
Special Education Needs and Disabilities Information Report 2025-2026

1 Introduction to Uppingham Community College

Uppingham Community College is a mainstream college in the heart of Rutland. The College is situated in the market town of Uppingham. The college is oversubscribed and currently has approximately 917 students on roll.

Mrs Lisa Oliver is the College SENCo and Assistant Headteacher. Mrs Oliver is an experienced teacher and qualified SENCo. The SENCo is well supported by the SEND Administrators, and a team of Teaching Assistants (TAs).

Mrs L. Oliver is available to discuss individual students, by pre-arranged appointment

Mrs Oliver can be contacted by telephone on 01572 823631 or by email senco@ucc.rutland.sch.uk

Mrs Paula Norton, Deputy SENCo, works closely with the SENCo and can also be contacted by telephone on 01572 823631 or by email senco@ucc.rutland.sch.uk should parents wish to get in touch.

Mrs Marian Wiggin is the Associate Assistant Headteacher and oversees the ERP

Mrs Wiggin can be contacted by telephone on 01572 823631 or by email senco@ucc.rutland.sch.uk

Mrs Kelly Hoult is Head of Mainstream Plus

Mrs Claire Sheffield is a Mainstream Plus Form Tutor, and a Specialist Teacher for students with specific literacy difficulties/dyslexia.

Mrs Emily Kearney is a Mainstream Plus Form Tutor

Miss Caroline Watson is Head of the ERP

Miss Emma Yarde is a Key Stage 4 ERP teacher

These teachers can be contacted by email senco@rutland.sch.uk should parents wish to get in touch

The Teaching Assistants work within each of the college's departments. TAs have specialist subject knowledge so will predominantly support students within these subject areas. All TAs have targeted students within their department whom they work with, support, build relationships with and communicate with parents/carers.

We have dedicated teams of TAs who support targeted students with Numeracy and Literacy. This takes place during registration.

It is the SENCo's responsibility to ensure all members of the team are excellently trained and well equipped to deliver an outstanding level of care. TAs have received training in many aspects of SEND as part of their Continued Professional Development (CPD). This is an important aspect of the College and everyone is encouraged to attend training sessions both internally and externally.

The College has an ERP for a maximum of 25 students with social communication needs, who can benefit from access to a mainstream curriculum across Key Stage 3 and Key Stage 4. This provision does not meet the need for those students whose primary need is around cognition and learning. The ERP offers both discreet and integrated provision throughout the College.

College has a Mainstream Plus class for a small number of mainstream students, all of whom have an EHCP. The Mainstream Plus students will access both discreet and integrated provision throughout college.

As part of the SEND provision at the college, Redhill Lodge runs an intervention offer for students primarily with SEMH, who benefit from targeted support to allow them to access their curriculum pathway.

2. What are the kinds of special educational needs for which provision is made at Uppingham Community College?

Students at the College are identified as having special educational needs and disabilities (SEND) when they have a significantly greater difficulty in learning than the majority of students of the same age.

Difficulties in mainstream include:

- Little or no progress despite the use of targeted teaching approaches and differentiated curriculum.
- Working at levels significantly below age expectations, particularly in numeracy and literacy.
- Presenting persistent emotional and/or behavioural difficulties that have not been managed by appropriate strategies usually employed.
- Sensory or physical impairment that results in little progress despite provision of appropriate aids and equipment

3. How does Uppingham Community College identify and assess Special Educational Needs?

Students with SEND are usually identified as part of the transition process through close liaison with the feeder primary schools. Individual transition plans can be devised between the Year 6 teacher or Primary SENCo, UCC staff, parents/carers and students, to ease the move from Key Stage 2 to Key Stage 3. This may include additional visits to the primary schools, familiarisation visits to the college and curriculum taster sessions.

When students arrive at UCC, their literacy skills may be tested. Any student identified by the screening tests as having a significant difficulty, will be monitored by the SEND team and further assessments can be carried out within college to identify specific needs. If subject teachers, form tutors or Teaching Assistants have concerns about students, these are referred to the SEND team.

