The Chalfonts Community College

Success is an Attitude!

SEND Policy

2026 - 2027

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Contents

SEND Policy 2
1. Aims 2
2. Legislation and guidance 2
3. Definitions 2
4. Roles and responsibilities 3
5. SEND provided for 4
6. Identification of SEND 6
7. Working with parents and families 6
8. Supporting students through key transitions 7
9. Evaluating the effectiveness of our provision 8
10. The SEMH ARP 8
11. Working with other agencies 8
12. Complaints 9
13. Contact details of support services for parents of students with SEND 9
14. The Local Authority “Local Offer” 9
15. Monitoring arrangements 9
16. Links with other policies and documents 9
History 10

SEND Policy

1. Aims

Our aim is to enable all students to participate fully in the life and work of The College to the best of their abilities, whatever their need. We provide an inclusive mainstream learning environment, and all students are expected to follow the behaviour for learning policy and respect the learning of other students. All of our students are encouraged to participate in all of the curricular and extra-curricular activities that we offer within our school.

Quality teaching is vital for all students to achieve, however for some students it is recognised that on occasions additional support may be needed for them to achieve their full potential. It should be noted that there is an expectation that students attending The College are able to participate in mainstream lessons alongside their peers albeit with appropriate support (with the exception of students in our ARP, who will work on very individualised timetables and provision).

2. Legislation and guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice 2014 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 2015, which set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENDCOs) and the SEN information report

3. Definitions

A pupil has SEND 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 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

The SENDCO

The SENDCO is Mr Alexander Maclean, who works closely with the SEND Team under the guidance of the Vice Principal for Pastoral and SEND, Ms Sarah Jones.

As a school, the SENDCo:

- Work with the Principal and SEND governor to determine the strategic development of the SEND policy and provision in the school and ARP
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans and those in the ARP
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEND support
- 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 pupils and their parents are informed about options and a smooth transition is planned
- Work with the Principal and governing body 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 SEND up to date
- Work with the Director of Finance and Operations to manage the SEND budget, including the funding associated with EHCPs

The SEND Governor

The SEND Governor will (as per the SEN Code of Practice 2015, paragraph 6.3 page 92) :

- Help to raise awareness of SEND issues at governing body meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing body on this
- Work with the Principal and SENDCO to determine the strategic development of the SEND policy and provision in the school
- Monitor the SEND funding and holding the school to account for the school's SEND provision

The Vice Principal

The Vice Principal will:

- Work with the SENDCO and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEND

Class teachers

Each class teacher is responsible for:

- The progress and development of every student in their class, including those with SEND
- Knowing the students in their classes as individuals, knowing about and understanding their needs and individual education plans
- Using the graduated approach (assess, plan, do, review) when working with students with SEND
- Working closely with any learning support 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 SENDCO to review each student's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy and the expectations and ethos of the statutory guidance in the SEN Code of Practice

5. SEND provided for

The kinds of SEND that are provided for

The kinds of SEND that are provided for 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 (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, medical needs)

Low attainment does not necessarily mean that a child has SEND and a variety of factors are considered before placing a student on the SEND register.

The SEND register

Students can be placed on our SEND register as K (requiring SEND support) or E (EHCP). They can also be noted as M (students who are being monitored).

- All students on the register at K or E will have an Individual Education Plan (IEP).
- Students on M will usually have a basic IEP, depending on the reasons they are being monitored.
- IEPs will be reviewed three times a year by the LS department, in co-production with students and parents/families

If a student has a medical need, either in addition to SEND or as a specific medical need, a health care plan will be compiled with support from the Medical Administrator, in consultation with parents and other appropriate staff.

Quality First Teaching and Universal provision

As a proudly inclusive school, we understand the importance of high quality teaching in every classroom to ensure that all students make progress, including those with SEND. Adaptations to our approach are made on a needs-led basis, and documented in students' IEPs as explained above.

