

**SPECIAL EDUCATIONAL NEEDS AND  
DISABILITY POLICY**

**September 2017**

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**Member of Leadership responsible:  
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**Governors Group: Safe Learning for All**



## **The Chalfonts Community College Special Educational Needs and Disability (SEND) Policy**

### **1. Rational**

The Chalfonts Community College is committed to ensuring opportunities and access for all and values the abilities and achievements of all our students.

We will aim to identify, make provision and make reasonable adjustments where possible for students with special educational needs and disabilities.

We aim to create and maintain awareness within the college of the needs of students with special educational needs and/or disabilities, so all members of the school community share the responsibilities.

We recognise the value of parents/carers in supporting their children and will look to engage them in planning to meet the needs of individuals.

### **2. Definition of SEND**

Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them. Children have a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age, or
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age

### **3. Identification and Assessment**

A variety of factors are considered when identifying and assessing a student regarding SEND, these include some of the forms of identification listed below but are not limited to:

- Close liaison with primary schools on transition to The Chalfonts Community College
- Close liaison with parents at transition to The Chalfonts Community College
- Effective use of primary school progress data
- Literacy screening tests of all pupils at the start of Year 7
- Cognitive ability testing of year 7 students at the end of autumn term
- Discussion with parents/carers over topics they may wish to raise
- Liaison with subject staff, group tutors and Leaders of Tracking and Progress (Year Leaders)
- Liaison with outside agencies
- The students performance against expected progress data
- Year 9 screening tests for Access Arrangements

- Literacy screening of new entrants to The Chalfonts Community

Where concerns are highlighted and if appropriate the Learning Support Department, in liaison with parents/carers, will carry out more detailed screening test and if necessary further advice will be sought from external agencies.

An inclusion profile (IP) is written for all students identified as having SEND and made available for teaching staff to help with lesson planning and pastoral staff to aid with support. These are reviewed up to three times a year with parents/carers.

## **4. SEND Provision**

The type of SEND provision that The Chalfonts Community College caters for broadly includes the four main areas of need as set out in the Special Educational Needs and Disability code of practice June 2014.

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

The college has an Additionally Resourced Provision (ARP) for students aged 11-18 with a physical disability (PD) we provide an accessible and supportive environment for an inclusive education as a mainstream school.

### **4.1 Specialist Teaching and Support**

Chalfonts College offers and delivers the following to identify SEND students

- Specialist Learning Support Assistant 1:1 sessions for targeted areas of need such as reading, spelling, organisation
- Specialist 1:1 and small group Teacher Support for those students identified as having the greatest need
- Specialist SpLD (Specific Learning Difficulty) support for some students identified with extreme literacy needs
- Specialist support from outside agency staff, for example Speech and Language therapists or the Specialist teaching Service, as well as close liaison with staff from agencies such as CAMHS (Child and Mental Health Services)
- A very small number of students access provision from offsite providers such as CSEC (Chiltern Skills and Enterprise Centre) or outreach workers who come into school
- A commitment to providing higher level learners with SEND a high level learning experience appropriate to their learning ability

## 4.2 Classroom Based Teaching Support

- In class Learning Support Assistant support for identified students. This type of support depends on the students needs and the planning requirements of the subject teacher
- The use of a laptop or note book in some lessons as agreed with teaching staff and Learning Support Department staff and it is considered to be appropriate to support the students needs
- All students are screened for Access Arrangements for Public Examinations in year 9 using the Lucid Exact screening test and further assessments and specialist reports are compiled as necessary. Learning Support staff work closely with subject teachers to gather appropriate evidence as required by JCQ (Joint Council for Qualifications) for assessing the need for Access Arrangements during Examinations. During KS3 Access Arrangements are put in place at the discretion of the Learning Support Department based on student need and information provided by the subject leader. All Access Arrangements are monitored as appropriate to build up evidence for future Public Examinations

## 4.3 Whole school support

- Registration reading support for those students with low reading ages – The College has recently purchased Accelerated reader, a reading intervention package designed to monitor reading progress. This programme is to be implemented during 2014-2015.
- A social skills intervention programme for some identified students.
- Break and lunchtime support for some vulnerable students.
- Homework club for SEND students who may need additional support with homework tasks.
- A study support group in Year 9, 10 and 11 for key identified students – the decision to participate in this group is taken during the Year 8 option choice process, in liaison with students and parents.
- The college has a strong pastoral support system and some students are supported via the pastoral support staff.