Students with more complex special educational needs may be allocated a key person or key people; this member of staff could be a Teaching Assistant, an Assistant Progress Leader, or a member of the SEND team, depending on the needs of the student. This member of staff will be a key contact with parents. The preferred method of communication is through email, this enables regular and transparent communication between home and the college.

Teaching staff complete on-going assessments for all students in the college. This data is analysed to monitor any under achievement in subject areas. Subject teachers will target students for intervention to ensure progress is made. The SEND team closely monitor the progress of all students with SEND. This can then highlight any changes required for targeted support in and out of lessons.

Students who make less than expected progress may require additional support from external agencies. These may include CAMHS, Hearing Impaired Service, Visually Impaired Service, Autism Outreach, and Educational Psychologists, Speech and Language Therapists and key workers via Early Help. The college is supported by the NHS Mental Health Support Team and Teen Health and both hold drop in sessions as well as providing specialist support. Parents are consulted if any of this additional support is required.

It may be necessary for the college to apply to the Local Authority for a SEND Support Plan with Top-Up funding or an Education Health and Care Plan via the Statutory Assessment process.

A meeting will be held with parents and the SENCO to discuss the most appropriate course of action.

Specialist evidence, school information and data will be gathered to support the application. The Local Authority will assess the application and decide if it meets the criteria and threshold for Top-Up funding or an EHCP.

4. How does Uppingham Community College evaluate the effectiveness of its provision for students with Special Educational Needs?

Students who already have an Education Health and Care Plan have the plan reviewed on an annual basis following the Local Authority's guidance for conducting reviews. In preparation for the review, information is collated from the college, parents/carers, the student and external agencies in order to ascertain a comprehensive overview of the student's progress. The student is encouraged to attend the review meeting and to be involved in the process in order to represent their views.

All Teaching Assistants regularly provide feedback on students and help construct and review the Student Support Plans.

The School Advisory Board Governor Link responsible for SEND, Amanda Steele, oversees and monitors the College's SEND provision. The Governors are informed of updates and any issues relating to SEND and through on-going collaborative strategic planning. The effectiveness of provision is evidenced through the analysis of the college's tracking data, provision maps and the progress made by individuals and groups of students.

5. How does Uppingham Community College assess and review the progress of students with Special Educational Needs?

Every term students' progress is tracked through the UCC tracking and monitoring process which is shared with parents/carers; this gives information on progress towards their target grade and the level of commitment towards the subject. This information also forms part of the annual review/liaison meetings.

At UCC there are various opportunities for parents/carers to discuss their child's progress with staff. These may include, Meet the Tutor evenings, Parents evenings, Online SEND specific meetings with the SENCo, Careers events, Liaison meetings, Home-school communication, and for students with an EHCP, an Annual Review. If parents have concerns they can make an appointment to see the appropriate member of staff/SENCO. Email contacts of key members of staff are available via the Uppingham Community College website.

Homework is set via the Satchel: One website and is designed to enable students to access and complete homework set; this also aids the communication between home and college.

6. What is Uppingham Community College's approach to teaching students with Special Educational Needs?

All members of staff have access to electronic copies of Individual Education Plans and Pupil Passports. These documents can be accessed by staff via Bromcom. They contain detailed information and guidance for staff to use in their planning and differentiation.

Throughout their first year at Uppingham Community College students are set in some subject areas according to their ability through assessments as well as monitoring by the class teacher. Key Stage 2 results and teacher assessments are also taken into consideration.

Students identified at primary school as having significant SEND may have access to some small class teaching. These students require a high level of support and teaching well matched to their area of need. Students are tracked in line with the college's Tracking system.

All class teachers use seating plans in all subjects in order to maximise the learning potential in each lesson. Learning walks and departmental observations are carried out on a regular basis to ensure students' needs are being met.

