



Special Educational Needs and Disabilities Policy (SEND)

This Policy has been adopted and approved by Oxlip Learning Partnership and is to be used by all members of the Trust.

History of Document:

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This policy has been written in consultation with the Trust Board, Senior Leaders and SENCoS representing each school across the Trust, and it will be reviewed every year. This policy must be made available to parents and carers of learners at the following schools:

- Bacton Primary School
- Britannia Primary School & Nursery
- Cedars Park Primary School
- Copleston High School
- Mendlesham Primary School
- Rose Hill Primary School
- Stowupland High School

1. Introduction including legislation and guidance

Oxlip Learning Partnership (the Trust) is committed to providing an inclusive education that meets the needs of all learners, including those with Special Educational Needs (SEN). We recognise that every child has unique abilities and potential, and we aim to support children to achieve their full educational, social, and emotional potential.

This policy outlines the Trust's approach to identifying, assessing, and supporting learners with SEN. This is based on the current statutory guidance - [Special Educational Needs and Disability \(SEND\)](#)

[Code of Practice, Keeping Children Safe in Education](#) and [Working Together to Improve School Attendance](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for learners with SEND.
- [The Special Educational Needs and Disability Regulations 2014](#), which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report.
- [The Equality Act 2010 \(section 20\)](#), which sets out schools' duties to make reasonable adjustments for learners with disabilities.
- [The Public Sector Equality Duty \(section 149 of the Equality Act 2010\)](#), which set out schools' responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes those with a disability) and those who don't share it.
- [The Academy Trust Governance Guide](#) which sets out governors'/Trustees' responsibilities for learners with SEND.
- [The School Admissions Code](#), which sets out schools' obligation to admit all learners whose education, health and care (EHC) plan names the school, and their duty not to disadvantage unfairly children with a disability or with special education needs.

2. Inclusion Vision Statement

At Oxlip Learning Partnership, we believe that **inclusion is the foundation of a thriving learning community**. Our vision is to create an environment where every learner—regardless of their background, ability, identity, or personal circumstance—feels **welcomed, valued, and empowered to achieve their full potential**.

We are committed to:

- **Equity in Opportunity** – Ensuring that all learners and staff have fair access to learning, development, and success.
- **Respect and Belonging** – Cultivating a culture where differences are celebrated, and everyone feels safe, respected, and included.
- **Removing or Reducing Barriers** – Actively identifying and dismantling obstacles to participation and achievement, especially for those who may face disadvantage or discrimination.
- **Empowered Voices** – Listening to and amplifying the voices of our learners, families, and staff from all walks of life.
- **Continual Growth** – Embedding inclusive practices in all aspects of school life, from curriculum design to recruitment, and committing to ongoing reflection and improvement.

Our Trust stands united in the belief that inclusion is not a one-time goal, but a continuous journey—a journey we undertake with integrity, compassion, and ambition.

3. Aims

Oxlip Learning Partnership aims to:

- Ensure early identification of learners with SEN and provide timely, effective support.
- Provide a high-quality, inclusive education for all learners.
- Support learners to achieve their full potential academically, socially, and emotionally.
- Engage parents, carers, and learners in the planning and review of SEN provision.

- Promote a consistent approach across all schools within the Trust in line with statutory requirements.
- Develop staff knowledge, expertise, and confidence in supporting SEN learners.

4. Definitions

The following definitions are taken from [the SEND code of practice \(January 2015\)](#).

4.1 Special Educational Needs

A learner has SEND if they have a learning difficulty or disability that calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than most others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4.2 Disability

Learners are considered to have a disability if they have a physical or mental impairment that has a substantial and long-term negative effect on their ability to do normal daily activities.

All schools in our trust will make reasonable adjustments for learners with disabilities, so that they are not at a substantial disadvantage compared with their peers.

4.3 The 4 areas of need

The needs of learners with SEND are grouped into 4 broad areas. Learners can have needs that cut across more than 1 area, and their needs may change over time.

Interventions will be selected that are appropriate for the learner's particular area(s) of need, at the relevant time.

AREA OF NEED	
<i>Communication and interaction</i>	Learners with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or not understand or use the social rules of communication. Learners who are on the autism spectrum often have needs that fall in this category.
<i>Cognition and learning</i>	Learners with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including: • Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia • Moderate learning difficulties • Severe learning difficulties

	• Profound and multiple learning difficulties, which is where learners are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
<i>Social, emotional and mental health</i>	These needs may reflect a wide range of underlying difficulties or disorders. Learners may have: • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder • Suffered adverse childhood experiences These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the learner becoming withdrawn or isolated.
<i>Sensory and/or physical</i>	Learners with these needs have a disability that hinders them from accessing the educational facilities generally provided. Learners may have: • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment These learners may need ongoing additional support and equipment to access all the opportunities available to their peers.

