



Chalfont St Peter Church of England Academy

Special Educational Needs and Disability (SEND) Local Offer/Annual Special Educational Needs Report

Our Vision for SEND

Welcome to the SEN Information Report for 2024, for Chalfont St Peter Church of England Academy

Chalfont St Peter Church of England Academy is committed to providing a high quality and challenging education for all its pupils and believes that every pupil is entitled to reach the highest level of personal achievement. We believe that educational inclusion embraces diversity and equal opportunities for all learners, regardless of their age, gender, ethnicity, religion, disability, attainment or background. We ensure that we provide inclusive, broad and balanced educational opportunities in order to meet the differing needs of the pupils attending. We are committed to removing barriers to learning and meeting the needs of individual learners.

Chalfont St Peter Church of England Academy recognises the statutory definition of Special Educational Needs:

'A child or young person has a special educational need if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age' (SEND Code of Practice 2015)

The School's Approach To Teaching Pupils With SEND

Chalfont St Peter Church of England Academy promotes inclusion in all aspects of school life. When appropriate risk assessments are carried out and reasonable adjustments are made to enable pupils with SEND to become active participants in the wider school community. This includes participation in extracurricular activities and trips.

Reasonable adjustments are made to the learning environment when required and the curriculum is adapted to meet individual needs. This may include the provision of one to-one or small group support in the classroom, specific seating arrangements and the use of specialist equipment, if obtainable within budgetary constraints. The school has access to a range of external agencies, which provide individualised programmes and professional advice when appropriate.

The teachers at Chalfont St Peter CE Academy all focus on 'Quality First Teaching' practices; all children in the class are taught by the teacher, who ensures that effective adaptations and targets are personalised for each child. When children are identified as having SEN, they remain the responsibility of the class teacher.

The teacher is responsible for tracking the children's progress which is monitored by the SENDCo. Children with identified SEND and those requiring additional and/or specific intervention are placed on the School's SEND Register. Appropriate provision is planned for the children, delivered through specific targets, individual and small group work or access to programmes devised by external agencies as necessary.

The school refers to and uses the Local Authority's 'Ordinarily Available Provision' document to guide interventions and support for pupils with SEND. [Buckinghamshire Ordinarily Available Provision Document](#)

The SENDCo and class teacher meet to discuss concerns and plan any necessary interventions. Parents and carers are always informed, and invited to a meeting as part of the planning process. Children identified as having SEND, access additional provision which is mapped and evaluated regularly by the class teacher, SENDCo and other relevant staff. The effectiveness of interventions is evaluated termly and progress is reviewed with school staff, parents and where appropriate, outside agencies.

Our Chalfont St Peter Church of England Academy Special Educational Needs and Disability (SEND) and Inclusion policy can be accessed from the school website.

