester Facebook. Parents are invited in to school at the end of each half-term to view their children's 'Exhibition' of learning which provides an opportunity for the children to share what they have learnt with their parents/carers.</p> <p>Parents are also welcomed into classes to help with class activities on a regular basis as volunteers and often accompany school visits.</p>
<p>Who can I contact for further information?</p>	<p>The first point of contact for a child in the school is usually the class teacher. Other staff with a role in your child's education are the Principal and Vice-Principal, the Senior Leadership Team, the Special Needs Coordinator, the Learning Mentor, Teaching Assistants, Mid-Day Assistants, Catering staff, and the administration team. Children who</p>

attend S4YC (pre-and after school provision) can also speak to their staff who work very closely with the school staff.

If you are unsure who to contact, please ring the school office where our admin staff will be happy to advise you. If you are considering whether your child should join the school, contact the Head Teacher through the school office. The School SENCO is Mrs Wendy O'Leary-Davies, who can be contacted via the details listed above.

Other members of the school SEND team are:-

Mrs Claire Harrison, charrison@uptonheath.cheshire.sch.uk

Mrs Charlie Jones cwild@uptonheath.cheshire.sch.uk
(currently on maternity leave)

Ms Briony Hodge bhodge@uptonheath.cheshire.sch.uk

Mrs Kerry Buckland kbuckland@uptonheath.cheshire.sch.uk

Our Learning Mentor is Mrs Jan Morris,
jmorris@uptonheath.cheshire.sch.uk

For further advice, contact Cheshire West and Chester Local Authority. Contact details are available through their website. The Local Authority Local Offer is located on their website. [Special Educational Needs and Disability \(SEND\) Local Offer | Live Well Cheshire West \(cheshirewestandchester.gov.uk\)](#)

The school's complaints policy can be found on the school website.