5. Roles and Responsibilities

5.1 The Special Educational Needs Coordinator (SENCo)

The SENCo of each school, including Special Education Unit (SEU) where relevant in the Trust, will:

- Inform any parents that their child may have SEN and then liaise with them about the learner's needs and any provision made.
- Work with the Executive Principal / Principal and local governor to determine the strategic development of the SEND policy and provision in the school.
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual learners with SEN, including those who have EHC plans.
- Provide professional guidance to colleagues and liaise / work with staff, parents, and other agencies to make sure that learners with SEN receive appropriate support and high-quality adaptive teaching.
- Advise on the graduated approach to providing SEN support and adaptive teaching methods appropriate for individual learners.
- Advise on the deployment of the school's delegated budget and other resources to meet learners' needs effectively.
- Be the point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to make sure that appropriate provision is provided.
- Liaise with potential next providers of education to make sure that the learner and their parents/carers are informed about options and that a smooth transition is planned.

- When a learner moves to a different school or institution, make sure that all relevant information about a learner's SEN and the provision for them are sent to the appropriate authority, school or institution, in a timely manner.
- Work with the Executive Principal/ Principal and LAB to make sure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Make sure the school keeps its records of all learners with SEND up to date and accurate.
- With the Executive Principal/ Principal, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development.
- With the Executive Principal/ Principal regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer.
- Prepare and review information for inclusion in the school's SEN information report and any updates to this policy.
- With the Executive Principal/ Principal and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison, with national data, and use these to reflect on and reinforce the quality of adaptive teaching.

5.2 Trust Board

The Trust Board is responsible for making sure the following duties are carried out, though the duties can be delegated to a committee (LAB) or an individual:

- Co-operate with the LA in reviewing the provision that is available locally and developing the local offer.
- Do all it can to make sure that every learner with SEND gets the support they need.
- Make sure that learners with SEND engage in the activities of the school alongside learners who don't have SEND.
- Inform parents/carers when their child's school is making special educational provision for the child.
- Make sure that arrangements are in place in our schools to support any learners with medical conditions.
- Provide access to an ambitious, broad and balanced curriculum.
- Have a clear approach to identifying and responding to SEND.
- Provide an annual report for parents/carers on their child's progress.
- Record accurately and keep up to date records of the provision made for learners with SEND.
- Publish information on each school's website about how the schools are implementing their SEND policy, in an SEN information report.
- Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and our schools' accessibility plans.
- Make sure that there is a qualified teacher designated as SENCo for each school, that the key responsibilities of the role are set out and monitor the effectiveness of how these are carried out.
- Determine their approach to using their resources to support the progress of learners with SEND.

- Make sure that all learners from Year 8 until Year 13 are provided with independent careers advice (Secondary schools only).

5.3 The SEND Trustee and Local Board Governor

The SEND Trustee and Local Board SEND governor will:

- Help to raise awareness of SEND issues at Trust Board and Local Advisory Board meetings.
- Monitor the quality and effectiveness of SEND provision within each school and update the Trust Board on this.
- Work with the Executive Principal / Principal and SENCo to determine the strategic development of the SEND policy and provision in each school.

5.4 The Executive Principal / Principal

The Executive Principal / Principal will:

- Work with the SENCo and local governor to determine the strategic development of the SEND policy and provision, including SEU where relevant, within the school.
- Work with the SENCo, trustees and local governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Have overall responsibility for, and awareness of, the provision for learners with SEND in the school, including SEU where relevant, and their progress.
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual learners.
- Make sure that the SENCo has enough time to carry out their duties.
- Have an overview of the needs of the current cohort of learners on the SEND register.
- Advise the LA when a learner needs an EHC needs assessment, or when an EHC plan needs an early review.
- With the SENCo, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development.
- With the SENCo, regularly review and evaluate the breadth and impact of the SEND support the school and SEU where relevant offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer.
- With the SENCo and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of adaptive teaching.

5.5 Class Teachers

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is adapted to meet learner needs through a graduated approach
- The progress and development of every learner in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching
- Working with the SENCo to review each learner's progress and development, and decide on any changes to provision
- Ensuring they follow this SEND policy and the SEN information report

- Communicating with parents/carers regularly to:
 - Set clear outcomes and review progress towards them
 - Discuss the activities and support that will help achieve the set outcomes
 - Identify the responsibilities of the parent, the learner and the school
 - Listen to the parents'/carers' concerns and agree their aspirations for the learner

5.6 Parents or carers

Parents or carers should inform the school if they have any concerns about their child's progress or development.

Parents or carers of a learner on the SEND register will always be given the opportunity to provide information and express their views about the learner's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Invited to termly meetings to review the provision that is in place for their child
- Asked to provide information about the impact of SEN support outside school and any changes in the learner's needs
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the learner
- Given an annual report on the learner's progress

The school will take into account the views of the parents or carers in any decisions made about the learner.