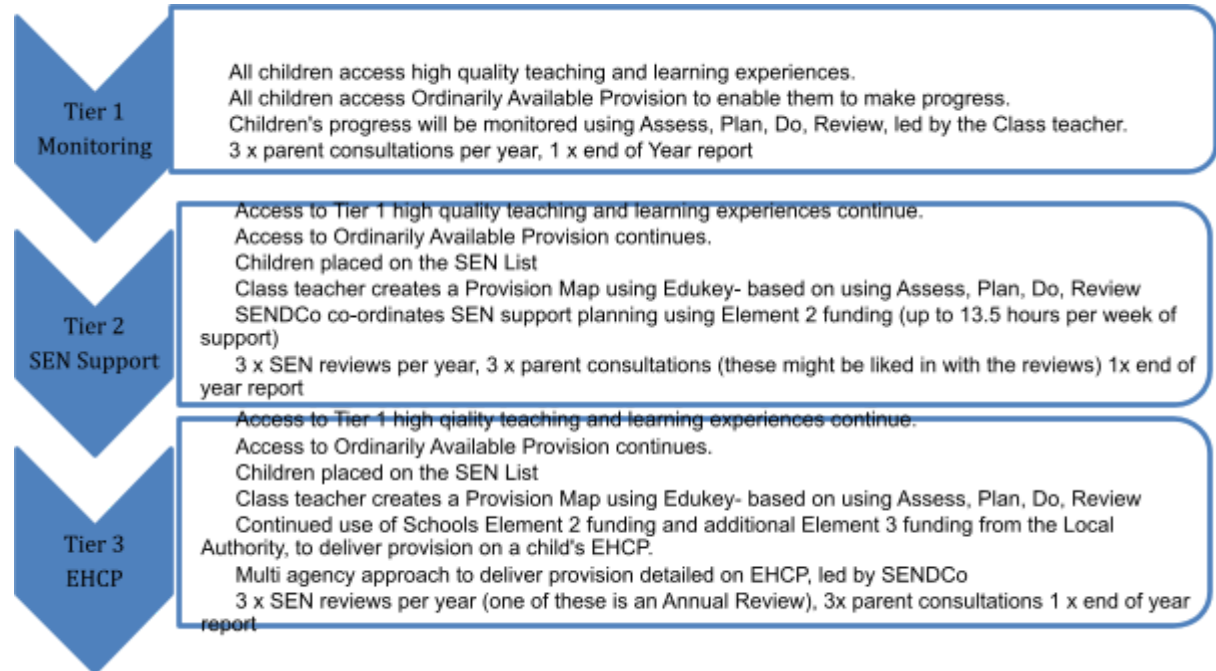
The policy can be read in conjunction with-Accessibility Policy and Plan, Equalities, Diversity and Inclusion Policy, Children with Health needs who cannot attend school and Supporting Pupils with Medical Needs Policy, which are all found on the school website.

The School has a caring, nurturing ethos, where the emotional and social development of all its pupils is of paramount importance. To ensure this, all children have access to quality PSHE and strong pastoral support systems. Pupils with social, emotional and mental health needs are supported through various avenues, including:

- Circle time
- PSHE lessons
- Being encouraged to share their feelings and concerns with the class teacher or LSA
- Nurture group- The Nest
- Social skills groups (when required)
- In a small number of cases, pupils are referred to CAMHS for specialist support
- Play Therapy- we employ a Play Therapist for 2 days a week
- Therapy dog- Maisie.

Graduated Approach

At Chalfont St Peter Church of England Academy, we use the Buckinghamshire 'Graduated Approach Principles and Process', when considering escalation of support in response to children's needs



We also use the Assess, Plan, Do, Review to plan children's provision and measure its impact



Chalfont St Peter Academy's SEND Policy- Identification and Assessment

At Chalfont St Peter Church of England Academy, children are identified as having SEND through a variety of methods including:

- Liaison with feeder schools
- Identification of a child performing below age expectations or not making expected progress relevant to their starting points
- Concerns raised by parents
- Concerns raised by the teacher(s)
- Liaison with external agencies
- Medical diagnosis

Evaluating The Effectiveness of Interventions and Reviewing Pupil Progress

The effectiveness of SEN provision is evaluated and regularly reviewed by the SENDCo, in consultation with the LSA, class teacher, pupil and parents. The tools used to evaluate the impact of each intervention include:

- formal testing prior to and following the intervention period
- classroom and or intervention observations conducted by the SENDCo.
- on-going programme records and LSA notes relating to specific provisions
- review meetings with class teachers and relevant LSA
- meetings with the parents and pupil
- feedback from the pupil

The SENDCo and the Class teacher monitor the progress of all pupils with SEN and coordinate the provision for each pupil. Provision Maps are written in September, December and April detailing the provision agreed, and short-term expected outcomes for each intervention are recorded and reviewed regularly. Provision Maps may be written more frequently if required. SEN Support Plans and pupil progress is reviewed with the parents and pupil at least three times each academic year.

Chalfont St Peter church of England Academy's Facilities to include pupils with SEND

Appropriate adjustments are made to accommodate the needs of individual children following guidance from specialists.

The entrances to the front and rear of the school are accessible by wheelchair and it is possible to gain access to the school hall by using the two chair lifts. The only inaccessible rooms for a wheelchair user are the drama studio and the Computing suite. Mobile technology is available for use in the classrooms and the hall is available for drama when necessary. There are two unisex accessible toilets in the school.

