



SPECIAL EDUCATIONAL NEEDS & DISABILITIES (SEND) POLICY

Date approved by Governors: June 2026

Review period: Annual

1. Aims

At Uplands Manor Primary School, we are committed to ensuring that all pupils, including those with Special Educational Needs and Disabilities (SEND), achieve the best possible outcomes and are fully included in all aspects of school life.

This policy aims to:

- Ensure **high-quality, ambitious provision** for all pupils with SEND
- Clearly set out **roles, responsibilities and accountabilities**
- Promote a **graduated, evidence-informed approach** to identification and support
- Ensure **early identification and timely intervention**
- Strengthen **partnership working with parents, pupils and external agencies**
- Remove barriers to learning and ensure **equity of access and participation**

Uplands Manor is a fully inclusive school. We are committed to meeting the **academic, social, emotional and developmental needs** of all pupils, enabling them to thrive and reach their full potential.

2. Legislation and Guidance

This policy complies with the statutory requirements set out in:

- **Children and Families Act 2014** (Part 3)
- **SEND Code of Practice: 0–25 (January 2015)**
- **SEND Regulations 2014**
- **Equality Act 2010**

It is also aligned with:

- **Ofsted Education Inspection Framework (EIF)** – particularly expectations around inclusion, curriculum access, and outcomes
- **Keeping Children Safe in Education (KCSIE)**
- **Working Together to Safeguard Children**

3. Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them, defined as:

- Significantly greater difficulty in learning than peers, or
- A disability which prevents or hinders access to facilities generally provided

SEND is categorised under four broad areas:

- **Communication and Interaction**
- **Cognition and Learning**
- **Social, Emotional and Mental Health (SEMH)**
- **Sensory and/or Physical Needs**

4. Roles and Responsibilities

4.1 SENDCo

The SENDCo (Assistant Headteacher – Inclusion and Pastoral Lead, supported by the SENDCo) will:

- Lead the **strategic development of SEND provision**
- Oversee the **implementation of this policy**
- Ensure a **robust graduated approach (assess, plan, do, review)**

- Monitor and evaluate the **impact of provision on outcomes**
- Provide **professional guidance and training to staff**
- Liaise with **parents, external agencies and the local authority**
- Ensure **accurate and up-to-date SEND records**

4.2 Headteacher

The Headteacher holds overall responsibility for:

- The **quality of SEND provision**
- Ensuring **inclusive practice is embedded across the school**
- Allocating **resources effectively to meet need**

4.3 Governing Body

The governing body will:

- Monitor the **effectiveness and quality of SEND provision**
- Ensure statutory duties are met
- Hold leaders to account for **outcomes of pupils with SEND**

4.4 Class Teachers

All teachers are teachers of SEND. They are responsible for:

- The **progress and attainment of all pupils in their class**
- **High-quality adaptive teaching** as the first response to need
- Implementing and reviewing **targeted provision and interventions**
- Working collaboratively with the SENDCo and support staff
- Maintaining **regular communication with parents**

5. Identification and Assessment

Pupils are identified through:

- Ongoing **formative and summative assessments**
- Monitoring of **progress, attainment and wider development**
- Information from **previous settings and external professionals**
- **Parental and pupil voice**

A pupil may be identified as having SEND where progress:

- Is significantly slower than peers
- Fails to close the attainment gap
- Shows persistent barriers to learning beyond high-quality teaching

Slow progress alone does not automatically indicate SEND.

6. Graduated Approach

Support follows the **assess–plan–do–review cycle**, ensuring provision is:

- **Targeted**
- **Evidence-informed**
- **Regularly reviewed for impact**

Assess

A clear analysis of need is undertaken using:

- Teacher assessment
- Parent and pupil views
- Progress data
- External advice (where appropriate)

Plan

Provision is planned to include:

- **Adaptive teaching strategies**
- **Targeted interventions where necessary**
- Clear, measurable outcomes

Do

Class teachers remain accountable for:

- Delivering high-quality teaching
- Implementing agreed strategies
- Managing support staff effectively

Review

Impact is evaluated through:

- Progress data
- Review meetings with parents and pupils
- Adjustments to provision where required

7. Quality of Teaching and Provision

High-quality teaching is the **first and most important step** in meeting SEND needs.

We ensure:

- A **broad, ambitious and inclusive curriculum**
- Effective **adaptation (not dilution)** of learning
- Use of **evidence-based strategies**
- Access to **in-class support wherever possible**

Targeted interventions are used **in addition to**, not instead of, high-quality teaching.

8. Adaptations and Inclusion

We make **reasonable adjustments** to remove barriers, including:

- Adapted curriculum delivery
- Flexible grouping and scaffolding
- Use of visual supports and assistive technology
- Specialist environments and resources

All pupils are fully included in:

- Trips and residential visits
- Enrichment activities
- Wider school life

9. Monitoring and Impact

Provision is evaluated through:

- Pupil progress data and attainment outcomes
- Intervention impact analysis
- Learning walks, book scrutiny and observation
- Pupil and parent voice
- Behaviour and attendance data

Impact focus:

Provision is regularly reviewed to ensure it leads to **improved outcomes, independence and inclusion**.

10. Partnership with Parents and Pupils

We work in partnership to ensure:

- Parents are **fully informed and involved**
- Pupils are **actively included in decision-making**
- Communication is **clear, consistent and timely**

Parents are notified when their child is placed on the SEND register.

11. External Agencies

Where needed, we work with:

- Educational Psychology
- Speech and Language Therapy

- CAMHS
- Inclusion Support Services
- Health professionals

This ensures specialist advice informs provision and outcomes.

12. Transition

We provide structured support for transitions:

- Between year groups
- Between schools
- Into secondary education

This includes:

- Information sharing
- Additional visits and familiarisation
- Collaboration with receiving settings

13. Complaints

Concerns should initially be raised with the class teacher or SENDCo.

If unresolved, they will be addressed through the school's complaints procedure.

Parents retain the right to appeal to the SEND Tribunal regarding:

- Provision
- Disability discrimination
- Reasonable adjustments

14. Local Offer

Information about local SEND services can be found here:

Sandwell Local Offer: <http://www.sandwell.gov.uk/send>

15. Monitoring and Review

This policy is reviewed annually by the governing body and updated in response to:

- Legislative changes
- School evaluation
- Ofsted expectations

16. Links to Other Policies

This policy should be read alongside:

- Behaviour Policy
- Accessibility Plan
- Safeguarding Policy
- Equality Information and Objectives
- Medical Needs Policy