Targeted and specialist support

Students have access to a wide range of targeted support in the College, including (but not limited to):

- Small group literacy and numeracy
- Individual or small group pastoral and SEMH support
- Support from school counsellors or the mental health support team
- Access to a Learning Support Assistant in some lessons
- Access to the Specialist Teaching Service
- In exceptional circumstances, if required by an EHCP, the use of Alternative Provision

Exam access arrangements (EAA)

Exam Access Arrangements (EAA) are reasonable adjustments made for candidates with specific learning difficulties, disabilities, medical conditions, or temporary injuries. Their purpose is not to give an advantage, but to ensure that a candidate experiences equity and can fairly access assessments, allowing them to demonstrate their true knowledge and skills. Arrangements can include 25% extra time, a reader, a scribe, or the use of a word processor.

As an examination centre, we are bound by the strict regulations set by the Joint Council for Qualifications (JCQ). All arrangements must be formally approved by the awarding bodies *before* they can be used in an examination.

Our process for establishing access arrangements is evidence-led and designed to meet the strict JCQ requirements:

1. Identification: A potential need may be indicated through our LUCID EXACT screening in Y7 and Y9. We also investigate any concerns raised by a parent or teacher, or through ongoing internal monitoring.
2. Evidence Gathering: Following an initial identification, the SEND department gathers a body of evidence to demonstrate the student's "normal way of working." This is a fundamental JCQ principle and requires clear, long-term evidence (e.g., in-class support, mock exam results) showing the need is persistent.
3. Specialist Assessment: If the evidence of need is clear, we will ask our EAA assessor to clarify which EAA a student qualifies for. This involves formal, standardised testing to provide the data required by JCQ.
4. Triangulation and Application: The SENDCO will then triangulate all evidence—including the assessor's report, teacher feedback, and the "normal way of working" evidence—to decide which EAA are most appropriate for the individual. A formal application is then made to the JCQ for approval. An arrangement is only put in place once it is officially approved.

6. Identification of SEND

If a parent or family believes that their child has SEND they should contact the Learning Support department. Key contacts are shared on the school website and in the SEND information report.

Identifying pupils with SEND and assessing their needs at transition into the school

As part of the transition process from year 6 to year 7, we will:

- Contact primary SENDCos and class teachers to collect information about all students, including those with SEND
- Ask parents and families to tell us about their child's SEND
- Visit the primary schools to learn about all students, including those with SEND
- Offer additional transition visits to school for some children with SEND, as recommended by their primary school SENDCo

If students apply to join the school at any other point, including joining the 6th form, we will:

- Contact their last school to collect information about all students, including those with SEND
- Ask parents and families to tell us about their child's SEND

Identifying pupils with SEND and assessing their needs while they are in school

All students are monitored in a range of ways which may identify additional learning needs at any point in their secondary education. This includes:

- Regular assessments and data reviews in all subjects
- Undertake universal screening in year 7 (CATs and LUCID) and year 9 (LUCID Exact) to fully understand student's needs
- Undertake additional screening for individuals based on concerns being raised by teachers, pastoral staff or parents
- Reviews of behaviour and attendance data
- Liaison with other agencies working to support students and their families

Any staff can raise a SEND concern with the Learning Support department. This is done via CPOMS and alerts the SENDCo and SEND team to take action to investigate further.

7. Working with parents and families

The College reporting system which is used to report to parents is used to track overall progress of students alongside more detailed assessments of individual students as necessary or appropriate.

Learning Support staff monitor data of SEND students to identify those who are not making expected progress or who may require further assessments or interventions.

For those students with an Education Health Care Plan (EHC Plan) Annual Reviews are held in line with the Local Authority Policy on carrying out Annual Reviews and reporting to parents. Each student with an EHC Plan has an allocated keyworker who is a Learning Support Assistant and an EHCP manager who oversees the provision and whom parents/carers can contact if they have any concerns.

If parents have a concern about a specific subject, they should contact the subject teacher or Head of Department in the first instance. If the concern is pastoral, then the student's Group Tutor or Year Leader should be contacted. Specific concerns which relate to the students SEND should be raised with the SENDCO or SEND Year Group coordinator. Contacts are available on the school website: https://www.chalfonts.org/contact

A member of the Learning Support Department will be available at Parents' Evenings. If a parent/carer would like an appointment at any other time then they can contact the SENDCO or appropriate member of the Learning Support Department and as far as possible a mutually convenient appointment time will be made.

