



Upwood Primary
Academy

Policy:	SEND Information Report
Owner:	Cornelia Leach
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UPWOOD PRIMARY ACADEMY SPECIAL EDUCATIONAL NEEDS (SEN) INFORMATION REPORT

All Thomas Deacon Education Trust (TDET) academies are committed to ensuring high-quality outcomes and enriching experiences for children and young people with SEN and disabilities.

At Upwood Primary Academy we are here to help parents and carers understand how they can support their child if they have a special educational need and /or a disability. Staff are passionate about ensuring that the learning environment is inclusive and meets the needs of all our pupils.

Careful consideration is given to the curriculum to maintain high aspirations and expectations for all learners whilst ensuring that the right support and scaffolding is in place so that success is achieved by all.

Staff at Upwood Primary Academy focus on preparing pupils for new learning and do so through a range of strategies including formative assessment, pre-teaching and using our knowledge of each child when planning interventions to give opportunities for overlearning. Targeted interventions are chosen carefully to maximise impact on pupil progress.

Positive partnerships with external agencies are used effectively to ensure that a graduated approach is followed consistently for all pupils and advice given from professionals is acted upon.

The academy aims for an inclusive learning environment, with a strong, experienced leadership team who provide staff with regular Continuous Development (CD) opportunities so that they can ensure that the curriculum on offer is appropriate and responsive to the needs of all learners.

Staff are approachable and care for the children and the community that we serve. Families are at the heart of SEND provision and the voice of each parent is highly valued and sought regularly throughout the year as we value them as partners in their child's learning.

KEY ACADEMY STAFF

The first point of contact for any concern should be your child's class teacher.

All staff listed below can be contacted via the school office:

NAME	ROLE
Miss Cornelia Leach	SENDCO
Mr Ben Wilson	Principal
Miss Lindsey Clarke	Deputy/Vice Principal
Mrs Suzanne Sykes	Family Liaison Officer
Mr Ben Wilson	Safeguarding Lead
Miss Charlotte Ims	TDET SEND Lead

WHAT KINDS OF SEN/D ARE PROVIDED FOR?

TYPE OF NEED	EXAMPLES
Communication and Interaction	Speech, language, and communication difficulties Autism Low levels of receptive language Difficulty in understanding and processing language Individual communication systems, for example PECs
Cognition and Learning	A specific learning difficulty, for example dyslexia or dyspraxia Mild but persistent difficulties in aspects of literacy, numeracy, or motor coordination Moderate learning difficulties Low levels of working memory Difficulty processing information, making decisions and problem solving
Social, Emotional, Mental Health (SEMH)	ADHD Low levels of self-esteem which may lead to behaviour that challenges Anxiety and depression CAMHS Trauma Difficulty processing information, making decisions and problem solving
Sensory and / or physical needs	Visual or hearing impairments Physical disabilities Epilepsy

HOW ARE SEN/D NEEDS IDENTIFIED AND ASSESSED?

Assessments are carried out annually. The information from these assessments are considered alongside evidence from previous settings, key stages, and years. Class teachers regularly assess pupils in a wide variety of ways, and are best placed to identify those whose progress:

- Is significantly lower than that of their peers starting from a similar baseline.

- Fails to match or better the individual's previous rates of progress.
- Fails to close the attainment gap with peers despite intervention.
- Widens the attainment gap.

This may include progress in areas other than attainment, for example, social needs.

Slower progress and low attainment will not automatically mean a pupil is recorded as having SEN. When deciding whether special educational provision is required, the academy will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents / carers. Academy staff will use this to determine the support that is needed and whether it can be provided by adapting our core offer, or whether something different or additional is needed.

At Upwood Primary Academy, pupils can be identified as having Special Educational Needs and/or a Disability in a wide range of ways, including:

- Liaison with the previous setting
- Transition arrangements
- Children performing below age related expectations
- Concerns raised by parents/carers
- Concerns raised by staff
- Liaison with external agencies
- Referrals from The Health Visitor / School Nurse
- Health diagnosis through a paediatrician
- Their academic performance
- Clinical Psychologist diagnosis
- Educational Psychologist diagnostic assessment
- Speech and Language assessment
- In school assessment (Boxall, SDQ, PhAB, Sandwell)
- Accessing Peterborough and Cambridgeshire Hubs for support and guidance
- Through the Assess, Plan, Do, Review cycle
- Pastoral concerns
- Academic Data Analysis

HOW ARE PUPILS AND PARENTS / CARERS CONSULTED AND INVOLVED?

