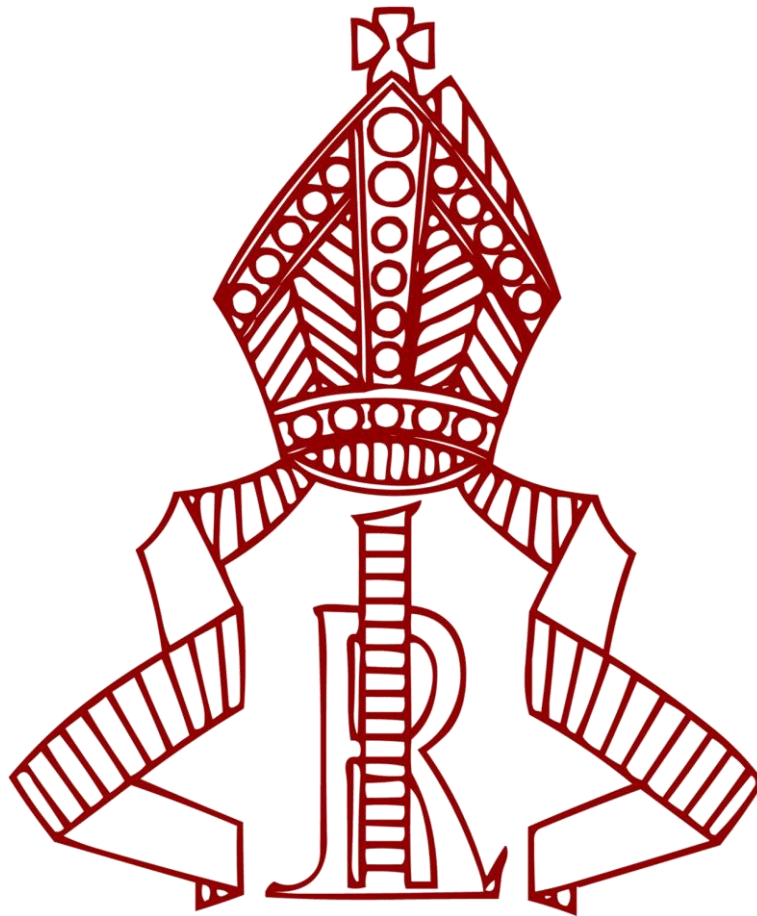


Bishop Luffa Learning Partnership



SEND Policy

Approved by: Bishop Luffa Learning Partnership Trust Board of Trustees
Date: 22nd October 2025
Next review due by: 22nd October 2026

Bishop Luffa Learning Partnership SEND Policy

PURPOSE OF POLICY:

Bishop Luffa Learning Partnership Trust values all students and celebrates experience, achievement and interest across all its schools. This is reflected in its strategy and implementation of the policy's provisions with respect to Send and to ensure legal duties are met effectively.

This policy outlines the ways in which the Trust can provide a high-quality education to all of its pupils/students, including those with SEND, and to adequately meet the needs of SEND pupils/students.

By implementing this policy, the Trust aims to:

- Promote equal opportunities and access to high quality teaching and learning
- Develop good relationships between all pupils/students
- Work with parents to ensure the best outcomes for pupils/students with SEND.

LEGAL FRAMEWORK:

This policy has been written as guidance for staff, parents/carers and children with reference to the following guidance and documents:

- SEND code of practice (which takes account of the SEND provisions of the Send and Disability Act 2001) September 2014
- Equality Act 2010
- Children and Families Act 2014
- Individual schools SEND policies and information reports.
- Complaints Policy
- OFSTED Section 5 Inspection Framework September 2023

DEFINITIONS:

A child or young person is defined as having SEND if they have a learning difficulty or disability which calls for special educational provisions to be made for them (SEND code of practice 2014).

Under the 2010 Equality Act, a disability is a physical or mental impairment which has a long-term and substantial adverse effect on a person's ability to carry out normal day to day activities.

BLLP Partnership Trust reviews how support is provided for the four categories of SEND:

1. Cognition and Learning
2. Communication and Interaction
3. Social, Emotional and Mental Health Difficulties
4. Sensory and physical needs

BLLP TRUST SEND POLICY:

This is a collaborative policy involving all schools in the Trust.

