



Upton Heath Church of England Primary School Special Educational Needs and Disabilities (SEND) Policy and Information Report 2026 to 2027

Adopted from the Chester Diocesan Academies Trust (CDAT) model policy and personalised for Upton Heath

This policy is informed by the Christian values which are the basis for all of CDAT's work, and any actions taken under this policy will reflect this.

'Blessed are those who act justly, who always do what is right.' Psalm 106:3

Model policy approved by	Date	Adopted by LGC	Next review
CDAT Trust Board	September 2025		September 2027(annually)

This policy and information report complies with Section 69 of the Children and Families Act 2014, the Special Educational Needs and Disability Regulations 2014, the SEND Code of Practice: 0 to 25 years (2015) and the Equality Act 2010.

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1. Introduction

Jesus said, "I have come in order that you might have life, life in all its fullness." John 10:10

As a Trust, CDAT aims to ensure that all pupils are able to benefit from and enjoy life in all its fullness. To achieve this, inclusion must be at the heart of everything we do. CDAT strives to ensure its HEART principles are embedded across its family of schools:

H	High-quality teaching and learning
E	Education with high aspirations
A	Adaptive teaching
R	Removal of barriers
T	Trust-wide culture of love

Rooted in Christian values, CDAT is committed to celebrating the uniqueness of every child, remembering that "the body is not made up of one part, but of many" (1 Corinthians 12:14). Our human family is complete when everyone is included. CDAT recognises that inclusive education is dynamic and ever-evolving, requiring ongoing reflection and continuous improvement. Its longer-term mission is to eradicate the need for labels and, in doing so, celebrate every child's uniqueness, individuality and all that they have to offer.

At Upton Heath, effective support for all pupils and the removal of barriers to learning are integral to every aspect of our school and enable pupils with special educational needs and/or disabilities (SEND) to thrive. In this document, we aim to:

- explain clearly how we provide support so that children with SEND can access an education which is inclusive, ambitious and responsive to their individual needs;
- outline the graduated approach we use to identify needs early and put in place the support which will enable all pupils to succeed;
- describe the national requirements of the Children and Families Act (2014) and the SEND Code of Practice (2015), and explain how we meet them.

2. Legislation and Guidance

The Children and Families Act (2014) sets out the framework for ensuring that children and young people with SEND are supported to access and benefit from the full range of educational opportunities, so that they can lead fulfilling lives as members of their community. It is supported by the statutory SEND Code of Practice: 0 to 25 years (2015), to which all local authorities, publicly funded schools, including academies, and relevant NHS bodies must have regard.

The Act introduced the Education, Health and Care Plan (EHCP) and a single school-based stage known as SEN Support. In CDAT schools, SEN Support is known as Inclusion Support.

The Equality Act 2010 defines disability as a physical or mental impairment which has a long-term (over a year) and substantial (more than minor or trivial) adverse effect on a person's ability to carry out normal day-to-day activities. This includes long-term health conditions such as asthma, diabetes and epilepsy, as well as sensory needs. Many pupils with these conditions will not have SEN, and their safe and full access to learning is secured through the Equality Act, including the duty to make reasonable adjustments. Where appropriate, pupils will have an individual healthcare plan in line with the DfE guidance, Supporting Pupils at School with Medical Conditions.

3. Roles and Responsibilities

Local Authority

Upton Heath is in Cheshire West and Chester. The Local Authority retains statutory responsibility for key aspects of SEND provision, including EHC needs assessments, and must publish a Local Offer describing the support and services available to children and young people with SEND and their families. CDAT and the school are committed to working closely and collaboratively with the Local Authority.

The Cheshire West and Chester Local Offer is now part of Live Well Cheshire West:
<https://livewell.cheshirewestandchester.gov.uk/>

This document fulfils the school's statutory duty to publish a SEND Policy, a SEND Information Report and a link to the Local Offer.

School and Local Governing Committee (LGC)

The LGC and Head Teacher are responsible for the fair application of this policy, and all staff share responsibility for its success. The school and LGC will:

- publish information on the school website about the implementation of this policy;
- identify pupils with SEND, ensure parents and carers are informed, and make provision in line with the Code of Practice;
- publish this SEND Policy and Information Report and a link to the Local Offer;
- appoint a SEND Link Governor and a SENDCo;
- maintain an up-to-date Inclusion Register of pupils with SEND;
- ensure SEND provision is integrated into the School Development Plan;
- monitor the progress of pupils on the Inclusion Register and ensure EHCP provision is in place;
- keep under review the arrangements for current and future pupils with a disability;
- make best endeavours to admit all pupils who meet the admissions criteria.

