

Uphire Primary Foundation School

**Special Educational Needs and
Disabilities (SEND) School Offer**

2025/2026

Upshire School Offer - Ethos & Aims



This document summarises our SEND ethos and details what our school offers children with additional or special educational needs and disabilities (AEN/SEND).

- At Upshire, all staff have high aspirations and expectations of children with SEND
- We will endeavour to identify a child's needs as quickly as possible and address these needs using a 'graduated approach' (see section on Graduated Approach)
- We will communicate with parents/carers at all stages of our involvement
- The aspirations of the child and their parents/carers will be sought and valued at all times

Meeting the needs of the AEN/SEND child



How do we identify that a child has additional or special educational needs?

Throughout the school year, our Class Teachers complete a cycle of 'plan, teach, assess, review'. A range of assessments, both informal and formal, are carried out which tells us how well your child is progressing. These assessments, the Class Teacher's knowledge of your child plus information from yourselves, will provide the information needed to determine if a child has any special educational needs. Where the need is of a social and/or emotional nature, observations also play a key role.

Who is responsible for meeting these needs?

Your child's Class Teacher is responsible for meeting the needs of any AEN/SEND child that they teach. The Inclusion Manager/ SENCo is responsible for supporting SEND children outside of the classroom. The Special Educational Needs Co-ordinator (SENCo) has overall responsibility for SEND within the school and supports and advises parents and staff as required. The SENCo can access support from external agencies and may be involved in meetings with parents/carers, children and Class Teachers.

How are these needs meet?

Needs are met in a range of ways inside the classroom. For example, by providing work of a suitable ability level, teaching with an awareness of different learning styles and/or providing additional support sessions. Learning Support Assistants (LSAs), following the guidance of Class Teachers and specialist staff, will be used effectively to support the progress of SEND children.

Support may also be provided out of the classroom, such as, specialist speech and language sessions or social skills work. The Class Teacher will use their own, and their colleagues, subject knowledge plus refer to documents and reports from specialist staff to identify how best to support your child's specific needs.



The graduated approach is simply the level of support that is provided for a child with AEN/SEND, starting from additional support within the classroom, to full time 1-1 support for some children with Education and Health Care plans (EHC plans).

The following slides explain each stage more fully.



Stages of the Graduated Approach

INITIAL CONCERN

When the academic, social and/or emotional progress of a pupil is causing some concern, information will be gathered from relevant parties and the situation monitored. Sometimes early targeted interventions will be put in place.

GENERAL SUPPORT PLAN

If, following a period of monitoring, progress remains a concern, a general support plan (ISP) will be agreed. This means that the Class Teacher and/or SENCo/Inclusion Manager, in consultation with the child and parents/carers, will ensure that there is additional provision in place to address the identified needs.

TARGETED SUPPORT PLAN (SEN) ONE PLANNING

If class based interventions are proving not to be effective, or a greater degree of support is needed, a SEN support plan will be agreed between all parties. Specialist documentation will be accessed and advice from external agencies may be sought. Additional support will be provided.

SPECIALIST SUPPORT (Education, Health and Care Plan)

Occasionally, despite a vigorous approach at the SEN stage and the involvement of a range of professionals, some children require a very specialist and high level of support in order to continue to achieve well. Education, Health and Care plans (EHC) will address such needs.

The Graduated Approach STAGE 1 - General Support



Overview	Managed by	Type of provision	Examples
<p>Class Provision</p> <ul style="list-style-type: none"> • Often short term • Focused on a specific need • Usually class based 	<p>The Class Teacher, with support from Learning Support Assistants (LSAs)</p>	<ul style="list-style-type: none"> • Catch up programs and support to 'close the gaps' • Reinforcement of learning • Help with a specific skill 	<ul style="list-style-type: none"> • Additional literacy and numeracy support • Phonics/ times tables practice • Handwriting practice • Social and Emotional support • Speech and Language support
<p>Non class based provision</p>	<p>The Inclusion Manager/SENCo with support from Midday Assistants (MDAs), LSAs, Class Teachers and Admin Assistant</p>	<ul style="list-style-type: none"> • General social, emotional and behaviour support 	<ul style="list-style-type: none"> • Additional adult available during break/lunch times • Friendship support • Social and emotional/Pastoral support • Sensory Circuits



The Graduated Approach – STAGE 2 and 3

STAGE 2 TARGETED SUPPORT (SEN PROVISION)

Overview	Managed by	Type of provision	Examples
<ul style="list-style-type: none"> Addresses a specific need Usually longer term support Class or playground based support Additional sessions may be provided to support need Needs are regularly reviewed 	<p>The Class Teacher and/or the Inclusion Manager with support from LSAs and sometimes MDAs and Admin Assistant</p>	<ul style="list-style-type: none"> Class based support for learning Class based support for social and emotional difficulties Out of class support Break time support 	<ul style="list-style-type: none"> Speech and Language support Social skills group Emotional skills support Additional Literacy/Numeracy provision or interventions

STAGE 3 SPECIALIST SUPPORT (EHC plans)

Overview	Managed by	Type of provision	Examples
<ul style="list-style-type: none"> Offers ongoing support Addresses a high level of need Multi-agency involvement 	<p>The Class Teacher with support from the SENCo and specialist staff</p>	<p>Provision is usually class based with some support sessions completed outside of class. A child with a EHC plan receives a greater level of support on a day to day basis with specialist staff supporting the school to meet the needs of the child.</p>	<ul style="list-style-type: none"> Learning difficulties Social, emotional and behaviour difficulties Physical difficulties Communication difficulties

How might my child be supported?



