



Review Date: September 26

Next Review Date: September 27

Special Educational Needs and Disability (SEND) Policy

This policy reflects the statutory requirements of the Children and Families Act 2014, the SEND Code of Practice: 0-25 Years, the Equality Act 2010 and the government's current direction of travel as outlined within *Every Child Achieving and Thriving* and the SEND Reform consultation (2026). The school will continue to review and amend its practice in line with any future statutory changes.

At Uplands Community Primary School, we are committed to providing an inclusive learning environment in which all children can thrive, achieve their potential and feel a strong sense of belonging. We recognise that every child is unique and that some children may require additional support, adaptations or specialist provision in order to access learning successfully.

We believe that high-quality teaching is the foundation of good SEND provision. Through early identification, strong partnerships with families and a graduated approach to support, we aim to ensure that all pupils with SEND make good progress academically, socially and emotionally.

Defining SEND

The SEND Code of Practice states:

"A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her."

A child has a learning difficulty or disability if they:

- Have a significantly greater difficulty in learning than the majority of others of the same age; or
- Have a disability that prevents or hinders them from making use of educational facilities generally provided for others of the same age.

Children's needs may fall within one or more of the following broad areas:



Communication and Interaction

Including speech, language and communication needs and autism.

Cognition and Learning

Including learning difficulties, dyslexia, dyscalculia and other learning differences.

Social, Emotional and Mental Health

Including anxiety, emotional regulation difficulties, attachment needs and mental health needs.

Sensory and/or Physical Needs

Including hearing impairment, visual impairment, physical disabilities and sensory processing difficulties.

Our Objectives

At Uplands we aim to:

- Identify SEND at the earliest possible stage.
- Ensure pupils with SEND are fully included in all aspects of school life.
- Promote positive outcomes, wellbeing and attendance for all pupils.
- Work collaboratively with parents, carers and external agencies.
- Support pupils to develop independence and resilience.
- Provide high-quality teaching that meets individual needs.
- Ensure all staff have the knowledge and skills to support pupils effectively.
- Prepare pupils successfully for transitions and future learning.

Identifying Children with SEND

All children are regularly monitored through assessment, observation and pupil progress meetings.

Children may be identified as having SEND through:



- Teacher assessments and observations.
- Parental concerns.
- Concerns raised by the pupil.
- Progress and attainment data.
- Information from previous settings.
- Advice from external agencies.
- Screening and assessment tools used by the SENCO.

The school recognises the importance of identifying emerging needs early. Early intervention is central to our approach and allows support to be put in place before barriers to learning become entrenched.

Identification of SEND is not dependent upon a formal diagnosis. The school will provide support based on identified need while families pursue any diagnostic pathways.

Working with Parents and Children

Partnership with parents and carers is fundamental to successful SEND provision.

We will:

- Listen carefully to parent and carer views.
- Involve parents in all decisions regarding provision.
- Share assessment information and progress regularly.
- Seek parental consent before involving external agencies.
- Co-produce outcomes and provision plans.
- Encourage regular communication between home and school.

We are committed to ensuring that children and young people have their voices heard. Pupil views are gathered through discussions, reviews and the completion of a My Profile document.

Graduated Approach to SEND Support

Uplands follows the graduated approach described in the SEND Code of Practice:

Assess



Information is gathered regarding the child's strengths, needs and barriers to learning.

Plan

Outcomes, support and strategies are agreed collaboratively with staff, parents and the child where appropriate.

Do

Support is implemented within the classroom and through targeted interventions.

Review

Progress is reviewed regularly and next steps identified.

My Profile

My Profile records the child's voice and identifies:

- What is important to me.
- What helps me.
- What does not help me.
- My strengths and interests.
- My hopes for the future.

This document is reviewed and updated regularly.

My Plan

A My Plan is implemented when a child requires provision that is additional to or different from that available through high-quality classroom teaching.

The My Plan:

- Identifies outcomes and targets.
- Records provision and reasonable adjustments.
- Captures parent and pupil views.
- Identifies strategies to support learning and wellbeing.



- Is reviewed regularly as part of the graduated approach.

Some pupils may remain on a My Plan for an extended period where ongoing support continues to be required.

My Plan+

Where a pupil requires coordinated involvement from multiple agencies, a My Plan+ may be initiated.

This process:

- Brings together professionals from education, health and social care.
- Ensures collaborative planning.
- Coordinates provision across services.
- Reviews outcomes through a structured cycle of Listen, Plan, Do and Review.

CTG (Close the Gap) Support

At Uplands, targeted interventions are referred to as Close the Gap (CTG) support.

CTG interventions:

- Are evidence-informed and targeted.
- Address identified barriers to learning.
- Operate in planned intervention cycles.
- Are monitored and reviewed for effectiveness.
- Complement, rather than replace, high-quality classroom teaching.

The impact of interventions is reviewed regularly by class teachers and the SENCO to ensure the best use of resources and support.

Education, Health and Care Plans (EHCPs)

Where a pupil's needs are significant, complex and long term, the school may request an Education, Health and Care Needs Assessment.



An EHCP may be appropriate where:

- Progress remains limited despite sustained and purposeful graduated support.
- Significant adaptations and specialist provision are required.
- Multi-agency involvement indicates a high level of need.

Annual reviews are held in line with statutory requirements and always involve parents, pupils and relevant professionals.

Teaching and Learning

All teachers are responsible and accountable for the progress and development of all pupils in their class.

We achieve inclusion through:

- Adaptive teaching.
- Explicit instruction.
- Scaffolding and visual supports.
- Reasonable adjustments.
- Assistive technology where appropriate.
- Inclusive classroom practice.
- Targeted intervention support.

Teachers remain the primary educators of all pupils, including those with SEND.

Social, Emotional and Mental Health Needs

We recognise the increasing relationship between SEND, wellbeing and attendance.

Support may include:

- Emotional regulation strategies.
- Access to trusted adults.
- Nurture and wellbeing interventions.
- Individual risk assessments where required.
- Flexible transition arrangements.
- Collaboration with parents and external professionals.



We are committed to creating a culture where children feel safe, valued and included.

Transition Arrangements

Effective transition planning is essential.

Additional arrangements may include:

- Enhanced transition visits.
- Transition booklets and social stories.
- Meetings with receiving teachers and schools.
- Opportunities to meet key adults.
- Sharing of SEND information with receiving settings.

For pupils with EHCPs, annual reviews in Year 5 and Year 6 will contribute to transition planning.

Staff Expertise

The school is committed to developing staff expertise through:

- Ongoing SEND professional development.
- Access to specialist advice.
- Training provided by external professionals.
- Collaboration with local schools and SEND networks.
- Research-informed approaches to inclusive practice.

Governors

The Governing Body has a statutory responsibility to:

- Ensure the school fulfils its SEND duties.
- Monitor the effectiveness of SEND provision.
- Promote inclusion and equality of opportunity.
- Ensure appropriate resources are available.



The SEND Governor will meet regularly with the SENCO to monitor implementation of this policy.

Complaints

We aim to resolve concerns quickly and collaboratively.

Parents who have concerns regarding SEND provision should initially speak to the class teacher or SENCO.

If concerns remain unresolved, parents should follow the school's complaints procedure.