



# Special Educational Needs Policy

**Approved: March 2025**

**Approved by: Local Advisory Board**

**Next Review: March 2026**

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### 1. Aims

Rose Hill is an inclusive school and we aim to help all children achieve success and feel positive about themselves and learning. In line with the fundamental principles of the Code of Practice, we strive to provide an environment within which children with special educational needs are educated alongside their peers in a mainstream school. Every teacher is a teacher of every child or young person including those with SEND.

Our SEN policy and information report aims to:

- To ensure the teaching and learning environment is effective and improve the educational outcomes for all pupils including those with SEND
- To provide all children with their legal entitlement to a broad, balanced, coherent and relevant curriculum
- To ensure the identification of all pupils requiring SEND provision as early as possible in their school career
- To ensure that SEND pupils to take as full a part as possible in all school activities
- To provide a differentiated curriculum appropriate to the individual's needs and ability
- To ensure that parents/ carers of SEND pupils are kept fully informed of their child's progress and attainment

Objectives:

1. To identify and provide for pupils who have special educational needs and additional needs
2. To ensure that every child experiences success in their learning and achieves to the highest possible standard
3. To enable all children to participate in lessons fully and effectively
4. To value and encourage the contribution of all children to the life of the school

5. To work in partnership with parents/ carers
6. To work with the Governing Body to enable them to fulfil their statutory monitoring role
7. To provide support and advice for all staff working with special educational needs pupils
8. To work closely with external support agencies, where appropriate, to support the need of individual pupils
9. To ensure that there is a cycle of training and advice for all staff to support the quality of teaching and learning for all pupils
10. To work within the guidance provided in the SEND Code of Practice 2014

## 2. Legislation and guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the SEN information report. This policy also complies with our funding agreement and articles of association.

## 3. Definitions

A pupil has SEN if they have a learning difficulty or disability which 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 the majority of the 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. Roles and responsibilities

### 4.1 The SENCO

The SENCO is Mrs Hayley Dennis

Who will:

- Work with the principal and SEN governor to determine the strategic development of the SEN policy and provision in the school

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- Have day-to-day responsibility for the operation of this SEN policy and the coordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents/ carers, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

#### **4.2 The SEN governor**

The SEN governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the Principal and SENCO to determine the strategic development of the SEN policy and provision in the school

#### **4.3 The Principal**

The principal will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

#### **4.4 Class teachers**

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching

- ➤ Working with the SENCO to review each pupil's progress and development and decide on any changes to provision

Ensuring they follow this SEN policy

## 5. SEN information report

### 5.1 The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

### 5.2 Identifying pupils with SEN and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

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

Widens the attainment gap

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

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we 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. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

### ➤ 5.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents/ carers when identifying 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
- We consider the parents/ carers concerns
- 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 pupil's record and given to their parents/ carers.

We will formally notify parents when it is decided that a pupil will receive SEN support.

### 5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents/ carers
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

### 5.5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents/ carers and pupils which information will be shared as part of this. Where appropriate, enhanced transition will be arranged for

➤ pupils with their new school. This could include additional visits to their new school, meetings with parents/ carers and professionals.

## 5.6 Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

Stage	Provision required	Support and provision	Assessment, recording and monitoring systems	Monitored by
1	Universal provision	<ul style="list-style-type: none"> <li>• High quality first teaching</li> <li>• A broad and balanced curriculum within an inclusive classroom</li> <li>• Personalised learning targets</li> <li>• Attention paid to different learning styles</li> <li>• Carefully planned differentiation, including practical, visual, concrete resources</li> <li>• Modelling by adults within the classroom</li> <li>• Curriculum assessment of progress to support target setting for pupils</li> <li>• Assessment for learning and constructive feedback</li> </ul> <p><i>See Inclusive Teaching Checklist</i></p>	<ul style="list-style-type: none"> <li>• Differentiated planning and outcomes</li> <li>• Pupil aware of learning targets</li> <li>• Reviewed at Pupil Progress meetings with Senior Leadership Team</li> <li>• Termly summative assessments on pupil asset- analysis and next steps</li> <li>• Assessment for Learning systems used to identify strengths/gaps</li> </ul>	Class Teacher