Special Educational Needs and Disabilities Co-ordinator (SENDCo)

The SENDCo must be a qualified teacher and must hold the National Award for SEN Co-ordination or, if new to the role, achieve the National Professional Qualification for SENCos within three years of appointment. Our SENDCo, Wendy O'Leary Davies, holds NASEN qualification.

The SENDCo's responsibilities include:

- working with the Head Teacher and LGC on the strategic development of SEND policy and provision;
- being an advocate and role model for inclusive practice;
- day-to-day operation of this policy and co-ordination of provision for individual pupils;
- advising staff on the graduated approach and providing professional guidance;
- working with senior leaders to deploy the SEND budget and resources effectively;
- acting as the key contact for parents, carers, external agencies and the Local Authority;
- liaising with previous and next settings to plan smooth transitions;
- working with the Head Teacher and LGC to meet duties under the Equality Act 2010, including reasonable adjustments and access arrangements;
- maintaining accurate records and the Inclusion Register.

The SENDCo is given sufficient time and resources to carry out these functions and is supported by:

Role	Name	Contact
SENDCo	Wendy O'Leary-Davies	Deputy@uptonheath.cheshire.sch.uk



	Kerry Buckland	kbuckland@uptonheath.cheshire.sch.uk
Head Teacher	Stuart Roberts	Via the school office: admin@uptonheath.cheshire.sch.uk
SEND Link Governor	Gary Graham	Via the school office: admin@uptonheath.cheshire.sch.uk

Teaching Staff

As the Code of Practice makes clear, every teacher is a teacher of SEND. At Upton Heath, teachers know all pupils and understand their needs; use high-quality, adaptive teaching to remove barriers to learning; and deploy resources effectively so that pupils with SEND achieve their individual outcomes. We provide ongoing professional development so that staff grow in confidence in making adaptations and reasonable adjustments.

4. Meeting Special Educational Needs and Disabilities

The SEND Code of Practice states that a child has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age has a learning difficulty or disability if they have significantly greater difficulty in learning than the majority of others of the same age, or have a disability which prevents or hinders them from making use of facilities generally provided in mainstream schools. Special educational provision is provision that is additional to, or different from, that generally made for other children of the same age.

What needs can we meet?

The Code of Practice sets out four broad areas of need, which often overlap:

Communication and Interaction (C&I)

Cognition and Learning (C&L)

Social, Emotional and Mental Health (SEMH)

Sensory and/or Physical (S&P)

High-quality teaching is the first step in meeting the needs of all pupils, including those with SEND, and often reduces the need for further intervention. We also use a graduated approach, draw on specialist advice and ensure appropriate resources are available.

The number of pupils on the Inclusion Register changes frequently. In September 2026, the breakdown was as follows:

Need	Number of pupils	% of school
Pupils with an EHCP	11	4%
Pupils receiving Inclusion Support	50	17%

Primary area of need	Number of pupils	% of Inclusion Register
Cognition and Learning	24	39%
Communication and Interaction	18	30%

Sensory and/or Physical	1	1%
Social, Emotional and Mental Health	18	30%

How do we identify SEND?

Identification of SEND is built into how we monitor the progress and development of all pupils. We assess pupils on entry and throughout each year, in line with the CDAT Assessment Handbook, and use robust transition processes so that information builds as pupils move through school. Assessments used for all pupils include:

Assessment	Outcome
Reception Baseline Assessment / EYFS profile	Early development and learning
Phonics assessments, for example the school's phonics scheme	Phonics stage
Reading benchmarking	Reading age compared with chronological age
Termly teacher assessment	Attainment and progress

Further assessment and screening tools available include:

Assessment	Outcome
Boxall Profile	Baseline of social, emotional and mental health needs
WellComm	Speech and language development
Dyslexia screener	Indicator of dyslexia (not a formal diagnosis)
Dyslexia Portfolio	More detailed assessment (not a formal diagnosis)
Dyscalculia Screener	Indicator of dyscalculia (not a formal diagnosis)
Sandwell Early Numeracy Test	Indicator of numeracy development and suggested next steps.

Parents and carers, class teachers or other professionals may also raise concerns, for example about attendance, social interaction, medical needs, speech and language, learning or behaviour. We are alert to events such as bereavement which can lead to learning or wellbeing difficulties. Where a pupil's behaviour is having a detrimental impact on their own or others' education, we fully explore whether it may be driven by an unmet special educational need.

