

Upton-by-Chester High School - SEND Offer
(Updated September 2025)

Special Educational Needs Code of Practice 6.74

*'The governing body of maintained schools and maintained nursery schools and the proprietors of academy schools have a legal duty to publish information on their websites about the implementation of the governing body's or the proprietor's policy for pupils with SEN. The information **must** be updated annually and any changes to the information occurring during the year must be updated as soon as possible. The information required is set out in the Special Educational Needs (Information) Regulations and reflects the information required for the local offer.'*

Cheshire West and Chester maintained schools have a similar approach to meeting the needs of learners with Special Educational Needs and are supported by the Local Authority (LA) to ensure that all learners, regardless of their specific needs, make the best possible progress in school. All schools are supported to be as inclusive as possible, with the needs of learners with a Special Educational Need/s being met in a mainstream setting wherever possible, where families want this to happen.

Details of the Cheshire West and Chester local offer can be found at:

<http://www.westcheshirelocaloffer.co.uk/kb5/cheshirewestandchester/directory/localoffer.page>

Admissions

Learners with SEND are allocated places at high school in two separate and distinct ways:

- Those learners with Statements of SEN or Education Health Care Plans (replacing Statements of SEN from September 2014) have a separate admissions procedure overseen by Cheshire West and Chester's SEN Assessment and Monitoring Team
- Those learners who have SEND but do not have a Statement or EHCP are admitted via the normal schools admissions criteria

Who are the best people to talk to in this school about my child's difficulties with learning/Special Educational Needs (SEN)?

People who support learners with Special Educational Needs/Difficulties with learning in Upton-by-Chester High School

Staff	Summary of Responsibilities
<p>The SENCO Miss Jodie Fisher (KS3) Mr M Jones (KS4/5)</p> <p>The Assistant SENCO Mrs J. Jackson</p>	<p>They are responsible for: Coordinating all the support for the learners with special educational needs (SEN) and developing the school's SEND Policy to make sure all learners get a consistent, high quality response to meeting their needs in school. Ensuring that you are:</p> <ul style="list-style-type: none"> ● Involved in supporting your child's learning ● Kept informed about the support your child is getting ● Involved in reviewing how they are doing ● Part of planning ahead for them <p>Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology, Occupational Therapy etc.</p>
<p>Head of Years</p> <p>Curriculum Leaders</p> <p>Form Tutor</p> <p>Subject Teacher</p>	<p>They are responsible for:</p> <ul style="list-style-type: none"> ● Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support) and letting the SENCO know as necessary. ● Ensuring that all staff working with your child in school are supported to deliver the planned work/programme for your child, so they can achieve the best possible progress. This may include the use of additional adults, outside specialist help and specially planned work and resources. ● Ensuring that the school's SEND and Learning and Teaching Policy is followed in their classroom, and for all learners they teach with any SEND.
<p>Head teacher Mr. L. Cummins</p>	<p>He is responsible for: The day-to-day management of all aspects of the school, this includes the support for children with SEN. The day to day oversight of the department is delegated to Mrs Karen McCarthy, Deputy Headteacher: Culture & Ethos, as line manager of the area He will give responsibility to the SENCO and class/subject teachers but is still responsible for ensuring that your child's needs are met. He must make sure that the Governing Body is kept up to date about any issues in the school relating to SEND.</p>
<p>SEN Governor Mr P Ivison</p>	<p>He is responsible for: Making sure that the necessary support is made available for any learner who attends the school who has SEND.</p>

How could my child get help in school?

Learners in school will get support that is specific to their individual needs. This may be provided by the class teacher or may involve:

- Other staff in the school
- Staff who will visit the school from the Local Authority (LA) central services such as the Autism Team or Sensory Service (for learners with a hearing or visual need)
- Staff who visit from outside agencies such as Speech and Language Therapy (SALT), Occupational Therapy (OT)