3	<p>Targeted, additional support</p> <p>(Not on SEN Register)</p>	<p>In addition to Stages 1 - 2:</p> <ul style="list-style-type: none"> <li>Investigation of strengths and needs, completion of paperwork and discuss with SENCo</li> <li>Early intervention and personalised provision</li> <li>Inclusion of parents and child as part of an Assess, Plan, Do, Review cycle of targeted assessment</li> <li>Targeted support within class through small groups and working individually with an adult</li> <li>Additional group or individual programmes</li> <li>Evidence based interventions delivered individually or in small groups between 8-20 weeks (e.g. phonics and reading interventions etc). Reviewed 6 weekly.</li> <li>Differentiation of the curriculum to individual learning needs e.g. alternative methods of recording</li> <li>Tools and resources to support access</li> </ul>	<ul style="list-style-type: none"> <li>SENCo made aware (Concern sheet completed, detailing evidence of intervention, impact and outcomes )</li> <li>Differentiated planning and outcomes</li> <li>Pupil aware of learning targets</li> <li>Reviewed at Pupil Progress meetings with SENCo</li> <li>Assessment for Learning systems used to identify strengths/gaps</li> <li>Intervention records completed weekly to record progress</li> </ul>	<p>Class Teacher</p> <p>SLT</p> <p>SENCo</p>
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4	Targeted, intensive additional support  (SEN register)	<p>In addition to Stages 1 – 3:</p> <ul style="list-style-type: none"> <li>• Multi-professional planning and coordinated support may be in place e.g. E.P. Service, Outreach Services (SENDAT), Health colleagues, CISS, OT, CAMHS.</li> <li>• Personalised support, working on an individualised curriculum</li> <li>• High levels of adult support and modelling to enable access to the curriculum</li> <li>• Personalised resources e.g. work station if appropriate</li> <li>• Inclusion of parents/carers, child as part of an Assess, Plan, Do, Review cycle of targeted assessment and intervention</li> <li>• Identified on school provision map, reviewed at least termly</li> <li>• Access to an adapted environment if appropriate</li> <li>• Individual modifications to the curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• One- page profile Assess, plan, do, review plans Progress</li> <li>• meeting with SENCo</li> <li>• monitoring provision Intervention</li> <li>• identified on whole school provision map.</li> </ul>	Class Teacher SENCo
	Request for a Statutory Assessment	<ul style="list-style-type: none"> <li>• As above</li> </ul>		

5	Provision over and above that which would be expected at universal and targeted support	<p>In addition to Stages 1 – 4:</p> <ul style="list-style-type: none"> <li>• Education, Health and Care Plan (EHCP) reviewed annually (Annual Review)</li> <li>• Multi-professional planning and coordinated support e.g. E.P. Service, Outreach Services (SENDAT, CISS), Health colleagues, CAMHS.</li> </ul>	<ul style="list-style-type: none"> <li>• Annual Review Meeting</li> <li>• Annual Review Report</li> <li>• One- page profile Assess, Plan, Do, Review progress forms</li> </ul>	Class Teacher SENCo
	<p>levels because pupil's needs are exceptional, severe, complex and long term.</p> <p>(SEND register – EHCP or application)</p>	<ul style="list-style-type: none"> <li>• Personalised support, working on an individualised curriculum</li> <li>• High levels of adult support and modelling to enable access to the curriculum</li> <li>• Personalised resources e.g. work station if appropriate</li> <li>• Inclusion of parents/carers, child as part of an Assess, Plan, Do, Review cycle of targeted assessment and intervention</li> <li>• Identified on school provision map, reviewed at least termly</li> <li>• Access to an adapted environment if appropriate</li> <li>• Individual modifications to the curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• Termly progress meeting with SENCo</li> <li>• Intervention identified on whole school provision map.</li> </ul>	

We will provide a range of suitable interventions as necessary.

### 5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.

- Differentiating our teaching, for example, giving longer processing times, preteaching of key vocabulary, reading instructions aloud, etc.
- Rose Hill Primary School has an accessible toilet and a lift. Other adaptations to the physical environment will be made, as appropriate, to accommodate children with other physical and sensory disabilities.
- We aim to teach in a way that will support children with tendencies towards dyslexia, dyspraxia, ASD etc. This is good practice to support all children but is vital for those who particularly need it. All of our children access the full curriculum and we recognise achievement and expertise in all curricular areas.