Teachers, supported by senior leaders, review the progress of all pupils in pupil progress meetings. We use CDAT's Provision for All documentation to secure a strong universal offer and to consider next steps. When identifying SEND, we remember that:

- a relationship with the child is key, and we build on their strengths;
- regular, age-appropriate communication with the child and their family enhances understanding;
- a formal diagnosis is not required for needs to be met;



- attainment below age-related expectations does not necessarily mean a child has SEND, and attainment at or above it does not rule SEND out;
- pupils with English as an additional language are not regarded as having SEND unless assessment shows a learning difficulty in addition to language needs;
- persistent disruptive or withdrawn behaviour does not necessarily mean a pupil has SEND;
- a pupil is identified as having SEND only where provision above and beyond the universal offer is required;
- an identification of SEND does not always mean a pupil needs additional adult or 1:1 support.

Where we decide that a pupil has SEND and requires provision beyond the universal offer, we will:

- formally inform parents and carers that the school will provide Inclusion Support;
- add the pupil to the Inclusion Register;
- create a Heart profile with the child and their family, led by the class teacher with SENDCo oversight, as a working document to record the graduated approach.

What is the graduated approach?

We follow a cycle of Assess, Plan, Do and Review, which builds an ever-increasing understanding of each pupil's needs and how to meet them. Wherever possible, the child and their family are involved at every stage.

Stage	What happens
Assess	The teacher observes, monitors and assesses the pupil, recording support using Provision for All, and establishes clear starting points. Advice from external agencies is considered where involved.
Plan	Using this assessment, the teacher, supported by the SENDCo, agrees a plan recorded in the pupil's Heart profile. This may include a specific intervention, and staff are deployed accordingly.
Do	The teacher implements the agreed strategies, monitoring and adapting them for impact. A review timeframe is agreed. External recommendations are followed as advised.
Review	The teacher reviews progress with the child and family, revisiting starting points. Outcomes inform the next cycle, and further specialist advice is sought where needed.

How do we monitor and record the graduated approach?

Every pupil on the Inclusion Register has an At the Heart profile, which identifies their areas of need and records provision above the universal offer. At the Heart profiles are reviewed termly, with the SENDCo co-ordinating review and quality assurance, supported by senior leaders. Parents and carers are formally invited to meet the class teacher and/or SENDCo three times a year to discuss their child's achievements, progress and next steps.

How do we work in partnership with parents and carers?

Parents and carers are key partners in their children's education, and children make the most progress when their key adults work together. We:

- maintain effective communication and discuss any potential need at the earliest point;
- listen to, and act on, what parents and carers tell us;
- agree outcomes together and involve families actively in the graduated approach;

- meet at least three times a year to review provision and progress;
- are honest, open and transparent about what we can deliver;
- ensure families know who to contact with any concern.

Children who are looked after

As corporate parents, we recognise that children who are looked after are over-represented among pupils with SEND. We do not make assumptions based on care status; we monitor progress termly; we follow Local Authority recording procedures; we work closely with social workers and the Virtual School; and we ensure these pupils are fully included in all activities, making additional arrangements where needed.

How do we listen to the child's voice?

Staff build strong, trusting relationships with pupils. In line with the Children and Families Act (2014), every child has the right to have their voice heard and to be involved in discussions about their learning and provision. At Upton Heath, pupils share their views through pupil voice discussions, conversations with a trusted adult, School Parliament, surveys, questionnaires and worry boxes. Pupils are encouraged to reflect on their own progress, interventions are explained to them, and a trusted adult is assigned where required.

5. Inclusive Practice

Curriculum, teaching and learning

Our Quest Curriculum is designed to foster curiosity and a love of learning in all pupils, whatever their backgrounds, strengths and needs. Most pupils' needs are met through high-quality teaching using evidence-informed, adaptive strategies. Teachers use Provision for All and At the Heart profiles to plan for individual pupils with SEND.

Teachers provide opportunities for pupils with SEND to experience success by:

- planning and targeting support from teaching assistants so that it complements, rather than replaces, high-quality teaching;
- adapting lessons while maintaining high expectations for all;
- making reasonable adjustments and using well-matched academic or behavioural interventions before seeking a diagnosis or specialist support;
- scaffolding new content and removing scaffolds over time;
- using a range of assessment methods and seeking advice from the SENDCo.
- Additional adult support is deployed thoughtfully to promote independence, avoid over-reliance and build confidence and self-esteem.