All teachers plan lessons to match the needs of the students in their class to ensure appropriate provision is in place. This differentiation process also forms part of the homework policy, with some students being given more individualised tasks.

Teaching Assistants are targeted to work with students with an EHCP or those who have a UCC Individual Education Plan or Pupil Passport. They assist with the monitoring of the student and any concerns or feedback is shared with subject teachers and Heads of Department and at the fortnightly SEND/Wellbeing team meetings.

The college employs a variety of staff with a wide range of skills to support students in all aspects of college life, academically, emotionally and socially. These include;

Assistant Progress Leaders, Attendance Officer, Careers Advisor, as well as other college based staff.

At Key Stage 4 students can choose optional subjects to study for their GCSES. The college offers several options pathways. Students in Year 9 are guided towards choosing the appropriate learning pathway in order to reach their potential through consultation between parents/carers, subject teachers, careers guidance, the Pastoral Leader responsible for Year 9 and the SENCO.

7. How does Uppingham Community College adapt the curriculum and the learning environment for students with Special Educational Needs?

The Inclusion Hub has a multi-purpose function. The Hub is used by students with SEND for small group teaching activities.

The Inclusion Hub has a sensory room. This can be used by students who need to reduce their sensory stimulus and require a quiet and calm space. The Inclusion Hub also houses the ERP.

Students are timetabled to have five lessons per day, each lasting one hour.

If required, an individual timetable will be produced to ensure appropriate support is available. This is after consultation with the Senior Deputy Headteacher Mrs Duffy, Assistant Headteacher Mr Danny Laywood, who has responsibility for Behaviour and Welfare, Assistant Progress Leaders, Progress Leaders, and Mrs Lisa Oliver the SENCo and Assistant Headteacher.

8. What additional support for learning is available to students with Special Educational Needs?

A number of staff are qualified ELSA (Emotional Literacy Support Assistants). They receive regular supervision for this role. The aim of the ELSA work is to remove barriers to learning and support students via 1:1 work or group sessions. Key staff in school are able to refer students for ELSA support.

Areas the ELSA work covers includes:-

- Bereavement
- Anxiety
- Self esteem
- Social skills
- Anger management
- Managing stress
- Bullying
- Behaviour

Parents will be informed should their child be referred for ELSA support.

Teaching Assistants support students with an EHCP and other identified students within the class; they assist the student to access the lesson and in collaboration with the subject teacher will personalise it according to the needs of the student.

Teaching Assistants work with small groups of students in developing their literacy, maths, social and emotional skills. They work with students within the classroom environment and also in a small group or individual basis.

At Key Stage 3 an additional reading lesson is organised under the direction of the Literacy Co-ordinator for all students, as well as a reading buddy programme where students are paired with another student to develop reading and comprehension skills.

Literacy and Numeracy intervention sessions take place during registration. The Maths and English co-coordinators oversee this provision.

At the end of Year 9 any student who may be considered in need of Exams Access Arrangements, in preparation for their public examinations, will be tested by a member of staff trained in this area to enable the students to reach their full potential.

During Annual reviews/liason meetings with parents/carers, decisions are made as to whether the student will need any additional support either in college or involving any external agencies.

All students are able to access breakfast every day in the Dining Room from 8.10am - 8.30am.

All students are encouraged to take part in extra-curricular activities and clubs. Details of these can be found on the UCC website.

The college has Prefects, many of who act as mentors for younger students and assist at progress evenings and induction events.

9. What extra-curricular/enrichment activities are available for students with Special Educational Needs at Uppingham Community College?

At UCC we take a pride in the wide range of enrichment/extra-curricular activities which are on offer. All enrichment activities are fully inclusive although this may require a risk assessment in certain circumstances. The college has a variety of lunchtime/ after college clubs to meet all interests and needs. These include; games, homework, music, sports, drama, art, dance, gardening, cooking and social clubs. Enrichment sessions are now offered as a timetabled lesson.