Parent / carer partnership is encouraged through regular consultations, annual reports, SEN/D reviews and informal discussions.

The pupils and parents / carers are at the heart of decision making, ensuring high quality individual education at the academy is carefully planned around the specific needs of the pupil. As far as possible, the academy will accommodate parental availability when planning meetings.

Phone and email contact are maintained, which ensures that difficulties and anxieties can be resolved swiftly. As soon as there is a concern about a child's needs, an early discussion with the pupil and their parents / carers will be held to identify whether they need special educational provision.

These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- Parent / carer concerns are considered
- Everyone understands the agreed outcomes sought for the pupil
- Everyone is clear on the next steps required

Notes of these early discussions will be added to the pupil's record and given to their parents / carers. The academy will formally notify parents when it is decided that a pupil will receive SEN support.

Parents / carers will always be consulted to obtain permission for referrals to outside agencies for example; speech and language therapy, educational psychology. They will be invited to attend any professionals or review meeting where appropriate that will help support their child.

HOW THE ACADEMY ASSESSES AND REVIEWS PROGRESS TOWARDS OUTCOMES

The academy uses a wide range of monitoring systems to assess the impact of all strategies. These include:

- Provision Maps, reviewed termly
- A tracking system to monitor children's progress against national/age expected levels and targets
- Regular NFER assessments
- Regular reading assessments
- Termly learning plan reviews for children who required specialist intervention and children on EHC plans
- Pupil Passport
- End of term report
- Phonics assessments
- Evidence from Assess, Plan, Do, Review cycles
- Attendance, behaviour and suspension data
- Liaison with providers of alternative provision

Children may move off the SEND register when they have made sufficient progress.

SUPPORT FOR TRANSITION

The academy liaises closely with staff when receiving and transferring children between different settings, ensuring all the relevant paperwork is passed on and all needs are discussed and understood. A transition programme runs as appropriate for the pupil, which allows them to experience the new setting's environment and meet new staff.

For children with SEND, it may be appropriate to encourage and facilitate further visits to the setting to assist with transition process.

Transition between year groups is carefully planned for to ensure a smooth process for the children. Class teachers meet on a number of occasions to hand over relevant information about the children in their class and in turn receive information from teachers for the class coming up. Additional SEN information is also transferred via the SENDCO and relevant reports and advice are shared. Pupils visit their new classrooms and teachers during the end of summer term, helping them to familiarise with the new space.

When a child moves from primary to secondary school, any open assessments to external professionals, or on-going Assess, Plan, Do, Review cycles

As with all children, relevant safeguarding files will be passed to the child's new school at the point of transition.

HOW PUPILS / STUDENTS WITH SEN/D ARE TAUGHT

In line with SEN Code of Practice Jan 2015, Upwood Primary Academy believes that "all teachers are teachers of pupils with special educational needs". As such, the academy adopts "a graduated approach" that places high quality teaching at the heart of all lessons.

Staff receive a range of specialist training to empower them in delivering high quality lessons which meet the needs of pupils with special needs. The SENDCO holds an advisory role across all staff in promoting good to outstanding teaching strategies which meet the individual needs of pupils.

High quality teaching and inclusive classroom practice is a high priority at the academy. Teachers are supported by the senior leadership team and members of the SEND team to ensure the learning environment is accessible to pupils with special

educational needs. If a pupil is struggling in a particular area of the curriculum, the teacher and pupil are supported to explore ways the environment, resources and delivery can be adapted to enable progress.

ADAPTION OF CURRICULUM AND LEARNING ENVIRONMENT: INCLUSION FOR SEN/D

Teachers plan learning at an appropriate level so that all learners can access the curriculum according to their specific needs. This might mean that in a lesson there would be different approaches to the learning set, however all learners would have the same high expectation.