5.7 The Learner

Learners will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the learner:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending review meetings
- Giving feedback on the effectiveness of interventions

The learner's views will be taken into account in making decisions that affect them, whenever possible.

6. SEN Information Report

Every school in our trust publishes an SEN information report on its website, which sets out how this policy is implemented in the school.

The information report will be updated annually and as soon as possible after any changes to the information it contains.

7. Our approach to SEND support

7.1 Identifying learners with SEND and assessing their needs

Staff will assess each learner's current skills and levels of attainment when they start at the school. This will build on information from previous settings and Key Stages, where appropriate. They will

also consider any evidence that the learner may have a disability and if so, what reasonable adjustments the school may need to make.

Class teachers / form tutors will regularly assess the progress for all learners and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better their previous rate of progress
- Fails to close the attainment gap between them and their peers
- Widens the attainment gap

This may include progress in areas other than attainment; for example, wider development or social needs.

When teachers identify an area where a learner is making slow progress, they will target the learner's area of weakness with adaptive high-quality teaching. If progress does not improve the teacher will raise the issue with the SENCo to have an initial discussion about whether this lack of progress may be due to a special educational need. Where necessary they will, in consultation with the learner's parents or carers, consider consulting an external specialist. Slow progress and low attainment will not automatically mean a learner is recorded as having SEN.

Potential short-term causes of impact on behaviour or performance will be considered, such as bullying or bereavement. Staff will also take particular care in identifying and assessing SEN for learners whose first language is not English.

When deciding whether the learner needs special educational provision, school staff will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the learner and their parents/carers. They will use this to determine the support that is needed and whether the school can provide it by adapting its core offer, or whether something different or additional is needed.

If a learner is joining the school, and:

- Their previous setting has already identified that they have SEN
- They are known to external agencies
- They have an education, health and care plan (EHCP)

then the school will work in a multi-agency way to make sure it gets relevant information before the learner starts at the school, so support can be put in place as early as possible.

7.2 Consulting and involving learners and parents/carers

Our schools will put the learner and their parents/carers at the heart of all decisions made about special educational provision.

When we are aiming to identify whether a learner needs special education provision, we will have an early discussion with the learner and their parents/carers. These conversations will make sure that:

- Everyone develops a good understanding of the learner's areas of strength and difficulty
- We take into account any concerns the parents/carers have
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the learner's record and given to their parents/carers.

We will formally notify parents/carers when it is decided that a learner will receive special educational provision.

7.3 The graduated approach to SEN support

Once a learner has been identified as having SEN, we will take action to remove or mitigate against any barriers to learning and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.

7.4 Assess

The learner's class teacher and the SENCo will carry out a clear analysis of the learner's needs. The views of the learner and their parents/carers will be taken into account. The school may also seek advice from external support services.

The assessment will be reviewed regularly to help make sure that the support in place is matched to the learner's need. For many learners, the most reliable way to identify needs is to observe the way they respond to an intervention.

7.5 Plan

In consultation with the parents/carers and the learner, the teacher and the SENCo will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review.

All staff who work with the learner will be made aware of the learner's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed.

Parents/carers will be fully aware of the planned support and interventions, and may be asked to reinforce or contribute to progress at home.

7.6 Do

The learner's class or subject teacher retains overall responsibility for their progress.

Where the plan involves group or 1-to-1 teaching away from the main class or subject teacher, they still retain responsibility for the learner. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The SENCo will support the teacher in further assessing the learner's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

7.7 Review

The effectiveness of the support and interventions and their impact on the learner's progress will be reviewed in line with the agreed date.

We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

- The views of the parents/carers and learners
- The level of progress the learner has made towards their outcomes
- The views of teaching staff who work with the learner

The teacher and the SENCo will revise the outcomes and support in light of the learner's progress and development, and in consultation with the learner and their parents/carers.

Where a pupil has an EHC plan, the local authority must review that plan as a minimum every twelve months. We co-operate with the local authority in the review process and, as part of the review, the local authority can require schools to convene and hold annual review meetings on its behalf.

7.8 Levels of support

School-based SEN support

Learners receiving SEN support will be placed on the SEND register. These learners have needs that can be met by the school through the graduated approach. Where the learner's needs cannot be

adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible. The provision for these learners is funded through the school's notional SEND budget. On the census these learners will be marked with the code K.

Education, Health and Care Plan (EHCP)

Learners who need more support than is available through the school's school-based SEN provision may be entitled to an EHC plan. The plan is a legal document that describes the needs of the learner, the provision that will be put in place, and the outcomes sought.

On the census these learners will be marked with the code E.

Funding

High Needs Funding (HNF) is additional money provided by the local authority to support children and young people with special educational needs and disabilities (SEND) when they require support above what a school can normally provide from its own budget.

Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for learners with SEN by:

- Tracking learners' progress, including use of provision maps
- Carrying out the review stage of the graduated approach in every cycle of SEN support
- Using learner questionnaires
- Monitoring by the SENCo
- Holding annual reviews for learners with EHC plans
- Getting feedback from the learner and their parents/carers

8. Attendance

Many learners with SEND face complex barriers to attendance. Their right to an education is the same as any other learner and therefore the attendance ambition for these learners is the same as it is for any other learner. However, they may need additional support.

Our approach to supporting learners who are absent from school due to their SEND is set out in our Trust Attendance Policy.

9. Safeguarding

We recognise that learners with SEND can face additional safeguarding challenges. Children with disabilities are more likely to be abused than their peers and additional barriers can exist when recognising abuse, exploitation and neglect in this group.

For more details of the pastoral support, we offer learners with SEND, and the support we provide to help learners overcome any communication barriers they face, see our [Safeguarding and Child Protection Policy](#).

10. Links with external professional agencies

The trust recognises that we won't be able to meet all the needs of every learner. Whenever necessary, our schools will work with external support services such as:

- Speech and language therapists
- Specialist Education Service
- Educational psychologists
- Occupational therapists
- Physiotherapists

- General practitioners or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services

11. Admission and accessibility arrangements

Please refer to the school [Admissions Policies](#) and individual school websites for accessibility policies and LA admissions policy regarding SEU admissions

12. Expertise and Training

The SENCo is responsible for the planning and, wherever possible, the delivery of SEND training for all staff. Regular updates and information about SEND can be given on staff training days and there are many online opportunities for staff to stay abreast of SEND issues and changes. SEND training may also be a feature of staff meetings in order to keep staff up to date. It is possible that changing needs of the school cohort will mean that training specific to meet a learner's needs may be required and this should be coordinated through the SENCo. The Trust may also arrange SEND training and support for staff in line with Trust priorities.

13. Monitoring and evaluation arrangements

13.1 Evaluating the effectiveness of the policy

We are constantly aiming to further improve our SEND policy. We will do this by evaluating whether or not we are meeting our objectives set out within this policy. We will evaluate how effective our SEND provision is with regards to:

- All staff's awareness of learners with SEND at all times
- How early learners are identified as having SEND
- Learners' progress and attainment once they have been identified as having SEND
- Whether learners with SEND feel safe, valued and included in the school community
- Comments and feedback from learners and their parents/carers

13.2 Monitoring the policy

This policy will be reviewed annually by the Trust SEND focus group. It will also be updated when any new legislation, requirements or changes in procedure occur during the year.

It will be approved by the Trust Board.

14. Complaints about SEND provision

Where parents/carers have concerns about the SEND provision at a school in our trust, they should first raise their concerns informally with the relevant staff member within school. We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents/carers are welcome to submit their complaint formally.

Formal complaints about SEND provision in any of our schools should be made to the Principal in the first instance. They will be handled in line with the Trust's complaints policy.

If the parent or carer is not satisfied with the school's response, they can escalate the complaint. In some circumstances, this right also applies to the learner themselves.

15. Links with other policies and documents

This policy links to the following documents:

- SEN information report
- [The local offer \(Suffolk\)](#)
- Accessibility plan
- Behaviour Policy
- [Equality information and objectives](#)
- Supporting learners with medical conditions policy
- [Attendance Policy](#)
- [Safeguarding and Child Protection Policy](#)
- [Feedback, Concerns and Complaints Procedure](#)

16. School and Trust Contacts

Please find the contact details for our SENCos and governance SEND Leads:

School	SENCo	Governor or Trustee
Bacton Primary	Angela Thomas Email: admin@bactonschool.org.uk	Gillian Orves Email: GO@mendleshamschool.org.uk
Britannia Primary	Emma Campbell Email: office@britannia.suffolk.sch.uk	Luca Liberti Email: luca.liberti@britannia.suffolk.sch.uk
Cedars Park Primary	Fiona Scarlett Email: senco@cedarspark.net	Toni Calvert Email: toni.calvert@cedarspark.net
Copleston High	Rachel Lloyd Email: rlloyd@copleston.suffolk.sch.uk	Meral Bence Email: mbence@copleston.suffolk.sch.uk
Mendlesham Primary	Angela Thomas Email: admin@mendleshamschool.org.uk	Gillian Orves Email: GO@mendleshamschool.org.uk
Rose Hill Primary	Hayley Dennis Email: mail@rosehillprimary.net	Helena Bradshaw Email: hbradshaw@copleston.suffolk.sch.uk
Stowupland High	Thom Walters Email: sendco@stowuplandhighschool.co.uk	Andrew Fell (RIB Member) Email: afell@oxlip.uk
Oxlip Learning Partnership	-	Donald Jinks, Trustee Email: mail@oxlip.uk