10. What support is available for developing the emotional and social development of students?

The Inclusion Room is open to students who would like to access a quiet space at break and lunch times. Board games, books and daily activities are all available to students. The Inclusion Room is manned by members of the SEND team.

Five Assistant Progress Leaders work with students who are struggling with emotional and social issues and may liaise with external agencies if required. They are linked closely with the SEND department to ensure that students' needs are met. Students can meet with the APL's during the day if they are having difficulties.

11. What training and experience do the staff at Uppingham Community College have in relation to students with Special Educational Needs?

Teaching and non-teaching staff at Uppingham Community College have a vast amount of experience of teaching and supporting students with Special Educational Needs. The SENCO and Rosie Smithson, Assistant Headteacher responsible for Teaching and Learning and CPD, work in partnership to plan staff training throughout the year. Training is run by both staff with specialist experience as well as by external services. Teaching Assistants meet fortnightly with the SENCO to share information, good practice and receive in-house CPD. Most staff have received accredited training from Autism Education Trust. This training has enabled the SEND team to help identify the difficulties Autistic students have and to find ways to overcome barriers to learning.

Educational Psychologists and Teachers of autism also provide training for TA's.

Agencies which are involved with the College include: CAMHS, MHST, Careers Advice, Educational Psychologists, Autism Outreach, Youth Workers, Social Workers, ADHD Gold, Early Help- Wellbeing practitioners, Ignite 24 Mentoring.

All staff at the college complete the statutory safeguarding awareness training in line with the Local Authority recommendations.

12. What equipment and facilities are available at Uppingham Community College to support students with Special Educational Needs?

Uppingham Community College is accessible for students with mobility difficulties in most areas. In the main building the college has wide corridors and a lift is available.

There are disabled toilets in the Drama Studio and two in the Inclusion Hub. There are two disabled bays at the top of the car park to allow access for students and visitors who may require them.

The college allows students who may need to leave the classroom early for ease of movement from lesson to lesson. This will be put in place following a risk assessment if the student is returning after operation or injury. Some students may require TA support at the beginning of the day or the change of lesson, including those students who feel more vulnerable in a large school environment.

Any other additional specialist equipment, should it be required, will be negotiated with parents/carers through the appropriate services.

13. What are the arrangements for consulting with parents/carers of children with Special Educational Needs and how do parent/carers become involved?

Parents are encouraged to become involved with all aspects of their child's education. At the beginning of each academic year a Year 7 tutor induction meeting is held, this is an opportunity for parents to meet the tutor who will be a key person who will support their child pastorally.

A progress meeting is held every year for parents to meet with individual teachers and discuss their child's progress. Year 11 will have 2 progress meetings each academic year.

Students who have an Education Health and Care Plan will have the document reviewed every year. Parents/carers, outside agencies and members of staff involved with the student are involved with this process. Liaison meetings are held at regular intervals throughout the academic year, frequently with outside agencies to monitor students' progress.

The College hosts a number of open events throughout the year.

If the student transferring to Uppingham Community College has an EHCP, the College would request to be invited to the Annual Review at the primary school. This enables the college to begin planning for the following year and enable a smooth transfer. After students have attended the Year 6 induction days, there is an opportunity for parents to attend an induction meeting, this also provides an opportunity to meet with their child's tutor.

Should parents wish to make appointments with teachers/SENCo, then these can be arranged at a convenient time to the parents/carers and the member of staff.

14. What are the arrangements for consulting with students with Special Educational Needs and how are they involved in their education?

As Uppingham Community College is a fully inclusive setting, all students are encouraged to become involved in all aspects of college life and support would be provided for the student, should it be required.

Students with an EHCP are encouraged to attend their annual review, this enables them to develop a picture of their progress and highlight areas for improvement. Students are required to complete their own report in preparation for their review to submit with their paperwork to SENA.

The SENCo and members of the SEND team have regular contact with students to discuss the support they receive. This ensures that the student's needs are being met and the need for additional support can be sought should it be required.