The SENDCOs from each school meet termly to share and develop policy, practice, ideas and solutions and CPD.

This policy operates in conjunction with the following trust and school policies:

- Accessibility Plan
- SEND policy
- SEND information report
- Safeguarding and child protection policy
- Equal opportunities policy
- CPD Policy

RESPONSIBILITIES:

Within the Bishop Luffa Learning Partnership every teacher is responsible for SEND provision within the classroom. Each individual Headteacher has overall responsibility for their school. The Board of Trustees delegates responsibility through the scheme of delegation to the local governing body in each school).

Each school will:

- Appoint a SENDCO-a designated teacher in each school who is responsible for the day-to-day operation of the school SEND policy in conjunction with the Headteacher, and who has, or is working towards, a recognized NASENDCO qualification.

SENDCOS in each school will:

1. Oversee the daily operation of SEND Provision in school in conjunction with the Head Teacher.
2. Consult and liaise with the Head Teacher, staff, parents and carers, external agencies and appropriate professionals
3. Ensure that support and resources are coordinated and targeted appropriately. Ensure clear sharing of information about children on the SEND register
4. Produce an annual SEND information report which is published on the school's website and is available to parents in accordance with guidance from the 2014 SEND Code of Practice.
5. Work closely with class teachers to ensure appropriate support and understanding
6. Give advice on the graduated approach to providing SEND support
7. Support and plan with relevant staff for effective transitions. Liaise with parents when appropriate.
8. Be a point of contact for external agencies.
9. Ensure the school meets its responsibilities under the 2010 Equality Act- in conjunction with the Headteacher and Governors.
10. Keep accurate records of children with SEND, and that these are stored in line with GDPR and the Code of Practice.
11. Give consideration to an individual private diagnosis and the information it provides but will not be required to base the interventions offered solely on the recommendations.

Class Teachers will:

1. Ensure that they have a clear understanding of the SEN provision for pupils in their class and provide updates as needed.
2. Consult and liaise with the Head Teacher, staff, parents and carers, external agencies and appropriate professionals
3. Set appropriate goals to enable children to flourish in an inclusive environment.
4. Be accountable for the outcomes and progress of pupils, and keep accurate records of children with SEND.
5. Be aware of prior knowledge -plan and deliver teaching that builds on this
6. Offer inclusive quality first (adaptive) teaching and reasonable adjustments to meet the needs of all children in their class through OAIP.
7. Provide a targeted approach for individual children to reduce barriers to learning.
8. Work with the support staff in the classroom to provide clear guidance to enable SEND children to thrive.

SEND Support Staff (Teaching Assistants, Learning Support Assistants) will:

1. Work with the teachers, Head Teacher and SENDCO to follow guidance to provide tailored support, and to have knowledge and understanding of needs.
2. Have opportunities for appropriate CPD.
3. Use appropriate strategies to provide inclusive support.
4. Raise concerns if aware of previously undiagnosed need.
5. Provide ongoing updates of progress for children with SEND.

The Board of Trustees will:

1. Ensure that SEND provision forms part of the trust development plan.
2. Be aware of the requirements of the SEND code of practice 2014.
3. Ensure that schools are monitoring the quality of SEND.
4. Promote equality of opportunity for all students.
5. Invest in targeted training for all staff.

Additionally:

The Board of Trustees will action a SEND link who will meet annually with the Trust SENCO.

The Trust SENDCO will:

1. Develop a TRUST strategic overview of SEND
 - a. Monitor and review SEND provision across the Trust.
 - b. Have an overview of the attendance of SEND children across the Trust.
 - c. Set up termly SENDCO consortiums.
 - d. Support the TRUST schools during OFSTED.
2. Help Trust schools manage aspects of SEND when requested.
 - a. Support newly appointed SENDCOs.
 - b. Facilitate SEND in-service training and liaise with external agencies who can offer training. Advocate for Trust CPD.
3. Source bulletins for Trust Headteachers and SENDCOS.
 - a. Attend national and local conferences when required by the TRUST.