



Uplands Infant and Nursery School

SEND Information Report 2026-2027

This SEND Information Report explains how Uplands Infant and Nursery School identifies, supports, and monitors children with special educational needs and/or disabilities (SEND). It should be read alongside our SEND Policy, Accessibility Plan, and Complaints Procedure, all available on our school website.

We are committed to ensuring that every child, regardless of need, can access a full, rich, and inclusive curriculum, and thrive as part of our school community.

1. What types of SEND does Uplands Infant and Nursery School provide for?

We are an inclusive Infant and Nursery School (ages 2-7). We currently have 73 pupils on the SEND register, including 5 pupils with Education, Health and Care Plans (EHCPs).

We support children with needs across all four areas of the SEND Code of Practice:

Communication and Interaction

- Autism Spectrum Disorder (ASD)
- Speech, Language and Communication Needs (SLCN)
- Difficulties with social interaction

Cognition and Learning

- Specific learning difficulties (dyslexia, dyspraxia, dyscalculia)
- Moderate learning difficulties (MLD)
- Global developmental delay
- Severe or profound learning difficulties

Social, Emotional and Mental Health (SEMH)

- ADHD / ADD

- Attachment-related needs
- Emotional regulation difficulties
- Anxiety, low mood, or trauma-related needs

Sensory and/or Physical Needs

- Hearing impairment
- Visual impairment
- Physical disabilities
- Multi-sensory impairment

Some children may have needs in more than one category.

2. Who leads SEND at Uplands Infant and Nursery School?

SENDCo

Mrs M. Valli

- Qualified teacher
- National Award for SEN Coordination (NASENCO) completed November 2021
- Oversees SEND
- Coordinates referrals, assessments, provision, and staff training
- Works closely with families, teachers, and external professionals

Contact: mvalli@uplandsinfant.uk

SEND Governor

Mrs N. Ismail Provides strategic oversight and monitors the effectiveness of SEND provision.

Class Teachers

All teachers are responsible for the progress of every child in their class. They:

- Deliver high-quality, inclusive teaching
- Adapt lessons to meet individual needs
- Work with the SENDCo to plan and review support

Teaching Assistants

Our TAs support learning through:

- Small-group interventions
- Additional intensive support where needed

- Targeted programmes such as ALS Phonics, BRWP, Attention Autism, Funtime, Big Moves, Play Interaction, Colourful Semantics, and more

Specialist Provision – *The Nest*

We have an internal alternative provision called **The Nest**, designed for pupils with high-level SEND who require:

- A quieter, structured environment
- Highly personalised learning
- Additional emotional or sensory regulation support

3. What should I do if I think my child may have SEND?

If you have concerns:

1. Speak to your child's class teacher
2. The teacher will discuss your concerns with the SENDCo
3. You will be invited to a meeting to:
 - Share your child's strengths and difficulties
 - Agree outcomes
 - Plan next steps
4. If SEND Support is required, your child will be added to the SEND register and an Individual Support Plan (ISP) will be created

We value your insight and we understand that you know your child best.

4. How does the school identify and assess SEND?

We follow the **Graduated Approach: Assess → Plan → Do → Review**

Step 1 - Early Monitoring

- High-quality teaching
- Classroom adaptations
- Short-term interventions
- Discussion with parents

Step 2 - First Step Intervention

If concerns continue:

- Targeted small-group or additional intensive support
- Additional assessments
- Monitoring of progress

Step 3 – SENDCo Involvement

If progress remains limited:

- SENDCo observations
- Information gathering from staff and parents
- Possible referrals to external agencies
- Decision about SEND Support

If a child meets SEND criteria:

- Parents are informed in writing
- Child is added to the SEND register
- An Individual Support Plan (ISP) is created

5. How will the school measure my child's progress?

We use:

- Baseline assessments
- ISP targets
- Termly reviews
- Teacher assessments
- Intervention impact tracking
- Pupil voice
- SENDCo monitoring

If a child makes good progress, they may no longer require SEND Support.

6. How will I be involved in decisions about my child's education?

We work in partnership with parents. You will:

- Attend parent meetings throughout the year
- Receive a written annual report
- Be involved in setting and reviewing ISP targets
- Receive copies of all plans and agreed actions
- Be invited to additional meetings if needs change

We operate an open-door policy - you can request a meeting at any time.

