



Uplands Junior L.E.A.D. Academy
A L.E.A.D. Academy

Special Educational Needs and Disabilities (SEND)



Information Booklet
2024-2025



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What are Special Educational Needs and Disabilities?

Special Educational Needs and Disabilities (SEND) can affect a child or young person's ability to learn. According to the SEND Code of Practice, 'a child or young person has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of others of the same age or has a disability which prevents or hinders him or her from making use of facilities (that are) generally provided for others of the same age.'

The broad areas of SEND that we support at our academy are:

- Cognition and learning difficulties (for example: dyslexia, dyspraxia)
- Speech, language and communication difficulties (for example: autism, speech and language delay)
- Social, emotional and mental health difficulties (for example: ADHD, anxiety, other emotional needs)
- Physical or sensory difficulties (for example: visual impairments, hearing impairments, processing difficulties)

Some children can experience difficulties across more than one broad area of need.

Special Educational Provision is support for the child or young person's learning or experiences in our academy that are additional to or different from that made



generally for other children or young people of the same age in our academy.

Our aims for pupils with SEND

Our aim for pupils with Special Educational Needs and Disabilities are the same as for all of our pupils; to become lifelong learners and be inspired to achieve and succeed. We hold high ambitions for all of our SEND pupils and we set targets that encourage them to continue to grow, develop and inspire them to succeed. At Uplands Junior L.E.A.D. Academy, we believe in an environment where everyone feels valued, their success is celebrated and good practice is shared. We ensure all of our pupils receive a broad and balanced curriculum and that personal and social development is at the heart of our provision.

How do we involve parents, carers and families?

We listen to our pupils and families and enable them to be active participants in their learning and encourage them to express their opinions about their education. All of our SEND learners have developed a pupil passport alongside their class teacher and this is shared with their families at home. Their passport details the learner's likes and dislikes, preferred learning methods, ways adults can help them learn, their strengths and skills and their future aspirations.



We hold pupil centred reviews which allow us to capture the views of the child and allows them an opportunity to share their learning with their families.

What is our approach to teaching?

We are a supportive, nurturing and inclusive academy who have a team of staff dedicated to ensuring all pupils achieve, in spite of any barriers to learning they may experience. All teachers view themselves as a teacher of pupils with SEND.

Staff receive regular training to ensure they are aware of how barriers to learning may present themselves in the classroom and academy environment and how to adapt their practice to best support these.

Our academy procedures

'The benefits of early identification are widely recognised - identifying need at the earliest point and then making effective provision improves long-term outcomes for the child or young person.' SEND Code of Practice.

Our procedures allow early identification of difficulties and close monitoring of progress in response to additional provision.

Identification:

Identification of a Special Educational Need or Disability can occur as a result of concerns raised by parents, families, teaching staff, external agencies or the pupil themselves. Lack of progress or low attainment as well as changes in behaviour or attitudes may also contribute.



There are several stages to identifying a SEND and each stage must follow an 'Assess, Plan, Do, Review' cycle.

Stage 1: Early monitoring

In response to concerns raised, a period of early monitoring takes place. The class teacher and parents/carers work together to develop an understanding of your child's profile, any potential additional needs and discuss what adjustments and provision can be made in class. These will be implemented consistently over a term and progress will be monitored for improvements.

Stage 2: SEND support

If your child does not make progress, despite adjustments made during early monitoring, this may mean that your child has a SEND. The class teacher, SENDCO, parents/carers and your child will work together to provide a learning plan and identify the category of need. We will look at the outcomes you and your child want and the additional support that can be put in place for them. Your child will have targets set that will be reviewed with you termly.

For some children, it is decided that more support is needed in order to enable progress. Where an outside agency is involved with your child, then often a more detailed learning plan is put in place to help carry out the advice effectively.



Stage 3: Education, Health and Care Plan (EHCP)

If your child has more complex and enduring needs, or remains significantly behind, despite the SEND support consistently being put in place for them, then a request for 'statutory assessment' can be made. These requests can be made by education, health or social care professionals or parents/carers. If a request is made but it is not by the SENDCO, it is advisable to inform the SENDCO as their advice will form part of the process.

If an EHCP is agreed then your child is likely to have more specialist provision and additional adult support. You will also have annual person centred review meetings to talk about their achievements and progress, what's working well and what isn't working well and their future aspirations.



How do we assess and review progress?

Your child's progress will be reviewed with you at their review meeting. This takes place each term and you will be able to book a longer time-slot with your child's teacher at parents' evenings in order to allow time for information to be shared with you on how they are progressing in class and to review progress against their agreed targets on their learning plan before setting new ones. You may discuss their personalised support and the teacher will talk to you about information from test results or assessments.

The SENDCO will also be available during one of two days of the parents' evenings if you wish to make a separate appointment or drop in for a chat.

Measuring effectiveness:

We track the progress of our SEND pupils and evaluate their SEND provision carefully. We look at how well they are meeting their objectives and how well support is meeting their needs. We use test and assessment data to help us measure progress. Our SENDCO works alongside academy staff and leaders to undertake purposeful monitoring of all SEND procedures and provision to check its effectiveness. This includes observing lessons, pupil interviews and looking at work in books.



Supporting pupils transitioning to a new setting

Transitioning to a new setting can be a particularly difficult time for pupils with SEND. Therefore, we work closely with external agencies, their new setting and relevant staff in our academy to ensure the process runs as smoothly as possible.

For pupils moving to their new secondary setting, we liaise closely with the relevant professionals, both internal and external to pass on information they need to know about your child and their needs. Where possible, we arrange additional visits to their new setting. In addition, our learning mentor, Mrs Patel, runs transition groups throughout June and July where the children participate in activities to prepare them for secondary school life.