In addition, staff work hard to:

- Adapt the curriculum to ensure all pupils can access it, for example, by grouping, 1:1 work and teaching style
- Adapting resources, for example large print for children with visual impairment, a microphone and hearing loop for those with a hearing need
- Deploying staffing effectively to intervene where a child needs additional support, or as determined by the provisions in their EHCP
- Adapting resources to include key words to support students, visuals to aid presentation and symbols to support reading
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font and writing slopes
- Adapting teaching strategies, for example, giving longer processing times, pre-teaching of key vocabulary, and reading instructions aloud

The academy has an Accessibility Policy and Plan which is reviewed regularly as the needs of the academy community change.

INTERVENTION OFFER

- Speech and Language intervention
- Boxall profiling
- Referral for Early Help Assessment
- Mental Health First Aid
- ELSA support
- SALT programmes
- Sensory Circuits
- Intimate care
- Maths, phonics and reading interventions
- Spelling interventions
- Medical support

- Issuing medication, for example for diabetes
- Social skills
- Social stories
- Colourful Semantics
- Little Wandle Phonics
- Targeted lunchtime support for children who need support with less structured times

STAFF EXPERTISE/ TRAINING

Staff are well trained and there is a variety of expertise available at the academy. The following interventions can be delivered, as required by a child's EHCP, an Assess, Plan, Do, Review cycle, and following discussion with parents / carers:

- National Professional Qualification for SEN Co-ordination.
- Autism in Girls
- ELSA trained staff
- ELKLAN trained staff
- Speech and Language trained staff

EVALUATING THE EFFECTIVENESS OF THE PROVISION

The academy evaluates the effectiveness of provision for pupils with SEND by:

- Reviewing pupil progress towards their targets a minimum of three times a year
- Pupil surveys
- Parent / carer surveys
- Monitoring by the SENDCO
- Assess, Plan, Do, Review cycle outcomes
- Provision mapping
- Progress reports and parent / carer evenings
- Reviews / meetings with the TDET SEND Lead
- Internal and external audits

SUPPORT FOR EMOTIONAL AND SOCIAL DEVELOPMENT

At Upwood Primary Academy we aim to support pupils with understanding and displaying pro-social behaviour. Relationships between adults and children are crucial in creating a secure learning environment where children feel safe and supported. The following strategies support this aspect of the academy's work:

- Positive tone / body language
- A therapeutic approach is always adopted whereby the pro-social feelings of everyone within the dynamic is prioritised.

School core values:

- Pastoral support.
- ELSA trained staff
- Behaviour reflections
- Referral to the Local Authority's behaviour panel
- Referral to TDET TIS Panel
- Careful but appropriate use of alternative provision
- Reward system
- Care plans for pupils who need intimate care or medical support
- Personal / pastoral support plans
- Playground buddies
- Class worry boxes
- School trips
- Consideration of home language and cultural heritage
- Meet and Greet

OUTSIDE AGENCY INVOLVEMENT

Upwood Primary Academy can access a range of additional services from outside agencies. These may be considered when the usual adaptations are not leading to progress or where a child may need an application for an EHCP. These services can include:

- Those provided by the Local Authority:
 - Autism Outreach Team
 - Pupil Referral Service
 - Early Help Team
 - Children's Social Care
 - Behaviour panel
- Those provided by Cambridgeshire and Peterborough Health Trust:
 - Community Paediatricians
 - ADHD Team
 - Neurodevelopment Service
 - Physiotherapy Service
 - Paediatric Occupational Therapy Team
 - Speech and Language
 - School Nurse
 - CAMHS (child and adult mental health)
- Specialist teachers, for example Teacher of the Deaf or Teacher of the Blind.
- Local Hub Centres of Expertise.
- The support of the Area SENCo
- Alternative provision

ARRANGEMENTS FOR HANDLING CONCERNS

The first point of contact would be your child's class / form teacher to share your concerns. Parents can also arrange to meet our SENDCO or Principal. In the case of an unresolved concern, the issue should be taken through the general complaints procedure as outlined on our website and the TDET Complaints Policy. [Thomas Deacon Education Trust - Policies and Procedures](#)