A detailed care plan is created for pupils with a physical or sensory impairment to ensure the pupil's safety at all times. This is written in consultation with relevant professionals and the parents. A Personal Emergency Evacuation Plan (PEEP) is also produced when required.

Classes are well resourced for children with additional needs. For example, visual timetables, writing slopes and sensory cushions are all regularly used. We have a wide range of Occupational Therapy resources to support both fine and gross motor skills.

Chalfont St Peter Church of England Academy actively supports children's emotional well-being. We have a specialist 'Nurture' room (The Nest) where children can enjoy a wide range of resources and share food with their peers and adults.

The school employs a Play Therapist for two days a week. Identified children are referred for this support to help improve social skills, confidence, self-esteem and the resilience and tools needed to deal with the challenges in their lives.

Many children take part in the 627 Transition Support Programme for SEND children in Year 6 prior to moving to Secondary school.

Chalfont St Peter Church of England Academy's Accessibility Policy and Plan, Equalities, Diversity and Inclusion Policy, Children with Health needs who cannot attend school Policy, and Supporting Pupils with Medical Needs Policy can be accessed from the school website: www.cspacademy.org.uk

Chalfont St Peter Church of England Academy's SEND Training

Appropriate Continued Professional Development is provided to staff in order to support the needs of SEND children within our school. Specialist expertise is obtained for the school by engaging professional advice as necessary. Many staff have accessed further or more specific CPD training opportunities relating to supporting pupils with SEND, facilitated by specialists or external training providers.

Chalfont St Peter Church of England Academy's Arrangements for consultation

Parents/carers and children are central to the School's SEND processes and procedures. We actively involve the parents/carers and pupils at every stage of the learning process. We value the opinions of pupils and their parents/carers and listen to and act upon their views when considering SEN provision. We also expect parents/carers to be fully involved and fully informed about how the school is supporting their child's special educational need or disability.

Parents/Carers are kept fully informed about their child's targets and progress through: -

- parent consultation meetings with the class teacher and/or SENDCo
- support plans
- provision maps
- reports from outside agencies

Where appropriate, children are involved in their target setting and reviewing their learning with the teacher and/or SENDCo.

The school prides itself on its open relationship with parents/carers and they are able to telephone the SENDCo. or make an appointment to see her if required. If a parent of a pupil with SEND has cause for concern, they are advised to contact the class teacher in the first instance. If this is not possible, or the class teacher is unable to resolve the matter, the parent can request an appointment with the SENDCo.

Parents of pupils identified as having a special educational need are invited to attend an Education, Health Care Plan (EHCP) or SEN Support Plan review meeting each term. Statutory reviews of EHC plans are held annually.

A home/school liaison book may be established for pupils in order to provide regular communication between parents and teacher(s)/LSA.

Chalfont St Peter Church of England Academy's Partnerships

Following identification of need, appropriate support services are engaged to meet the needs of pupils and their families. The school has strong links with a number of outside agencies and parents benefit from the experience and knowledge of the SENDCo and other members of staff.

The school involves other professional bodies in order to meet the needs of pupils with SEND and their families. These include:

- Buckinghamshire Family Information Service
- Child Protection Service and Safeguarding Team
- Children and Young People's Integrated Therapy Services (CYPIT) e.g. Child and Adult Mental Health Services (CAMHS), Occupational Therapy (OT), Speech and Language Therapy (SaLT)
- Community Paediatrics
- Integrated SEND Service Specialist Teachers
- Pupil Referral Unit
- School Nursing Team
- Social Care
- Young Carers
- 627 transition service

Chalfont St Peter Church of England Academy's contact details for support

Parents are informed of the contact details of any support service or education providers through 1:1 discussion as appropriate.

Chalfont St Peter Church of England Academy's Contact details

Head teacher: Mrs Nicola Alburg
SENDCo: Mrs Sally Valentine
SEND Governor: Mrs Jessica Redman
Email: office@cspacademy.org.uk
School contact number- 01753 883982