Uphill Village Academy – SEND Information Report

Uphill Village Academy is a 'Learning without Limits' School where everyone is trusted, included and welcome. We believe that all children can become confident, committed and successful learners when provided with the right support, high expectations and rich opportunities for learning.

We are committed to ensuring that every child, including those with additional needs, feels valued and able to participate fully in school life. We recognise that children thrive in a nurturing environment where their individual strengths are celebrated, their achievements are recognised and their wellbeing is supported. Through strong relationships, inclusive practice and a personalised approach to learning, we work to remove barriers and enable every child to reach their full potential.

Our SENDCO / Inclusion Leader is Mrs Sasha Allsopp. She is contactable via the school office and is available by appointment, for parent consultations.

Our Pastoral Lead and Designated Safeguarding Lead is Mrs Lucy De Scossa and is contactable via the school office or the email address learning.mentors@clf.uk

What should I do if I think my child may have special educational needs? What can the school do?

If you have concerns about your child's progress, learning, behaviour, communication, social development, or emotional wellbeing, your first point of contact should be your child's class teacher. You can arrange a meeting to discuss your concerns and share any information that may help us to understand your child's needs.

The class teacher will review your child's progress, discuss the support already in place, and identify any further actions that may be needed. Where appropriate, they may seek advice from the school's SENDCo, Sasha Allsopp, to explore additional support or assessment.

Concerns may relate to areas such as:

- Reading, writing, or mathematics
- Speech, language, and communication
- Social, emotional, or mental health needs
- Behaviour and attention difficulties

- Sensory or physical needs

If concerns relate to a child's social, emotional, or behavioural development, our Pastoral Lead may also become involved to help identify appropriate support and strategies.

Working closely with parents is an important part of our approach. We will discuss any concerns with you, keep you informed of any actions taken, and work together to identify the most effective ways to support your child to achieve their full potential.

How does the school decide who might need extra support?

Each class teacher is responsible for monitoring the progress and wellbeing of all children in their class. Through high-quality teaching, regular assessment, observations, and ongoing monitoring, teachers identify any concerns that may indicate a child requires additional support.

The school tracks each child's progress throughout their time with us. If a child appears to be making less than expected progress, is finding learning difficult, or is experiencing challenges in another area of development, this will be investigated further. Concerns may be identified through academic assessments, classroom observations, pastoral monitoring, discussions with parents, or information provided by external professionals.

Where concerns arise, the class teacher will discuss them with parents to share observations and gather information about the child's strengths and needs. The child may then be referred to the SENDCo, Sasha Allsopp, who will work with staff and parents to consider the most appropriate next steps.

Additional support may include targeted interventions within school, adapted teaching approaches, or further assessment. Where necessary, the school may seek advice and support from external agencies, including:

- Speech and Language Therapy
- Educational Psychology Services
- Community Paediatricians
- Occupational Therapy Services
- School Nursing Services
- School Placement Services
- Enhanced Provision Services
- Other specialist services relevant to the child's needs

Parents will be kept fully informed throughout the process. We believe that working together with families is key to ensuring children receive the support they need to achieve their full potential.

How does the school make provision for pupils with additional needs with or without an EHCP?

We provide support for children with additional needs in a variety of ways, ensuring that provision is tailored to their individual strengths and needs. Our children are supported through high-quality, inclusive classroom teaching, with activities adapted to help them access the curriculum and make good progress.

Some children may benefit from targeted interventions, small group work, or additional adult support. Where appropriate, children may receive one-to-one support from a teaching partner to help them engage with learning, develop specific skills, or access the curriculum more effectively.

For children with more complex needs, more personalised plans can be developed to ensure that provision is matched to their specific requirements.

We are committed to ensuring that our school environment is accessible to all pupils. The school building includes ramped access points to support mobility needs, and we have accessible toilet and wet room facilities available for children who require them.

For pupils with an Education, Health and Care Plan (EHCP), provision will be delivered in line with the outcomes and support identified within their plan. School staff work closely with parents, the child, and any external professionals involved to ensure that support is regularly reviewed and remains effective in meeting the child's needs.

What support is available for improving the emotional and social development of children with additional needs?

At Uphill Village Academy, we recognise that children’s emotional wellbeing and social development are key to their success in school and in life. In addition to the high-quality provision and nurturing support provided by class teachers, all children may also access pastoral support.

We have a Pastoral Lead who works closely with children, families, class teachers and teaching partners to support pupils’ emotional wellbeing. Support may be provided on an individual basis or through small group interventions, using a range of programmes and strategies designed to help children understand and manage their emotions, build resilience and develop positive relationships.