## 5.8 Additional support for learning

We have a team of teaching assistants who are trained to deliver interventions/ small group work such as Read, Write, Inc and Elklan.

Teaching assistants will support pupils on a 1:1 basis where it is deemed appropriate

Teaching assistants will support pupils in small groups as directed by SENCO/ class teacher/ phase leader

We work with the following agencies to provide support for pupils with SEN:

- SES (Specialist Education Services)
- Multi Agency Assessment Programme (MAAP)
- Alternative Tuition Service (ATS)
- Visually Impaired Team
- Hearing Impaired
- Multi-Sensory Impaired Including Intervenor Service
- Specialist Learning Support Service
- Speech and Language Team
- Occupational Therapy Team

## 5.9 Expertise and training of staff

Our SENCO is an experienced senior leadership member of staff and has worked at the school for many years. They are allocated three and half days a week to manage SEN provision. The SENCO delivers regular CPD to all staff in line with the developing needs of the pupils.

We have a team of thirteen teaching assistants, including one higher level teaching assistant (HLTAs) who are trained to deliver SEN provision. In the last academic year, staff have been trained in

- Read, Write, Inc
- Autism awareness
- PECS

- Intensive interactions
- SEN code of practice including roles and responsibilities
- Waves of intervention
- Once page profiles and target setting
- Clicker 7
- Wigit online- IT based symbols and visual aids

### **5.10 Securing equipment and facilities**

Where appropriate pupils may need additional equipment to support their needs. The SENCO will arrange for this to be purchased in collaboration with the appropriate agencies, principal and school business manager. Where necessary, risk assessments will be carried out.

### **5.11 Evaluating the effectiveness of SEN provision**

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

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions regularly
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans

### **5.12 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN**

All of our extra-curricular activities and school visits are available to all our pupils, including our breakfast club.

All pupils are encouraged to go on our residential trip.

All pupils are encouraged to take part in sports day/school plays/special workshops.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

Rose Hill Primary School has an accessible toilet and a lift. Other adaptations to the physical environment will be made, as appropriate, to accommodate children with other physical and sensory disabilities.

At Rose Hill Primary School we support pupils with disabilities. Please see our school website for further information:

- Admissions policy
- Equality objectives

- Rose Hill Primary School has an accessible toilet and a lift. Other adaptations to the physical environment will be made, as appropriate, to accommodate children with other physical and sensory disabilities.

### **5.13 Support for improving emotional and social development**

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council
- We encourage pupils to take part in our Thrive programme where appropriate.
- We use Jigsaw as part of our RSHE curriculum to encourage pupils to build positive relationships

We have a zero tolerance approach to bullying.

### **5.14 Working with other agencies**

Rose Hill Primary School involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting pupils' SEN and supporting their families. Where necessary, the SENCO will make referrals to appropriate agencies and work in collaboration with them and families to meet the needs of all SEN pupils.

### **5.15 Complaints about SEN provision**

Complaints about SEN provision in our school should be made to the class teacher in the first instance. They will then be referred to the school's complaints policy.

The parents/ carers of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

### **5.16 Contact details of support services for parents/ carers of pupils with SEN**

SENDIASS 01473 265210 [www.suffolksendiass.co.uk](http://www.suffolksendiass.co.uk)

Access unlimited- [www.access-unlimited.co.uk](http://www.access-unlimited.co.uk)

### **5.17 Contact details for raising concerns**

Mrs Hayley Dennis 01473 727552 [mail@rosehillprimary.net](mailto:mail@rosehillprimary.net)

## 5.18 The local authority local offer

Our contribution to the local offer is:

[https://www.rosehillprimary.net/docs/SEN/SEN\\_Local\\_Offer.pdf](https://www.rosehillprimary.net/docs/SEN/SEN_Local_Offer.pdf)

Our local authority's local offer is published here:

<https://infolink.suffolk.gov.uk/kb5/suffolk/infolink/localoffer.page?localofferchannelnew=0>

## 6. Monitoring arrangements

This policy and information report will be reviewed by the school SENCO **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing body.

## 7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour for learning policy
- Equality information and objectives
- Supporting pupils with medical conditions