7. How will my child be involved in decisions about their support?

We gather pupil voice in age-appropriate ways:

- Observations of play and engagement
- Emotion cards and visuals
- Supported conversations
- Choosing resources or calming strategies

Where appropriate, children help review their targets and celebrate successes.

8. How does the school adapt teaching for children with SEND?

Adaptations to teaching

- Pre-teaching vocabulary
- Simplified instructions
- Visual supports
- Extra processing time
- Scaffolded tasks
- Small-group or additional intensive support

Adaptations to resources

- Visual timetables
- Writing frames
- Coloured overlays
- Large print
- Specialist seating or equipment

Examples of strategies by need

Communication & Interaction

- Social stories
- PECS / visuals
- Reduced language load
- Sensory breaks
- Structured play

Cognition & Learning

- Small steps and repetition
- Precision teaching

- Targeted phonics and maths interventions
- Motor skills programmes

SEMH

- Emotional check-ins
- Zones of Regulation
- Calm spaces
- Nurture opportunities
- Key adult support

Sensory/Physical

- Adapted seating
- Hearing/visual support strategies
- OT/physio programmes

9. How does the school evaluate the effectiveness of SEND provision?

We evaluate through:

- Termly progress reviews
- ISP impact tracking
- Intervention monitoring
- Pupil voice
- Learning walks and observations
- SENDCo audits
- Annual Reviews (for EHCPs)

10. How are resources allocated for children with SEND?

- SEND provision is funded through the school's delegated SEND budget
- Additional resources are purchased as needed
- For pupils requiring support above £6,000, we apply for Element 3 High Needs Funding
- Specialist equipment is sourced through external professionals where appropriate

11. How will my child be included in activities, trips, and clubs?

All activities, trips, and clubs are open to children with SEND.

We ensure inclusion by:

- Making reasonable adjustments
- Completing individual risk assessments
- Providing additional adult support where needed

12. How does the school ensure fair admissions for children with SEND?

We follow the Leicester City Council Admissions Policy. No child is refused a place due to SEND.

We offer:

- Pre-admission meetings
- Transition visits
- Liaison with professionals

13. How does the school support children with disabilities?

Our building is accessible for all pupils, including those with disabilities. Features include:

- Ramps and handrails
- Highlighted steps
- Accessible toilets
- Changing facilities
- Stair lift
- Disabled parking bay
- Easy access for taxis/transport

We work with OT and other professionals to source specialist equipment.

14. How does the school support children's emotional and social development?

We promote wellbeing through:

- Pastoral support
- Social communication groups
- Play-based emotional development
- Leadership roles
- Encouraging participation in clubs
- Zero-tolerance approach to bullying

We follow our Relationships and Behaviour Policy.

15. How does the school support transitions?

Within school

- Teacher handovers
- Class visits
- Extra visits for children needing more support
- Transition booklets

To Uplands Junior School or another setting

- SENDCo-to-SENDCo meetings
- Sharing of records
- Additional visits
- Multi-agency transition planning

16. What support is available for looked-after and previously looked-after children?

The SENDCo works closely with the Designated Teacher to ensure:

- PEPs and ISPs complement each other
- Staff understand how care experience may interact with SEND

17. What should I do if I have a complaint about SEND provision?

We follow the Uplands Infant and Nursery School Complaints Procedure.

Stages include:

1. Informal discussion with class teacher or SENDCo
2. Meeting with the Headteacher
3. Formal written complaint
4. Governor involvement if needed

Parents may also seek support from SENDIASS.

18. What support is available for families?

- Leicester City SEND Local Offer <https://families.leicester.gov.uk/send-local-offer>
- SENDIASS Leicester
- Early Help
- CAMHS

- Voluntary sector SEND organisations

19. Glossary of Terms

- **SEND** - Special Educational Needs and/or Disabilities
- **SENCO** - Special Educational Needs Coordinator
- **EHCP** - Education, Health and Care Plan
- **ISP** - Individual Support Plan
- **Graduated Approach** - Assess, Plan, Do, Review
- **Local Offer** - Information about SEND services in the local area
- **Reasonable Adjustments** - Changes made to remove barriers for disabled pupils