# The Chalfonts Community College

# SEND Policy

| Approved by: | SLA Committee | **Date:** 24th May 2022 |
|---|---|---|
| **Reviwed** | May 2022 | |
| **Next review due by:** | September 2023 | |

Due to COVID-19 and the world pandemic, The College SEND provision was modified in March 2020 to comply with Government and Local Authority guidelines.

This policy outlines how the school would operate in normal circumstances but please be mindful that the situation may need to be adapted to fit with a student's individual needs and the current legislation in relation to COVID -19. It is also important to recognise that many supporting agencies are also adapting to meet the needs of SEND students due to COVID-19 and an element of flexibility is required

# Contents

## 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. 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.

## 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 2014**, which set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) 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
### 4.1 The SENCO and SEND Team

The SENCO is Mrs Rachel Gregg; who works closely with the SEND Team under the guidance of the Vice Principal; Miss Victoria Lang.

As a school, we will:

4.11    Work with the Principal and SEND governor to determine the strategic development of the SEND policy and provision in the school

4.12    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

4.13    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

4.14    Advise on the graduated approach to providing SEND support

4.15    Be the point of contact for external agencies, especially the local authority and its support services

4.16    Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned

4.17    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

4.18    Ensure the school keeps the records of all pupils with SEND up to date


## 4.2 The SEND Governor

The SEND Governor will:

4.21    Help to raise awareness of SEND issues at governing body meetings
4.22    Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing body on this
4.23    Work with the Principal and SENCO to determine the strategic development of the SEND policy and provision in the school


## 4.3 The Vice Principal

The Vice Principal will:

4.31    Work with the SENCO 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 and/or a disability


## 4.4 Class teachers

Each class teacher is responsible for:

4.41    The progress and development of every pupil in their class

4.42    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

4.43    Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
4.44    Ensuring they follow this SEND policy


## 5. SEND Information
## 5.1 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.

5.11    Communication and interaction (for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties)

5.12    Cognition and learning (for example, dyslexia, dyspraxia)

5.13    Social, emotional and mental health difficulties (for example, attention deficit hyperactivity disorder (ADHD),

5.14 Sensory and/or physical needs (for example, visual impairments, hearing impairments, processing difficulties, medical needs)

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

## 5.2 Identifying pupils with SEND 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:

5.21    Is significantly slower than that of their peers starting from the same baseline

5.22    Fails to match or better the child's previous rate of progress

5.23    Fails to close the attainment gap between the child and their peers

5.24    Widens the attainment gap

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:

5.25    Close liaison with primary schools on transition to The Chalfonts Community College.

5.26    Close liaison with parents on transition to The Chalfonts Community College.

5.27    Effective use of primary school progress data.

5.28    Literacy screening tests of all pupils at the start of Year 7.

5.29    Cognitive ability testing of Year 7 students during the autumn term.

5.30    Discussion with parents/carers over topics they may wish to raise.

5.31    Discussion with the student.

5.32    Liaison with subject staff, group tutors and the Pastoral Team.

5.33    Liaison with outside agencies.

5.34    The student's performance against expected progress data.

5.35    Year 9 screening tests for Access Arrangements.

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

An Individual Education Profile (IEP) is written for all students identified as having SEND and made available for teaching and support staff to help with lesson planning and teaching. These are reviewed regularly with parents/carers and the student. Learning Support staff are available for appointments with parents/carers at the scheduled Year Group Parents' evening. Further appointments can be made with Learning Support staff if necessary. Learning Support staff also monitors the support and progress of students via a fortnightly team meeting. The College has scheduled SEND Link teachers' meetings, in which subject staff from the different subject areas can raise concerns regarding particular students with the Learning Support staff and effective teaching and learning strategies can be discussed.

Learning Support staff also liaise regularly with the students identified as having SEND to gain an understanding of their views. Some SEND students have a designated keyworker.

Each Year Group has an identified member of the Learning Support Department attached to the Year Group, who attends regular Year Team meetings and works closely with the Year Leader and

Group Tutors to monitor the effectiveness of the provision in place for students and the progress being made by students.

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.

Some students who may have a diagnosis pertaining to a particular characteristic may also not require placement on the SEND register if they are making suitable progress.

If a parent/guardian believes that their child has special educational they should contact the SENDCO who will be able to undertake discussions and possible assessments to see if the student meets the school and national SEND criteria.

The evidence for students eligible for exams access arrangements and reasonable adjustments for examinations is part of the normal school screening processes. The SEND Department work closely with teachers to gather appropriate evidence. This is an ongoing process throughout the time a student attends the school. The school is required to provide a history of need regarding the student, for an application for adjustments, to be made for examinations.

## 5.3 Consulting and involving pupils and parents

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.

College staff can refer students to the Learning Support Department if they feel that a student may have undiagnosed SEND and a decision will then be made regarding possible further interventions, assessments or referrals.

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 SENCO or SEND Year Group coordinator.

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 SENCO or appropriate member of the Learning Support Department and as far as possible a mutually convenient appointment time will be made.

A copy of a student's Individual Education Profile (IEP) will be sent to parents and assessment data will be sent to parents via the College's normal reporting system.

The Learning Support Department currently runs a fairly open communication system with parents/carers of students with SEND. This is based largely on student need and parent/carers preferences.