For pupils arriving from infant settings, we again liaise closely with the relevant professionals, both internal and external, to receive all relevant documents and information about your child. The academy SENDCO will visit your child in their infant setting, where possible, and transition days are planned by your child's year 3 teacher. In some cases, your child may be invited for an additional tour of the academy to take photos for a transition booklet so they can look at this over the summer holidays and prepare themselves for their new setting.



Additional support, equipment and facilities

If your child is on the SEND register, they will have some additional provision or intervention to help meet their needs.

Barriers to learning and more specific difficulties will be explored. Your child may need additional adaptations to teaching, the classroom or specialist equipment (such as coloured overlays or sensory aids) which would be listed under 'Reasonable Adjustments/Quality First Teaching Strategies' on their learning plan.

As an academy, we offer many different specialist intervention programmes for the varying areas of need. All of the interventions we currently run can be found on our Provision Menu on our academy website. Any intervention listed on your child's plan is shown under 'Provisions' and shows the area of concern it is targeting, the start and end dates of the intervention, how often it happens and for how long.

The level of support your child gets will depend on factors like their overall progress and attainment compared to their class or age-related expectations.

Equal access for all

We aim to have pupils with SEND fully represented in all areas of academy life. This includes monitoring to ensure their inclusion in awards, academy productions and as representatives on the academy council. Our reward system, Green Dots, awards positive attitudes to learning and good



academy citizenship, allowing all to feel a sense of achievement.

We allow all SEND pupils a chance to have their say on what they would like to experience more in our academy and their opinions on their education in pupil interviews and attempt to act on this as much as possible.

For off-site visits, we have an accessibility plan that includes aims, such as our commitment to making adjustments so that your child is given as much access as possible.

Responding to concerns and worries

As an academy, we make it a priority to ensure that any concerns or worries parents/carers/families have are dealt with promptly. If you have a concern about your child's learning and they are not on the SEND register, you should first chat to your child's class teacher. This can be arranged through the academy's office.

If your child is already on the SEND register you can chat with your child's class teacher or, if necessary, arrange to speak with our academy SENDCO. This can be arranged again through the academy's office. We always endeavour to see you as soon as possible. At this meeting, we will talk through your concerns and agree on some actions together as well as arranging a time to review how it is going.



Any complaints about SEND provision should be made to the academy SENDCO in the first instance. They will then be referred to the academy's complaints policy. The parents of children with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our academy has discriminated against their child. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Our academy offer

Staff training:

- All of our academy teaching and support staff have had training in the TEACCH approach to support those learners who may have cognitive difficulties or communication needs.
- All academy teaching and support staff have had training on strategies to support those learners with Speech, Language and Communication difficulties.
- Our academy SENDCO is an experienced teacher who is about to train for the NASENCO qualification.
- Teaching assistants have completed their AET autism awareness tier 1.

Personalised day-to-day support:



Below is a menu of some of the classroom support on offer at our academy day-to-day. We recognise that every child is different and so the support each child receives is unique, carefully planned and reviewed in line with their assessed individual needs. Therefore, the support we offer is ever evolving and growing.

SEND	Day-to-day support
Autism Spectrum Disorder	<ul style="list-style-type: none"> -TEACCH approach used in classrooms -Workstations -Visual timetables/schedules -Social stories -Enhanced transition packages -Visual strategies in lessons -Sensory toys -Individual reward systems
Speech, Language and Communication Needs	<ul style="list-style-type: none"> -Visual strategies in lessons -Task organisers/planners -Pre-teaching vocabulary
Specific Learning Difficulties (Dyslexia, Dyspraxia)	<ul style="list-style-type: none"> -Coloured overlays and equipment -Dyslexia friendly books -Task organisers/planners -Personal spelling dictionaries
Mental Health and Wellbeing	<ul style="list-style-type: none"> -Meet and greets -Key adult nomination -Emotional check-ins with a learning mentor -Restorative approach to behaviour management

In addition, we also offer a range of interventions which can be found in our Provision Menu on our website.



Key contacts in our academy

Our academy SENDCO:

Mrs M. Shaukat

You can contact Mrs Shaukat either by phone or at the academy's office to seek advice on all SEND related issues for your child or to gain access to services.

Phone: 0116 2538407 / through the academy office.

For advice on additional concerns about issues with SEND:

Our Headteacher:

Mrs L. Carlisle

Phone: 0116 2538407 / through the academy's office

Our SEND link governor:

Ms. Abbey Spencer

Can be contacted through the academy's office

Key contacts out of academy

We work with a wide range of external agencies as an academy including:

- Educational psychologist
- Learning, Communication and Interaction team
- Social, Emotional and Mental Health team
- Speech and Language Therapists



- Hearing impairment specialist teachers
- Vision impairment specialist teachers
- Community paediatrics
- Autism Outreach team
- Social services
- Community physiotherapists and Occupational Therapists
- Academy nurse service

Other advice services you can contact if advice is needed:

Free, confidential, impartial information, advice and support to children and young people aged 0-25 and their parents in Leicester City who are concerned about the educational progress they are making or the support they are receiving.	SENDIASS Leicester 0116 4820870 info@sendiassleicester.org.uk
Support for dyslexia	British Dyslexia Association Child - British Dyslexia Association (bdadyslexia.org.uk)
Support for autism	National Autistic Society National Autistic Society (autism.org.uk)
Support for mental health	Child and Adolescent Mental Health Service (CAMHS)



	Child and Adolescent Mental Health Services (CAMHS) - Leicestershire Partnership NHS Trust (leicspart.nhs.uk) Young Minds How To Contact YoungMinds YoungMinds
Support for ADHD	ADHD Solutions 0116 261 0711

The Leicester City Local Offer:

[Family Information | SEND Local Offer \(leicester.gov.uk\)](#)