Support will vary depending on each child's individual needs. Listed below are some of the ways in which we may help your child:

In Class

- Differentiated teaching and learning
- 1:1 and/or small group work
- Encouragement to use, and easy access to, appropriate support resources
- General additional learning support – reading; spelling; writing; maths
- Daily social, emotional and behaviour support

Additional to class sessions

- Language based programs such as 'Narrative Therapy' or 'Talk Boost' that focus on extending vocabulary and improving verbal confidence to express ideas – in turn leading to greater confidence with writing
- Speech & Language Therapy as directed by a qualified Speech & Language Therapist
- Word Wasp – a daily program that supports children with a specific learning difficulty e.g. Dyslexia, to read and spell more accurately
- Word Wasp, SNIP, Precision Teaching – targeted programs that support children with a specific learning difficulty such as Dyslexia and Dyscalculia
- Learning support – phonics; reading; spelling; maths
- Social, emotional and behaviour support, sometimes with a Learning Mentor
- Activities that support physical needs such as developing fine motor skills

Children with specific disabilities and/or medical needs



We will adapt the environment as best as we can in order to support a child with a physical disability e.g. install additional hand rails to aid mobility.

We will ensure that a child with physical disabilities is able to access the school curriculum alongside his/her peers at all times e.g. by adapting lessons and providing specialist resources.

We will ensure that all relevant staff are trained to support children who have specific physical and/or medical needs.

We will provide a member of staff to administer specialist medication if required.

Which specialist staff may support children at Upshire?



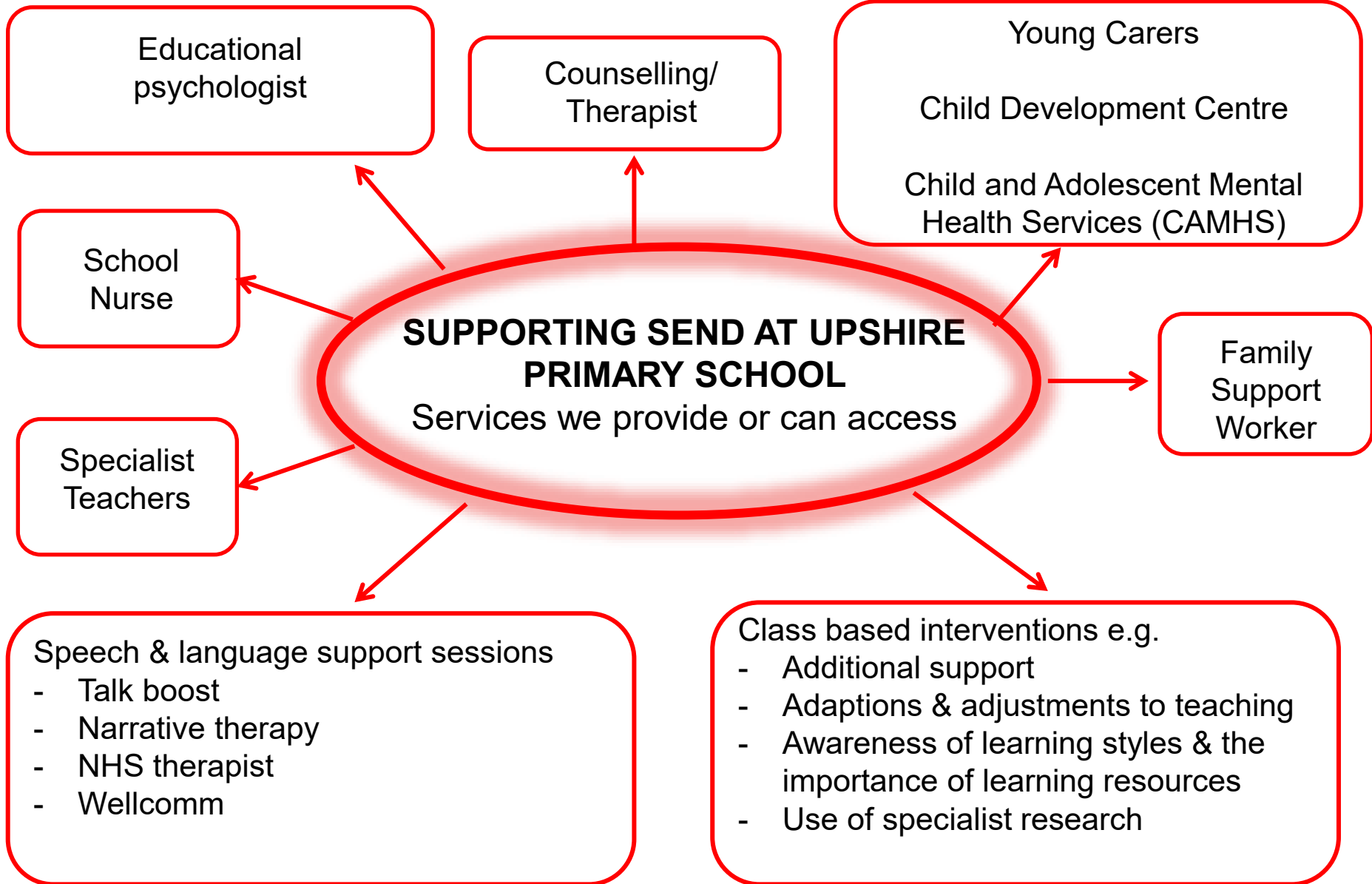
At Upshire we have access to a range of specialist staff including:

- Specialist teachers - who support children with a Visual Impairment or Physical and neurological impairment (PNI)
- Educational Psychologists - who can help to identify specific needs
- Occupational therapists and physiotherapists
- Counsellors and therapists
- Family Support Worker
- The School Nurse – for a range of health, social and medical needs
- Young Carers

Following parental involvement, the SENCo can make referrals to these services if they are deemed to be helpful in addressing the needs of your child. In some circumstances we may be able to support a referral to the Child Development Centre (CDC) in Harlow if your child has been referred for a non-educational needs assessment, for example, autism, or ADHD.



Resources available to our SEND pupils



Questions you may wish to ask



When do I, the parent/carer, become involved?

If you, or a member of the school team, considers that your child requires any additional support, a meeting will be arranged to discuss these concerns and how, together, we might address the needs of your child. Your involvement therefore is immediate. Children who are supported with their learning, social and/or emotional needs at home, make the greater progress - shared goals are very effective in achieving success.

How and when do you assess my child's progress?

The Class Teacher continuously assesses your child's progress by talking to, and working with, your child; taking feedback from other members of staff and specialists who work with your child; marking their work and completing informal assessments. This process, known as 'Assessment for Learning (AfL)', is on-going and provides the Class Teacher with the information that enables them to plan for the next step in your child's education. We also complete formal assessments at least once a term which provides additional information.

How will I know if my child is making good progress?

At Upshire we encourage all parents to become involved with their child's education from Reception through to Year 6. To support and encourage you can make an appointment to discuss your child's progress with their class teacher. This provides you with a good opportunity to speak to the teacher about your child's specific targets and how you can support them at home. If your child is not progressing as hoped, we will discuss different strategies with you and possible next steps.

We meet with parents at school open evenings in the Autumn and Spring Terms. We may also request additional consultations with you at other times to assess progress and update targets.

Will my child always need extra help?

Not necessarily. For example children on Stage 2 could make good progress and move to Stage 1 support. If they are on Stage 1 and make good progress, additional support can be (gradually) withdrawn. We will discuss your child's progress with you before making any changes.

Contact Details and Complaints Procedure



Who should I contact if I have any questions or concerns about my child's additional, special educational needs or disabilities?

Always speak to your child's Class Teacher first. Say what your concern is and ask if the Class Teacher can assist. In most situations the teacher will be able to help but in the event that they cannot, they will put you in contact with the Inclusion Manager/SENCo or another relevant member of staff.

If your concern is not a class based matter, please speak to the Inclusion Manager/SENCo direct (see below). Once you have reported your concern and actions have been agreed, you should continue to monitor the situation and return to the Class Teacher or Inclusion Manager/SENCo if you believe there to be no improvements. If you are not satisfied with the actions of the Class Teacher, please contact the school office to make an appointment with the Inclusion Manager/SENCo, Mrs Ward who has overall responsibility for SEND within the school and therefore has overall responsibility for ensuring that the needs of all children (e.g. social, emotional, medical) are met both within and outside of the classroom.

If, following meetings with both the Class Teacher and Inclusion Manager/SENCo, you are still dissatisfied with our service, you may wish to contact either the Headteacher of the school, Mr R Jones, or the Chair of Governors, Mrs C Godden to discuss your concerns further. You may also wish to refer to our school complaints procedure.

SCHOOL SWITCHBOARD: 01992 715567

Inclusion Manager/SENCo: Mrs N Ward

SEND Governor: Ms A Worgan

HEADTEACHER: Mr R Jones

CHAIR OF GOVERNORS: Mrs C Godden

Parent Partnership can also offer support to parents of SEND children and can be contacted on 0788 009 2785