



Trust-wide Policy for Special Educational Needs and Disabilities (SEND)

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1. Policy Statement

ONE (OWL North East) Trust is committed to providing an inclusive, supportive, and aspirational learning environment for all pupils, including those with Special Educational Needs and Disabilities (SEND). We believe every child has the right to access a broad and balanced curriculum and to achieve their full potential, regardless of their individual challenges.

This policy outlines how the Trust identifies, supports, and monitors pupils with SEND across all schools, ensuring consistency, equity, and excellence in provision.

2. Legal Framework

This policy is informed by and complies with the following legislation and statutory guidance:

- SEND Code of Practice September 2014 (Last updated September 2024)
- Equality Act 2010
- Education Bill 2011
- Children and Families Act 2014
- Individual school SEND policies and reports
- Special Educational Needs and Disabilities Regulations 2024
- The Mental Capacity Act 2005
- Keeping children safe in education 2025
- Supporting pupils at school with medical conditions 2017
- Working together to safeguard children 2023

3. Aims and Objectives

Our SEND provision aims to:

- Ensure early identification and intervention for pupils with SEND.
- Provide high-quality, differentiated teaching that meets diverse needs.
- Foster a culture of inclusion and respect across all schools.
- Empower pupils and families through transparent communication and collaboration.
- Promote positive outcomes in academic achievement, wellbeing, and independence.
- Ensure compliance with statutory duties and continuous improvement through monitoring and evaluation.

4. Definitions of SEND

A pupil is considered to have SEND if they:

- Have a significantly greater difficulty in learning than the majority of peers of the same age.

- Have a disability that prevents or hinders them from accessing educational facilities.

As identified in the 2014 SEND Code of Practice, SEND is categorised into four broad areas:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotional and Mental Health (SEMH)
4. Sensory and/or Physical Needs

5. Identification and Assessment

Each school within the Trust follows a Graduated Approach:

- Assess: Identify needs through observation, data, and consultation.
- Plan: Develop support strategies and interventions.
- Do: Implement the plan with appropriate resources.
- Review: Evaluate impact and adjust provision.

Identification may occur through:

- Teacher observations and assessments.
- Parental concerns.
- Pupil voice.
- External assessments or referrals.

Schools maintain a SEND Register and ensure regular reviews of pupil progress and provision.

6. Roles and Responsibilities

1. Trust Board

- Approves and reviews the SEND policy.
- Ensures strategic oversight and accountability.
- Monitors SEND outcomes across the Trust.

2. CEO and Executive Team

- Ensures SEND is prioritised in strategic planning.
- Allocates resources and supports capacity building.

3. School Head Teachers

- Lead inclusive practice within their schools.
- Ensure staff are trained and supported.
- Work with SENCo in their school to monitor provision and outcomes.

4. SEND Link Trustee and Link Local Governor

- Oversees SEND strategy across the Trust.
- Oversees professional development and guidance.
- Monitors SEND audits and improvement plans.

5. Teaching and Support Staff

- Deliver high-quality teaching and interventions.
- Monitor pupil progress and contribute to reviews.
- Communicate effectively with SENCo and families.

6. School SENCo (as part of the wider school leadership team)

Each school within the Trust must appoint a qualified SENCo (or one working towards the National Award for SEN Coordination). The SENCo plays a pivotal role in ensuring that pupils with SEND receive appropriate support and that inclusive practices are embedded throughout the school.

1. Strategic Leadership:

- Develop and implement the school's SEND strategy in alignment with the Trust-wide policy.
- Contribute to the School Improvement Plan with a focus on SEND priorities.
- Lead on the development of inclusive teaching practices and curriculum accessibility.

2. Identification and Assessment:

- Coordinate the early identification of pupils with SEND through data analysis, teacher feedback, and parental input.
- Oversee the use of the Graduated Approach (Assess, Plan, Do, Review) for all pupils on the SEND register.
- Liaise with external professionals to support assessment and diagnosis.

3. Provision Management:

- Maintain and regularly update the SEND register and provision map.
- Ensure that ILPs and EHCPs are in place, reviewed, and implemented effectively.
- Monitor the quality and impact of interventions and support strategies.
- Coordinate access to specialist resources and alternative provision.

4. Staff Support and Training:

- Provide guidance and coaching to teachers and support staff.

- Organise and deliver CPD sessions on SEND topics.
- Support staff in understanding their responsibilities under the Equality Act and SEND Code of Practice.

5. Pupil and Family Engagement:

- Act as the key point of contact for parents/carers.
- Facilitate regular review meetings.
- Promote pupil voice in support planning.

6. Compliance and Reporting:

- Ensure compliance with statutory duties.
- Prepare and submit the annual SEND Information Report.
- Contribute to Trust-wide audits and maintain accurate records.

7. Collaboration and Networking:

- Work with the Trust SEN Strategic Lead.
- Participate in the SENCo network group and liaise with external agencies.

8. Safeguarding and Wellbeing:

- Ensure SEND pupils are included in safeguarding procedures.
- Monitor attendance, behaviour, and wellbeing.
- Support SEMH interventions and mental health programmes.

7. Provision and Support

SEND support is delivered through:

- Universal Provision: inclusive teaching for all.
- Targeted Support: small group or individual interventions.
- Specialist Support: external agency involvement or EHCP-led provision.

Support may include:

- Differentiated curriculum access.
- Assistive technology.
- Emotional wellbeing programmes.
- Speech and language therapy.
- Occupational therapy or physiotherapy.

Each pupil with SEND will have an ILP or EHCP where appropriate, outlining goals, strategies, and responsibilities.

8. Monitoring and Evaluation

SEND provision is monitored through:

- Termly reviews of pupil progress and ILPs.
- Pupil and parent feedback mechanisms.
- Data analysis on attainment, attendance, exclusions, and wellbeing.

9. Training and Development

All staff receive ongoing training in:

- Inclusive teaching strategies.
- Understanding specific SEND conditions.
- Safeguarding and mental health.
- Use of assistive technologies.

SENCOs must hold or be working towards the National Award for SEN Coordination. The Trust provides regular CPD and peer support networks.

10. Accessibility and Inclusion

Each school maintains an Accessibility Plan addressing:

- Physical access to buildings and facilities.
- Curriculum access through differentiation and technology.
- Communication access for pupils with sensory needs.

The Trust promotes Universal Design for Learning (UDL) principles to ensure proactive planning for diverse learners.

11. Concerns, Complaints and Appeals

Parents/carers with concerns about SEND provision should:

1. Speak to the class teacher or SENCO.
2. Escalate to the Head Teacher if unresolved.
3. Follow the School's Complaints Policy.


12. Policy Review

This policy is reviewed annually by the Trust Board. Updates will reflect changes in legislation, best practice, and feedback from stakeholders.

Revision Record of Published Versions

Version	Author	Creation Date	Status
1.0	Julie Stuart	30 September 2025	
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Signed by:

Chair of Trustee Board	Helen Richardson	
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