Interventions

Interventions are evidence-informed, planned according to need, baselined and tracked. They aim to reinforce key concepts and skills, address misconceptions, pre-teach or over-learn content, and build pupils' confidence. Current interventions at Upton Heath include:

Intervention	Area of focus
Toe by Toe	Overlearning of phonemes and graphemes
IDL	Overlearning of spelling patterns using a multi-sensory approach



Precision Teaching	Overlearning of spellings which can incorporate a multi-sensory approach.
Gross and Fine motor control	Development of fine/gross motor control through additional support for skills such as handwriting, balancing, skipping etc.
Touch Typing	Development of QWERTY to enable children to type their work quickly and accurately.
Sensory Circuits	Development of sensory seeking/avoiding needs through a personalised programme.
Speech and Language (provided by the SALT service)	Support child to improve communication, dependent on area of focus
Time to Talk	Development of communication skills
Power of 2	Overlearning of basic numerical skills
ELSA	Support to develop appropriate emotional responses to situations
Lego therapy	Development of communication and social skills

Accessibility and environmental adaptations

For pupils with sensory and/or physical needs, adaptations are made to ensure full access to the curriculum and environment. These may include level access and ramps, changes to classroom layout and seating, sensory spaces and equipment, and resources such as wobble cushions, writing slopes and pencil grips. Further detail is in our Accessibility Plan.

Behaviour and relationships

Pupils' social and emotional wellbeing is paramount, and we recognise that pupils with SEND may be more vulnerable. Some pupils may need a personalised approach to behaviour, with reasonable adjustments such as a daily check-in with a key adult or access to a safe space. Staff are aware of the Heart profiles of pupils whose SEND may affect their behaviour.

Before applying consequences, the school will always consider whether the required reasonable adjustments were made, in line with the Equality Act 2010. Any consequence must be justifiable in the context of the pupil's individual circumstances. Following an incident, the Heart profile and/or behaviour plan are reviewed to learn lessons and prevent recurrence. Please see the CDAT Behaviour and Relationships Policy.

Enrichment activities

Our Christian ethos supports the full inclusion of pupils with SEND in all activities, including clubs, educational visits, residentials and play times, through our OPAL (Outdoor Play and Learning) approach. Staff plan early to overcome barriers and make reasonable adjustments. Where needed, additional safety measures, arrangements for medication or an additional supervisor are put in place. Where staff have concerns about safety, they seek advice from the SENDCo and senior leaders, who liaise with families and relevant professionals.

6. Funding and Education, Health and Care Plans

Funding for most pupils with SEND is delegated to the school's budget, and the school provides support from its notional SEND budget. Where a pupil's needs cannot be met from this budget or through Inclusion Support, we will seek support from the Local Authority and may apply for 'Top-Up' funding. If it is believed that a pupil's needs meet the criteria - an Education, Health and Care Needs Assessment (EHCNA) will be requested. Parents, carers and the pupil will always be consulted first.

Under the Code of Practice, an EHCP is required where a pupil has significantly greater difficulty in learning than most others of the same age, and where the resources needed cannot reasonably be provided from those normally available to mainstream schools. EHCPs are reviewed annually with the child, family and relevant professionals. An emergency review may be requested by the school or family, for example where needs or provision change significantly.

Key information about EHCPs:

- an EHC needs assessment can be requested by parents and carers, schools and health professionals;
- not all EHCPs include additional funding, and the Local Authority decides the level of any funding;
- an EHCP, or a diagnosis, does not necessarily mean a child needs additional adult support;
- the school is responsible for deploying staff and resources to deliver the provision in Section F of the EHCP;
- low attainment does not automatically indicate the need for an assessment, as progress may still be appropriate for the child;
- if the school cannot deliver the provision in an EHCP, or believes the funding is inadequate, it will inform the Local Authority formally and request a review.

Where a pupil receives EHCP funding, we use best endeavours to ensure it is used effectively to achieve the outcomes in the plan. In line with best practice, funding supports a range of provision, not only additional adult support.

7. Working with External Agencies

We seek expert advice from education and health professionals to maximise the impact of our provision while minimising duplication and disruption for pupils and families. We listen to families about the services they use, invite all involved practitioners to relevant meetings and reviews, use child-centred approaches, and engage with the Local Authority and external agencies in a timely, professional manner.

Services we work with include [Cheshire West and Chester Educational Psychology Service, Speech and Language Therapy, Occupational Therapy, specialist teaching and outreach services, the School Nursing Service, CAMHS, Hearing Advisory Service, Visual Advisory Service, the Mental Health Support Team, and Early Help]. Referrals are always discussed with families first.

8. Continuing Professional Development and Training

All staff receive training through Trust-wide training and resources, whole-school INSET and external courses, including national SEND and inclusion training from September 2026. While we do not expect every teacher to be an expert in every area of SEND, we provide targeted training where there is a prevalence of a particular need, and training for specific staff on an individual pupil's needs where required.