15. How does the School Advisory Board and Uppingham Community College deal with complaints concerning Special Educational Needs?

If parents/carers have concerns or complaints regarding the Special Educational Needs and Disability provision at Uppingham Community College in the first instance they should discuss

their concerns with the SENCo. Should they still not be happy after this consultation then they should contact the Headteacher, Mr Anderson who will work with them to resolve the problem.

Parents should contact the Chair of the School Advisory Board, Mrs Jeannette Warner, should they feel that the issue still isn't resolved. Governors deal with complaints in line with the College's complaints procedure; this can be found on the College website

16. Which external agencies are linked with Uppingham Community College?

If a student continues to make less than expected progress, despite support and interventions which are matched with their area of need, the SEND team may consider involving specialists from external agencies. Parents/carers are always consulted prior to any meetings or assessments taking place.

Agencies which are accessed through the College include the following:

Educational Psychology Providers - Students are referred to an EP by the SENCo and they work with students on a wide range of situations where they are having difficulty accessing college life.

Speech and Language Team (SALT).

Students who require input from this team are assessed either in school or at the local clinic; they work with the school to develop strategies in the area of need.

Child and Adolescent Mental Health Service (CAMHS) - CAMHS is a large service who work with children and young people who experience emotional and mental health problems. Various staff work for this service including psychiatrists, Mental Health Nurses and therapists. Referrals can be made to CAMHS via the student's GP or through the school nurse team.

SENDIASS- This service offers free support and advice to parents/carers. They will attend college-based meetings if required.

17. What setting arrangements does Uppingham Community College have in place to support students with Special Educational Needs and/or Disabilities when transferring between phases of education or in preparing for adulthood and independent living?

Year 6 students who have an EHCP will have an Annual Review in the autumn term. Uppingham Community College likes to be included in this process from the start in order to aid a smooth transfer from Key Stage 2 to Key Stage 3.

The transition plan is tailor made to meet the needs of the students and may include, additional visits to the college, taster sessions in lessons and visits from members of staff to the primary school. Students will have an opportunity to meet key staff and familiarise

themselves with the college layout. At the end of Year 6 there is a handover period for primary school staff to transfer any SEND documents directly to the SENCo and SEND team. A specific SEND visit will take place to ensure key information is shared. The same process takes place when a student is in Year 11 and is transferring from UCC to a Post 16 provider.

If a student in Year 11 has an EHCP the transition review is held in the Autumn term in negotiation with the parents/carers, external agencies involved and staff from the prospective sixth form or college. A transition plan is agreed at this meeting and may include the arrangement of taster sessions and additional visits for the student to the college.

It may be appropriate to include the Transitions Team based at the Local Authority.

Students in Year 9 who are transferring from Key Stage 3 to Key Stage 4 also have an annual and transition review meeting to ensure the correct optional pathway has been selected for them.

All students in Key Stage Four have at least one interview with the college's careers advisor and an action plan for Post 16 provision is agreed with the student.

Year 9 students are all involved in the college's Enterprise Day which forms part of their Enrichment activities. Year 10 students experience an Industry Day. Other industry and careers events are held throughout the academic year.

Year 11 have assemblies from the various Post 16 providers and a Post 16 information evening is held at the college in the Autumn term.

Careers information is embedded throughout the school Personal Development Curriculum for all year groups

18. Where does the schools offer Special Educational Needs link with the local Authorities local offer?

The Rutland Local Authority Offer:

<https://ris.rutland.gov.uk/kb5/rutland/directory/localoffer.page?localofferchannel=0>

The Leicestershire Local Authority Offer:

<https://www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability/where-to-start-with-send/what-is-the-local-offer>

The Northants Local Authority Offer:

<https://www.northamptonshire.gov.uk/councilservices/children-families-education/service-finder/advice-and-support/11920-the-local-offer-northamptonshire-county-council#:~:text=Service%20description%3A,special%20educational%20needs%20and%20disabilities.>