



Upton Meadows Primary School

Special Educational Needs and Disabilities (SEND) Intent Statement

At Upton Meadows Primary School, we passionately believe that every child must be provided with opportunities to develop socially, emotionally, academically and physically. We are an inclusive learning community that is forward thinking and committed to ensuring that all children in our care are happy, enthusiastic and purposeful learners. Our inclusive provision aims to support learners with SEND in successfully accessing the quality first teaching in the classroom through making reasonable adjustments to meet their individual needs while developing independence.

- The Upton Meadows Inclusion Policy and SEN Information Report clearly outline the provision and systems in place to support children with additional needs.
- Teachers have high expectations of all children within their class and take responsibility for the progress of all children regardless of whether there is an additional need. Where an additional need creates a barrier to learning, teachers will liaise with the SENCo to overcome this barrier whilst still maintaining high expectations.
- The SENCo offers support and advice to all staff on how to ensure provision for children with SEND is effective.
- The importance of transition is recognised; children are supported in starting at Upton, and in moving on to their next setting, through a combination of social stories, additional visits, meetings between current/new staff and part-time timetables depending on the needs of each individual.
- All staff are trained in recognising children who are at risk of falling behind with their learning as well as those who present as having an additional need.
- Communication with parents is key. All parents of children with SEND are invited to meet with the class teacher and SENCo three times a year at Termly Reviews to review progress and discuss next steps.
- Children are all seen as individuals. The first question considered is 'What is going well?' as this often gives a way in to support children with things they are finding difficult.
- All children on the SEND register have a one-page profile which highlights strengths, characteristics, what they find difficult and also how best to support the child in the classroom both from the pupil and teacher point of view. This is shared with all staff within the classroom.
- At Upton Meadows we work very closely with a range of outside agencies, seeking advice to help ensure provision is appropriate for each individual child.
- Where children are at risk of falling behind, clearly identified, research-based interventions are put in place in order to support them.
- In collaboration with outside agencies, when required requests will be made for High Needs Funding in order to provide support that is over and above the support provided through the schools delegated budget.
- Where appropriate requests will be made for statutory assessment to consider whether the needs of a pupil meet the criteria for an Education, Health and Care Plan.