What are the different types of support available for learners with SEN in this school?	What would this mean for your child?	Who can get this kind of support?
<p>Class teachers provide excellent targeted teaching also known as High Quality Teaching (HQT)</p> <ul style="list-style-type: none"> ● Highly focused lessons designed with sharp objectives ● High demands of learner involvement and engagement with their learning ● High levels of interaction for all learners ● Appropriate use of teacher questioning, modelling and explaining ● An emphasis on learning through dialogue, with regular opportunities for learners to talk both individually and in groups ● An expectation that learners will accept responsibility for their own learning and work independently ● Regular use of encouragement and praise to engage and motivate learners. 	<ul style="list-style-type: none"> ● Ensuring that the teacher has the highest possible expectations for your child and all learners in their class ● Ensuring that all teaching is based on building on what your child already knows, can do and can understand. ● Putting in place different ways of teaching so that your child is fully involved in learning in class. This may involve things like using more kinaesthetic learning and personalised teaching and learning approaches. ● All teachers are trained to deliver lessons in line with the school's Maximising Success model 	<p>All learners in school should be getting this as part of outstanding classroom practice when needed.</p> <p>Putting in place specific strategies (which may be suggested by the SENCO or outside staff) to support your child to learn.</p>
<p>Specific group work with a smaller group of learners. This group may be</p> <ul style="list-style-type: none"> ● Taught in the classroom or outside ● Taught by a teacher/assistant who has been trained to work with these groups 	<p>Your child's teacher will have carefully checked on your child's progress and will have decided that your child has gaps in their understanding/learning and needs some extra support to help them make the best possible progress.</p> <p>A teaching assistant/teacher or outside professional may deliver small group sessions using the teacher's plans either in a</p>	<p>Any learner who has gaps in their understanding of a subject/area of learning.</p> <p>Learners may be recorded as being at SEN Support stage of the SEN Code of Practice.</p> <p>This means that the learner has been identified by the class teacher as needing some extra support in school.</p>

	small withdrawal group or within the classroom setting	
<p>Specialist groups taught by or in partnership with outside agencies e.g. Speech and Language Therapy or Occupational Therapy groups</p> <p>And /or Individual Support</p> <p>Specified Individual Support This is usually provided via an Educational Health Care Plan This means your child will have been identified by the class teacher/SENCO as needing a particularly high level of individual or small group teaching that cannot be provided from the budget available to the school.</p> <p>Usually your child will also need specialist support in school from a professional outside the school. This may be from:</p> <ul style="list-style-type: none"> ● The Autism Team ● Sensory Service ● Speech and Language ● Or other specialist 	<p>You will be asked to attend a meeting to discuss your child’s progress and help plan possible ways forward.</p> <p>You may be asked to give permission for the school to refer your child to a specialist professional e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and yourself understand your child’s particular needs better and be able to support them better in school and at home.</p> <p>The specialist professional will work with your child to understand their needs and make recommendations, which may include:</p> <ul style="list-style-type: none"> ● Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support them better 	<p>Learners with specific barriers to learning that cannot be overcome through High Quality Teaching and Intervention Groups.</p> <p>The types of SEN as determined by the SEN Code of Practice are:</p> <ul style="list-style-type: none"> ● Cognition and Learning ● Communication and Interaction ● Physical and/or Sensory ● Social, Mental and Emotional Health <p>Your child will have been identified by the class teacher/SENCO (or you will have raised your concerns) as needing more specialist input instead of or in addition to outstanding classroom teaching and intervention groups.</p> <p>After the Local Authority has considered all the reports, they will decide if your child’s needs are severe, complex and lifelong and that they need more support in school to make good progress. If this is the case they will write an Education Health Care Plan.</p>
<p>Education Health Care Plan</p>	<p>The school (or you) can request that the Local Authority carry out a statutory assessment of your child’s needs. This is a legal process and you can find more detail about this in the Cheshire West and Chester Local Offer.</p> <p>After the school have sent in the request to the Local Authority (with a lot more information about your child, including some from you), they will decide whether they think your child’s needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case they will ask you and all professionals involved with your child to write a report</p>	

outlining your child's needs. If they do not think your child needs a statutory assessment, they will ask the school to continue with the support at SEN Support.

<p>How can I let the school know I am concerned about my child's progress in school?</p>	<ul style="list-style-type: none"> ● If you have concerns about your child's progress you should speak to your child's subject teacher, form tutor, or Head of Year initially. ● The concerns may need referring to the SENCO if your child is still not making progress after interventions by the subject teacher ● If you continue to feel that your child is still not making progress you should speak to the Headteacher.
<p>How will the school let me know if they have any concerns about my child's learning in school?</p>	<ul style="list-style-type: none"> ● When a teacher or parent has raised concerns about your child's progress, and targeted teaching has not met the child's needs, the teacher must raise this with the SENCO ● School has regular SEND Review meetings (SENCO/Head of Year) at which learners who give concern are discussed and appropriate actions agreed and reviewed. ● There are also regular reviews by the Head of Year and Heads of Subjects to ensure all learners are making good progress. This is another way your child may be identified as not making as much progress as they could be. ● If your child is then identified as not making progress the school will set up a meeting to discuss this with you in more detail. <ul style="list-style-type: none"> ○ To listen to any concerns you may have too ○ To plan any additional support your child may receive ○ To discuss with you any referrals to outside professionals to support your child's learning.
<p>How is the extra support allocated to children and how do they move between the different levels of support?</p>	<ul style="list-style-type: none"> ● The school budget, received from the LA, includes money for supporting learners with SEN. ● The Head teacher decides on the budget for Special Educational Needs in consultation with the school governors, on the basis of needs in the school. ● The Head teacher and the SENCO discuss all the information they have about SEN in the school, including <ul style="list-style-type: none"> ○ The learners receiving extra support already ○ The learners needing extra support ○ The learners who have been identified as not making as much progress as would be expected, and decide what resources/training and support is needed. ● All resources/training and support are reviewed regularly and changes made as needed.
<p>Who are the other people providing services to children with SEN in Upton-by-Chester High School?</p>	<p>Directly funded by the school</p> <ul style="list-style-type: none"> ● Teaching Assistants ● Higher Level Teaching Assistant ● Catch-Up Literacy Teaching Assistant <p>Paid for centrally by the Local Authority but delivered in school</p>