## 5. Staff Support and Training

The college and governors recognise the importance of sharing information regarding SEND and providing training for staff. Members of the Learning Support department can and do use their expertise to provide formal and informal professional development for colleagues.

The SEND Coordinator has gained the National Award for SEND Coordinator. Whole school support and activities include:

- Learning Support staff fortnightly management meetings
- Identified departmental staff act as designated SEND Link Teachers and meet in scheduled calendar meetings
- Outside agencies are used to provide specialist support
- The school CPD programme offers opportunities for SEND training

## 6. Working with Students

We recognise the importance of consultancy with students with special educational needs and/or disabilities and involving them in decisions regarding their education. Learning Support staff liaise regularly with SEND students to seek their views and students are encouraged to speak to staff if they have concerns about progress, support or more general school issues.

A key element of student support is through their key transition points.

- Year 6-7 Transition

A member of the Learning Support Department visits the key primary schools with the Year 7 Leader of Tracking and Progress and meets with the primary school SENCO. Occasionally circumstances dictate that discussions take place via telephone. Members of the Learning Support Department are also available at the Year 6 Open evening and day to meet with parents and answer questions. On invitation a member of the Learning Support team will attend the Year 6 Annual review of statemented (EHC plan) students. If it is felt that a student would benefit from an individual visit prior to the induction day this can be arranged with the Learning support Department. A few students are also invited to attend a preliminary induction day, prior to the whole year group induction day in July. If the Learning Support Department are aware of SEND concerns prior to transition then appropriate information will be gathered from the primary school and parents/carers and a draft Inclusion Profile will be written.

- Year 8 Option Choices

The member of the Learning Support Department responsible for managing the year 9 year groups works closely with The Year Leader, parents/carers and students to ensure that option choices are considered carefully and appropriate advice has been sought. This is based around a student's individual need.

- Year 9 10 and 11

Students with SEND are considered a priority with regards connexions interviews. The connexions service attend the annual reviews of statemented students (EHC Plan) in year 9 and 11 to ensure appropriate planning is in place for transition. The Learning Support Department see it as a priority that all statemented students (EHC Plan) and students with high level SEND have a suitable transition plan in place prior to the end of year 11. On occasions if required, a member of the Learning Support Department may visit a provider with a student and or parents/carers.

- Year 12 and 13

Transition planning at this stage is carried out very much on an individual needs basis.

- Transfer to or from another school

If a student with SEND transfers to The Chalfonts Community College then The Learning Support Department will seek information from the student parents/carers and previous school. It is expected that information regarding SEND is made available on transfer, to enable appropriate support to be managed. If a student transfers to another school SEND records will be forwarded on request or as discussed with parents/carers.

## **7. Working with parents/carers**

Partnerships with parents/carers play a key role in enabling students with special educational needs, and/or disabilities to achieve their potential.

We offer and encourage parents/carers to contact us in a variety of ways and endeavour to be flexible in arrangement of appropriate meetings.

If parents have a concern about a specific subject they should contact the subject leader or head of department in the first instance. If the concern is pastoral in nature then the Leader for Tracking and Progress should be contacted.

Specific concerns which relate to students SEND and support should be raised with the SEND Coordinator.

Learning Support staff will be available at parents consultation evenings and events.

All information regarding a student's attainment and progress is made available via the college reports and reporting system.

Parents/carers of a student with a SEND statement or Education Health Care Plan are invited for an annual review meeting.

## **8. Partnership and Support Services**

The following is a list of agencies who work with The Chalfonts Community College. The list is not exhaustive but gives an indication of the various partnerships currently in place to support students at The Chalfonts Community College.

- Specialist Teaching Service to support students with Autism, hearing Impairment, Physical Disabilities and Language difficulties
- Speech and Language therapists
- Occupational therapists
- Physiotherapists
- Family resilience workers
- CAMHS (Child and Mental Health Service)
- School Nurse
- Counsellors
- Child Protection Services
- Social Care

- Community Paediatrics
- Pupil Referral units
- Chiltern Skills and Enterprise (CSEC)
- County SEN Team
- Connexions careers service
- Hospital schools as relevant to individual students

## **9. Monitoring and Review**

- The Governing body has a sub- committee 'The Governors Safe Learning for All Group' with specific oversight of the schools arrangements and provision
- Specific equipment or facility development is agreed through the annual review of the accessibility plan
- The Learning Support departments review of its student support
- Analysis of the SEN performance data for pupil performance over a 3 year cycle
- Evidence and feedback arising from student and parent/carer dialogue
- Feedback from annual review meetings

## **10. Linked policies**

- Behaviour
- Teaching and Learning