



SPECIAL EDUCATIONAL NEEDS & DISABILITY

The Uffculme School Offer

Updated September 2018

The Uffculme Promise:

We want to be a school where

**New experiences and opportunities are shared and memories
are created**

**Young people have high self-esteem and confidence in their
abilities**

**Lively and enquiring minds are inspired to develop and
achieve**

Everyone is included and everyone matters

Success is recognised and celebrated

It's cool to succeed

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The definition of Special Educational Needs (SEN) is: A child or young person with a learning difficulty or disability which calls for special educational provision to be made for them. A young person has a learning difficulty or disability if he/she has (a) a significantly greater difficulty in learning than the majority of others of the same age: or (b) has a disability which prevents or hinders him/her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools. Clause 20 Children and Families Act, June 2014

1. How does the school know if students need extra help?

- Through information gathered from the Primary schools during the Year 5 transfer reviews and the Year 6 EHCP reviews prior to the transfer to Uffculme School.
- Cognitive Ability Tests (CATs) carried out in the Autumn Term of Year 7.
- Screening for reading and spelling beginning in the autumn term of Year 7.
- Observations in class
- Teacher feedback
- Parental concerns
- Student concerns
- Form Tutor and Head of Year concerns
- Concerns from other staff such as the Pastoral Team, Student Welfare Officer, Teaching Assistants.

2. What should I do if I think my child may have special educational needs?

In the first instance contact the Special Educational Needs and Disability Coordinator (SENDCo) Mrs L Hawkins, hawkinsl@uffculmeschool.net, or the Assistant SENDCo, Mrs K Bendall bendallk@uffculmeschool.net.

3. What provision is there for students with special educational needs?

Teaching staff will support students at a level appropriate to their needs through effective differentiation in the classroom. (Quality First Teaching). This is constantly reviewed as the child develops and makes progress.

Students requiring more specific intervention to access the curriculum may be supported in a range of ways, for example

- Individual or small group literacy and numeracy programmes
- Individual or small group social and emotional development programmes
- Shared in-class support from a teaching assistant
- Individual programmes to meet specific needs

4. How will I know how my child is making progress?

As a parent/carer you will receive:

- School reports three times a year in November, March and June.

- Academic mentoring afternoon/evening
- Parent-Teacher evenings
- Communication through the student planner
- Information about rewards and sanctions

In addition you may also be involved in:

- Annual Review or Transfer review meetings (held for identified high needs students – you will be informed if your child is included within this category), which includes opportunities for the views of parents/carers and the child
- Student passports
- Home contact book
- Information from specific intervention programmes in end of year intervention reports.

At any time you may contact your child's Form Tutor or the SENDCo for further information.

5. How do I know what progress my child should be making?

All teachers are aware of every student's starting point at the end of Key Stage 2, and are aware of the rate of progress we expect each child to make whilst at Uffculme School each year, and over the 5 years. Progress can vary in each year, but the overall progress over 5 years is tracked carefully to ensure every child makes the best possible progress for them. We have high aspirations for all students.

6. How will the curriculum be matched to my child's needs?

This is done on an individual basis where the need is identified for a student to have a more personalised curriculum.

Most students follow the same curriculum as their peers, perhaps with minor adjustments. Each teacher should display 'Quality First Teaching'. Teachers are expected to support students by differentiating the lesson content to meet the needs of all. Where students have complex needs, teachers are supported by the Learning Support Team.

7. What support will there be for my child's overall well-being?

All students are supported through the Pastoral System. Each student has a Form Tutor who takes them through the 5 years at Uffculme School. Weekly meetings are led by the Deputy Head, the Pastoral team, Heads of Year and Tutors. At these meetings students who are of concern for academic and/or emotional issues will be discussed and appropriate interventions identified. These students are then carefully monitored. We adopt a graduated response in all situations. (See the Uffculme School website, 'Graduated Approach to Identification and Support of Students with S.E.N.D' for more details)

Students with SEND may have a key worker, usually a Teaching Assistant, who offers support with organisation, emotional needs and liaises with the SENDCo and Assistant SENDCo.

The Learning Support Department also have a daily meeting where students concerns are raised.

All students who are identified with concerns about their well-being will be offered appropriate interventions including:

- Support from the School nurse
- Support from the Student Welfare officer
- Clubs
- Rewards
- Flexible Learning Centre
- Careers advice
- Support from other agencies, as appropriate
- Learning Support clubs

First Aid

Uffculme School is mindful of the need to safeguard the well-being of all students and management of first aid arrangements will be undertaken in such a way as to ensure there is adequate training of staff, provision of first aid equipment and recording of first aid treatment. Mrs R Alford oversees all first aid issues within school and any medications given are logged by her. The classrooms have a list of all nominated First Aiders displayed.