<p>Parent Partnership is an independent service that offers support/advice to parents of children with SEN.</p> <p>The SENCO's role is to support the teachers and professionals in planning for learners with SEN</p>	<ul style="list-style-type: none"> ● Educational Psychology Service ● Sensory Service for learners with visual or hearing needs ● The Autism Team ● Speech and Language Therapy <p>Provided and paid for by the Health Service but delivered in school</p> <ul style="list-style-type: none"> ● School Nurse ● Occupational Therapy
<p>How are the teachers in school supported to work with children with an SEN and what training do they have?</p>	<ul style="list-style-type: none"> ● The school provides regular CPD training for all staff to improve the teaching and learning of learners including those with SEND. This includes whole school information and training on SEND issues such as ASC, dyslexia, dyspraxia etc. ● Individual teachers and support staff attend training courses delivered by outside agencies that are relevant to the needs of specific learners in their classes e.g. from the Autism Team or Sensory Service.
<p>How will the teaching be adapted for my child with learning needs (SEN)?</p>	<ul style="list-style-type: none"> ● Teachers plan lessons according to the specific needs of all groups of learners in their class, and will ensure that your child's needs are met. ● Support staff will support with your child's learning in the classroom. ● Specific resources and strategies will be used to support your child individually and/or in groups. ● Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs.
<p>How will we measure the progress of your child in school?</p>	<ul style="list-style-type: none"> ● The subject teachers, form tutor and Head of Year continually monitor your child's progress. ● Progress is reviewed regularly and a KS3 grade, GCSE grade or A' Level grade is given in each subject. ● Parents/Carers will receive reports in line with the schools assessment, recording and reporting policy. ● The progress of learners with a Statement of SEN/EHCP is formally reviewed at an Annual Review with all adults involved with the child's education. ● The SENCO will also check that your child is making good progress within any individual work and in any group that they take part in.
<p>What support do we have for you as a parent of a child with an SEN?</p>	<ul style="list-style-type: none"> ● We would like you to talk to your child's teachers, form tutor and Head of Year regularly so we know what they are doing at home and we can tell you about what we are doing in school. We hope this will make sure that we are doing similar things to support your child both at home and school and can share what is working in both places. ● The SENCO is available to meet with you to discuss your child's progress or any concerns you may have. ● All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report. The SENCO will also arrange to meet with you to discuss any new assessments and ideas suggested by outside agencies for your child.

<p>How have we made Upton-by-Chester High School accessible to children with SEN? (Including extra-curricular clubs)</p>	<ul style="list-style-type: none"> ● We ensure that the equipment used is accessible to all learners regardless of their needs. ● We provide support with homework clubs ● We ensure all learners including those with SEND can access extra curricular visits and activities. ● Key words and literacy and numeracy resources are used across the school to support learning.
<p>How will we support your child when they are leaving this school? Or moving to another Year?</p>	<p>We recognise that ‘moving on’ can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.</p> <ul style="list-style-type: none"> ● If your child is moving to another school: <ul style="list-style-type: none"> ○ We will contact the school SENCO and ensure he/she knows about any special arrangements or support that needs to be made for your child. ○ We will make sure that all records about your child are passed on as soon as possible. ● When moving years in school: <ul style="list-style-type: none"> ○ Information about your child will be shared with their new teachers. ○ If your child would benefit from a personalised plan for moving to another year, we will put this in place. ● In Year 11: <ul style="list-style-type: none"> ○ If your child has a Statement of SEN or EHCP they will meet with a ‘Post 16 adviser’ from the Local Authority to create a plan for their Post 16 education ○ If your child does not have an EHCP the plan will be created with the parents and the pastoral team/SEN staff.