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

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. Regular reviews are undertaken to assess the effectiveness of the support and/or interventions and their impact on the pupil's progress. We aim to follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

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

#### 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 SENCO. Occasionally circumstances dictate that discussions take place via telephone or virtually. Members of the Learning Support Department are also 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.

#### Planning for the Future
Although students with SEND in year 11 are considered a priority with regards to Adviza (previously known as Connexions) interviews, the Adviza service offers appointments to all students with an EHC Plan from year 9 onwards. The Adviza service sees students in preparation for their Annual Review to ensure appropriate planning is in place for transition. 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.

#### Year 12 and 13
Transition planning at this stage is carried out 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 students' parents/carers and previous school. It is expected that information regarding SEND is made available prior to transfer, to enable appropriate support to be managed. It is the responsibility of parents /carers to ensure that appropriate SEND information is given to the school when making an application.  If a student transfers to another school SEND records will be forwarded on request or as discussed with parents/carers.

### 5.6 Adaptations to the curriculum and learning environment.

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

5.61    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.

5.62    Adapting our resources and staffing

5.63    Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.

5.64    Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.


## 5.7 Additional support for learning

The current SEND support at The Chalfonts Community College includes, but is not limited to, some of the following and is tailored to suit individual students' needs as considered appropriate:

5.71    In class Learning Support Assistant support for identified students. The type of support depends on the students' needs and the planning requirements of the subject teacher.

5.72    Specialist Learning Support Assistant 1:1 sessions for targeted areas of need such as reading, spelling, organisation.

5.73    Specialist 1:1 and small group Teacher Support for those students identified as having the greatest need.

5.74    Specialist SpLD (Specific Learning Difficulty) support for some students identified as Dyslexic.

5.75    The use of a Chromebook in some lessons as agreed with teaching staff and Learning Support Department staff and if it is considered to be appropriate to support the student's needs.

5.76    Registration reading support for those students with limited reading skills.

5.77    Break and lunchtime support for some vulnerable students.

5.78    Before and after school homework support for SEND students who may need additional support with homework tasks.

5.79    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 option choice process, in liaison with students and parents.

5.710   There is a significant pastoral support offered by the Year Leaders and pastoral support staff for individual students with identified areas of need. These students are identified by Year Leaders in conjunction with the Student Development, Behaviour and Welfare manager and pastoral support team, working in close liaison with the SENCO. The College has a strong pastoral support system that works very closely with the Learning Support Department, to support students with identified SEND especially in the areas of social and emotional support.

5.711   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 Adolescent Mental Health Services).

5.712   A very small number of students access provision from offsite providers such as Aspire (an alternative educational provision) or from outreach workers who come into school.

5.713   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 monitored as appropriate to build up evidence for future Public Examinations.

The College has a commitment to providing higher level learners with SEND a high level learning experience appropriate to their learning ability.

## 5.8 Evaluating the effectiveness of SEND provision

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

| | |
|---|---|
| 5.81 | Reviewing pupils' individual progress towards their target grades |
| 5.82 | Reviewing the impact of interventions |
| 5.83 | Using pupil questionnaires |
| 5.84 | Monitoring by the SENCO & Learning Support Department |
| 5.85 | Using The College's data drop reports to measure progress |
| 5.86 | Holding annual reviews for pupils with EHC plans |

## 5.9 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

All of our students are encouraged to participate in all of the extra-curricular activities that we offer within our school.

As a school we offer many residential visits (for example: Duke of Edinburgh, World Challenge, Ski trips etc) and encourage all our students to attend. We also have a minibus that has been adapted for the use of hoists so that all students can be included in the extra-curricular activities that we offer at The Chalfonts Community College.

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

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. The College has a number of features which maximise accessibility. These include automatic door openers, lifts to nearly all upstairs areas, adjustable height tables and 6 specially adapted toilets and an adapted PE changing area. There is also a shower and toilet facility with specialist resources for physically disabled students. As well as a Learning Support resource base, there is a physiotherapy room with a variety of exercise equipment and staff trained in the use of evacuation chairs, in the case of an emergency. The Learning Support base also has a therapy room. The College's Accessibility plan can be found on the College Website.

## 5.10 Working with other agencies

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.

5.101   Specialist Teaching Service to support students with Autism, Hearing Impairment, Physical Disabilities and Language difficulties.

5.102    Speech and Language therapists.

5.103    Occupational therapists

5.104    Physiotherapists

5.105    Early Help Team (including Family Support Workers)

5.106    CAMHS (Child and Adolescent Mental Health Service)

5.107    School Nurse Team

5.108    School Counsellors

5.109    Child Protection Services (including Social Care)

5.1010   Community Paediatrics

5.1011   Pupil Referral Units

5.1012   Aspire (Alternative Education Provider)

5.1013   County SEND team

5.1014   Adviza careers service

5.1015   Hospital school's as relevant to individual students


Staff at The Chalfonts Community College work closely with our partners to ensure that students receive the support required to meet their needs.


## 5.11 Complaints about SEND provision

Complaints about SEND provision in our school should be made to the SENCO 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**


## 5.12 Contact details of support services for parents of pupils 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.**


## 5.18 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**


## 6. Monitoring arrangements

This policy and information report will be reviewed by The SENCO/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.

## 7. 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