A student's Individual Education Profile (IEP) will be shared with parents as part of the review process,

8. Supporting students through key transitions

Year 6 – 7 Transition

- A member of the Learning Support Department visits the year 6-7 transition with the Year 7 Year Leader and meets with the Primary school SENDCO.
- Members of the Learning Support Department are available at the Year 6 Open evening/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 students with EHC Plans.
- 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 9 Option Choices (Option choices are currently made in year 9)

- The member of the Learning Support Department responsible for managing Year 9 works closely with Subject staff, 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 10 and 11 Preparing for Adulthood (PfA)

- Students with EHCPs in year 11 have a key worker from the LS department who focuses on Preparation for Adulthood, and students on K have access to a mentor if required
- All students on the register are considered a priority for Careers Advice and Guidance from our internal careers advisor, and can access additional sessions should they need them
- The Learning Support Department see it as a priority that all students with an EHC Plan and students with high level SEND have a suitable transition plan in place prior to the end of year 11.

9. Evaluating the effectiveness of our provision

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

- Reviewing students'individual progress towards their target grades
- Reviewing students' IEPs
- Reviewing the impact of interventions
- Listening to student voice
- Monitoring by the SENDCO & Learning Support Department
- Using The College's data drop reports to measure progress
- Holding annual reviews for pupils with EHC plans

10. The SEMH ARP

We are proud to have an Additionally Resourced Provision for students with an EHCP for complex SEMH needs, who have experienced emotional based school-non-attendance. Students are able to attend the ARP full time, or a combination of ARP and mainstream lessons, as per their individual needs. Students in the ARP follow a broad, balanced and highly personalised curriculum.

While the ARP takes a highly individualised approach to meeting students' needs, students and staff in the ARP are bound by all the College's policies, including this SEND one.

Students can only be placed in the SEMH ARP by the Local Authority, after a process of consultation with the school.

11. Working with other agencies

We work closely with a wide range of agencies in order to fully meet the needs of our students. Any professionals working with a student are welcome in school to work with the student if appropriate, such as visiting Speech and Language staff, and will also be involved in review meetings where appropriate.

12. Complaints

Complaints about SEND provision in our school should be made to the SENDCO in the first instance. They will then be referred via the school's complaints policy. The Chalfonts Community College complaints policy can be found here: http://www.chalfonts.org/page/?title=Policies&pid=197

13. Contact details of support services for parents of students with SEND

Buckinghamshire Special Educational Needs and Disabilities Information, Advice and Support Service are an impartial team of advisers with expertise in supporting parents, children and young people on issues related to SEND. Independent Supporters can be available to support you with the Education Health and Care Plan (EHCP) and the EHCP needs assessment. Contact them on 01296 383754 or sendias@buckscc.gov.uk.

14. The Local Authority "Local Offer"

Information for the Local Offer for Buckinghamshire County Council is available at www.bucksfamilyinfo.org/localoffer

The Bucks Local Offer provides information and advice on Special Education Needs and Disability provision, both inside and outside the Local Authority. If you wish to contact Buckinghamshire County Council about the Local Offer please call 0845 688 4944 or email familyinfo@buckscc.gov.uk

15. Monitoring arrangements

This policy and information report will be reviewed by The SENDCO/Vice Principal every year. It will also be updated if any changes to the information are made during the year and will be approved by the governing body.

16. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan

- Behaviour for Learning
- Supporting pupils with medical conditions
- Anti-Bullying

History

Date	Issue	Status	Comments
October 2022	1	New	
January 2024	2	Update	Date Change
July 2024	3	Update	Date Changes/Whisper link added and formatting
July 2025	4	Rewrite	Additions and deletions throughout the policy
July 2026	5	Addition	Added information re process of gaining a place in the SEMH ARP