We have staff trained to deliver a range of interventions and support programmes, including Lego Therapy, Bucket Time, pastoral support, and our Young Carers Group. These interventions help children develop communication, social, emotional, attention, and learning skills within a supportive environment.

How will parents of children of additional needs be consulted about and involved in the education of their children?

We believe that working in partnership with parents is essential to ensuring the best outcomes for children with additional needs. Parents are involved at every stage of the support process and are encouraged to share their views, concerns, and aspirations for their child.

While there are two formal parent consultation evenings each year, communication is not limited to these occasions. Parents are welcome to discuss their child's progress, support, and wellbeing at any time. Where appropriate, meetings may be arranged involving the child, parents, and school staff to review progress and agree targets and next steps.

Where specialist support is required, parental consent will always be sought before involving external agencies. For children with more complex needs, parents will be invited to attend meetings with professionals to ensure they are fully involved in planning and decision-making.

Parents of children with an Education, Health and Care Plan (EHCP) play a key role in the assessment, planning, and review process. They are invited to contribute to and attend annual review meetings and are encouraged to share their views on the provision and outcomes for their child.

Parents can request a meeting with their child's teacher at any time by contacting the school office, and we are committed to maintaining open and supportive communication throughout the year.

How will the children with additional needs be consulted about and involved in their education?

Children with additional needs will be consulted and actively involved in their education throughout the year by their class teacher and teaching partner.

Children will be supported to express their thoughts, feelings, and aspirations, which will help inform their one-page profile. This profile outlines their strengths, interests, and the provision in place to support their learning and development.

Where a child has an Education, Health and Care Plan (EHCP), they will be encouraged and supported to contribute their views to the annual review process and, where appropriate, attend all or part of the review meeting.

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

We are committed to ensuring that all children, including those with additional needs, have equal opportunities to take part in all aspects of school life. This includes educational visits, enrichment activities, after-school clubs and residential trips.

All trips and activities are planned with the needs of every child in mind. Where necessary and practical, reasonable adjustments will be made and additional staff support may be provided to enable children with SEND to participate safely and successfully.

We work closely with parents and carers to identify and address any potential barriers to participation. In some circumstances, parents may be invited to support their child on a trip if this is considered appropriate and beneficial.

Our aim is for every child to feel included, valued and able to enjoy the same experiences as their peers wherever possible.

Which specialist services and expertise are available at or accessed by the school?

We have a range of knowledge, experience, and expertise within school to support children with additional needs. Our staff work closely together to identify barriers to learning and provide appropriate support and interventions to help pupils make progress and achieve their potential.

Where additional specialist advice or assessment is required, we have established links with a variety of external services and professionals. These include:

- Educational Psychologists
- Advisory Teachers and Specialist Support Services
- Community Paediatricians
- Speech and Language Therapy Services
- Occupational Therapy Services
- School Nursing Services
- Child and Adolescent Mental Health Services (CAMHS)
- School Placement Services
- Enhanced Provision Services

School staff work closely with these professionals to seek advice, implement recommendations, and review the effectiveness of support strategies. This enables us to provide targeted and personalised support that meets the needs of individual pupils.

How will the school prepare and support my child when joining Uphill Academy or transferring to a new school?

Children We recognise that times of transition can be challenging for some children, particularly those with additional needs. We work closely with children, parents, and other settings to ensure that transitions are carefully planned and supported.

Children who may require additional support during a transition are identified through discussions with parents, school staff, and, where appropriate, the child themselves. Enhanced transition arrangements can then be put in place to help children feel confident, prepared, and secure.

When pupils transfer to a new school, we ensure that relevant information about their strengths, needs, support strategies, and progress is shared appropriately with the receiving setting. For children with an Education, Health and Care Plan (EHCP), transition arrangements are planned in collaboration with parents, professionals, and the receiving school to ensure continuity of support.

Our aim is to make every transition as smooth and successful as possible, enabling children to settle quickly, feel secure, and continue to thrive in their new environment.

What are the arrangements made by the governing body relating to the treatment of complaints from parents of children with additional needs, concerning the provision made at the school?

If a parent or carer has a concern or complaint about the provision made for their child, they should first discuss this with Mrs Hodder, either verbally or in writing. We will always seek to resolve concerns promptly and collaboratively.

If a parent is not satisfied with the outcome, they should follow the procedures set out in the school's Complaints Policy which is available on the school website.

Details of the local offer from North Somerset can be found via the following link:

North Somerset Local Offer