Students with medical conditions

Students with specific health conditions will have an individual Health Care Plan which will be drawn up in consultation with the SENDCo, parent/carers and other health professionals as necessary. This will outline the arrangements for administering medication and provide advice for staff in the event of an emergency. Staff will take note of the Health Care Plans when arranging any curriculum enrichment activity. (See Uffculme school website: 'Supporting students with medical needs policy')

Safeguarding

If we have any concerns that a student is at risk we will always follow our Safeguarding Policy. This means the child's welfare is the paramount concern, over-riding concerns for staff and parents/carers. We will involve external agencies if we consider this to be in the child's best interests.

The safeguarding officer for Uffculme School is Mr C Lepper: lepper@uffculmeschool.net

8. What Specialist services are available within, or accessible to the school?

School based

- Assistant SENDCo
- 2 Higher Level Teaching Assistants in Cognition and Learning.
- 1 Higher Level Teaching Assistant in Numeracy/EAL specialist
- All Teaching Assistants have experience and training in working with students with Cognition and learning needs, Physical and sensory needs, Speech, language, communication and interaction needs (including Autism) and Social and emotional health needs.
- Student Welfare Officer
- Flexible Learning Centre
- Careers Advisor

External services

- Educational Psychology
- Advisory Teacher: Speech and Language.
- Advisory Teacher: Hearing
- Physical Impairment
- Child and Adolescent Mental Health Service (CAMHS)
- Educational Welfare Service (attendance)
- School Nurse
- Integrated Therapy Services, including Occupational Therapy and Physiotherapy
- Bereavement Counselling (Balloons)
- Parent Support Workers

9. What training is available to staff supporting students with SEND?

Training for teaching students with Special Educational Needs is considered essential. There is an on-going programme of whole school training in teaching and supporting students including,

- Specific Learning Difficulties
- Autism
- Hearing impairment
- Visual impairment
- Sensory support
- Specific medical conditions training eg Cystic Fibrosis

In addition there is regular training in

- Child Protection (Safeguarding)
- First Aid awareness e.g. use of epi-pen, asthma awareness, epilepsy awareness
- Disability Awareness
- Outstanding Teaching
- Behaviour for Learning

Individual members of Learning Support and Pastoral Support

- Manual handling
- Evac chairs
- Sexual health
- Anger management
- Self-harm
- Access arrangements
- Diagnostic assessment

10. How will I be involved in making decisions about and planning for my child's education?

Parents know their children best and it is important that all professionals listen and understand when parents express concern about their child's development. Uffculme School use the Assess, plan, do, review process as an appropriate person-centred approach to put their child or young person and their family at the heart of planning and reviewing provision.

In addition to the opportunities listed above, (answer 4) there are many other occasions to be involved in your child's education at Uffculme School.

- School Open Evenings
- Year 7 parents Drop in sessions in first half of the Autumn term.
- Learning Support Events
- Year 9 Option Evening
- Year 10 GCSE Launch Evening
- Presentation evenings
- Year 11 Study Evening
- Post 16 College Open Evenings

We do encourage parents to be involved in their children's education and hope parents will contact us if they have concerns. Similarly teachers will contact parents to address issues promptly.

11. How will my child be included in activities outside the classroom, including school trips?

As stated in our school aims, we expect all children to participate in enrichment activities and we will endeavour to overcome any barriers to inclusion.

12. How accessible is the school environment?

As a school we have worked with outside agencies to improve accessibility. Most areas are accessible and if necessary we will adjust timetables to ensure children have full access to their curriculum.

13. How will the school support my child through transition, both to the school in Year 7 and from the school in Year 11?

We gather a lot of information about your child from their primary school, and any agencies involved, for the best possible preparation for them joining Uffculme School. This is usually in Year 6, but when a child has more complex needs the process of transfer may begin earlier, sometimes even in Year 4. In addition to the usual induction days for all students, vulnerable students (not necessarily all children with SEN) are invited to extra days in the school to familiarise themselves with their new surroundings and to take part in a tailored transition programme.

As a school, Uffculme School has excellent links with all the Post 16 providers locally, and has a strong tradition of supporting students to find the most appropriate course. As students'

progress through the school they are given a lot of support from the Careers Advisor, who will personalise support. Some students have individual transition programmes.

14. How are the school's resources allocated?

As a school we have a Learning Support Team, led by the Special Educational Needs and Disability Coordinator, (SENDCo) Mrs L Hawkins. Within this team are an Assistant SENDCo, 3 HLTAs and a number of Teaching Assistants (this number varies, depending on the number of students identified with high needs or with Education Health and Care Plans.) Allocation of Teaching Assistant support is done on a 'need 'basis. We try not to allocate Teaching Assistants to individual students as we want to encourage the independence of our students.

15. How is the decision made about how my child will receive support?

The decision making process is informed by the data and information provided by all agencies involved. Support is then personalised, within available resources, to maximise progress. This is regularly reviewed, and in the case of high needs students discussed with parents at Annual Reviews. Where a student makes good progress, and bridges the gap, support may well be reduced, even to the extent of being taken off the SEN Register. When significant changes to provision occur, parents are automatically involved.