Training may be delivered by colleagues, the SENDCo or senior leaders; the CDAT Inclusion Lead; CDAT School Improvement Advisers; Local Authority advisory teachers; educational



psychologists; speech and language therapists; and specialist providers. Recent training has included:

- NPQSEND (still in progress)
- CWAC 'Knowing Me' tool
- Lego therapy
- ELSA
- DIDIM
- Balance Bike
- Autism- differing presentations
- Deaf and Hearing support
- Diabetes Type 1
- Mediation and Tribunal

9. Access Arrangements

The SENDCo oversees access arrangements for statutory assessments in line with the guidance issued annually by the Standards and Testing Agency. Some pupils with specific needs may require arrangements to take part in the KS2 tests, and the Principal and SENDCo ensure that applications are made within the required timeframes. We have high expectations for all pupils and keep their wellbeing at the heart of these decisions, working closely with families. Where appropriate and in line with guidance, we expect all pupils to take part. Where an arrangement is likely to disturb others, pupils may complete tests separately.

10. Ensuring Effective Transition

Robust transition ensures that the right support is in place when pupils move to, within and from Upton Heath. For pupils with SEND, our transition processes include:

- tours of school for pupils and families, and opportunities to meet staff and peers;
- visits to spend time in the new classroom where appropriate;
- sharing of pupil information across the school, co-ordinated by the SENDCo;
- attendance by the SENDCo and/or class teacher at meetings with previous settings;
- buddies for new pupils where requested;
- liaison with previous and future settings and the secure transfer of records;
- work between the SENDCo and Year 6 teacher to support transition to secondary school;
- personalised transition booklets and social stories where required.

We have high aspirations for all pupils and help them develop the transferable skills needed for the next phase of education and, in time, adult life as active members of their community.

11. Safeguarding

This section should be read alongside our Child Protection and Safeguarding Policy. All CDAT schools follow clear procedures to safeguard and promote the welfare of pupils, and all staff, governors and volunteers are checked by the Disclosure and Barring Service. We recognise that pupils with SEND can face additional safeguarding challenges, and staff receive regular training so that they have the knowledge and skills to keep all children safe. Our Designated Safeguarding Leads support staff and liaise closely with other services, including Children's Social Care.

12. Accountability

All senior and middle leaders are accountable for the progress of vulnerable groups, including pupils with SEND. The SEND Link Governor reports to the LGC on the progress of these pupils and works with the SENDCo and Head Teacher to ensure that:

- the Inclusion Register is regularly updated and shared appropriately with staff;
- teachers receive appropriate guidance, support and training;
- the quality of SEND provision is reviewed as part of school self-evaluation;
- SEND funding is used appropriately and efficiently, with its impact judged by pupil outcomes;
- there is regular consultation with the Local Authority and external agencies;
- the school abides by the Fair Access Protocol for admissions;
- this SEND Policy and Information Report is available on the school website.

13. Questions and Complaints Procedures

We welcome questions from current and prospective parents and carers, and will answer them as quickly as possible. Please contact the school office, who will direct your query appropriately.

We know that all families want the best for their children, and we will always seek to resolve concerns quickly. If you have a concern about your child's provision, please follow these steps:

Step	Action
Step One	Discuss with the class teacher
Step Two	Discuss with the SENDCo
Step Three	Discuss with the Head Teacher
Step Four	Contact the CDAT Inclusion Lead
Step Five	Refer to the CDAT Complaints Policy

Families may also access free, impartial advice from Cheshire West and Chester SENDIASS: 0300 123 7001. If concerns remain unresolved, families may escalate to the Local Authority and, ultimately, to the First-tier Tribunal (Special Educational Needs and Disability).

14. National SEND Reform

In February 2026, the government published the Schools White Paper, Every Child Achieving and Thriving, setting out proposals to reform the SEND system. These proposals require new legislation and are not expected to take effect before 2029. Until then, the current law, including the SEND Code of Practice (2015) and all existing rights and EHCP arrangements, remains fully in place. We will keep families informed as any changes are confirmed.

15. Linked Documents

This policy should be read in conjunction with:

CDAT Inclusion Statement

CDAT Assessment Handbook

CDAT Children with Health Needs Who Are Unable to Attend School Policy

CDAT Supporting Pupils with Medical Conditions in School Policy



CDAT Children Who Are Looked After Policy

CDAT Behaviour and Relationships Policy

CDAT Complaints Policy

Upton Heath Child Protection and Safeguarding Policy

Upton Heath Accessibility Plan