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## Special Educational Needs and Disability (SEND) and Inclusion Policy

# Chalfont St Peter CE Academy

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<b>Approved by:</b>	Governing Body	<b>Date:</b> October 2021 (updated October 2024)
<b>Date of last review:</b>	October 2024	Approved at FGB - October 2021
<b>Next review due by:</b>	October 2025	

## INTRODUCTION

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (Jan 2015) and gives due regard to the Children and Families Act 2014, The Equality Act 2010, Statutory Guidance on supporting pupils at school with medical conditions April, 2014 and the Teachers' Standards 2012. It is in keeping with the school's aims and should be read in conjunction with The School's SEN Information Report (Local Offer) and the following policies:

Accessibility Policy and Plan  
Equalities, Diversity and Inclusion Policy  
Supporting Pupils with Medical Needs Policy  
Looked After Children Policy  
Behaviour Policy  
Admissions Policy  
Safeguarding and Child Protection Policy

Every teacher is responsible and accountable for every pupil and the outcomes they achieve, including those with SEND. Chalfont St Peter Church of England Academy is committed to providing a high quality, challenging and appropriate education for all 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, impairment, attainment or background. All children, including those with a special educational need or disability have access to an inclusive, broad and balanced academic and social curriculum, as well as an entitlement to be fully involved in all that the school offers. We are committed to removing barriers to learning and maximising inclusion commensurate with meeting individual needs, delivering the highest quality of education and providing an efficient use of resources for all children.

The named SENDCo is Mrs Sally Valentine. Mrs Valentine has a Certificate in Further Professional Studies in Special Educational Needs from Reading University and is the Deputy Headteacher. Mrs Valentine does not hold the National Award for SEN (NASENDCo), but her appointment complies with clause 64 of the Child and Families Act 2014, as she has been employed as a SENDCo since 1998.

Mrs Valentine is also the named person for Looked After Children

## DEFINITION

High quality teaching and accessible learning experiences, using the Buckinghamshire model of Ordinarily Available Provision will meet the individual needs of the majority of children. Some children need special educational provision that is additional and different to this approach

*'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. Special educational provision means educational or training provision that is additional to, or different from, that made generally available for others of the same age in a mainstream setting in England..... Health care provision or social care provision which educates or trains a child or young person is to be treated as a special educational provision.'*  
SEN Code of Practice 2015.

A child under compulsory school age has SEN if he or she is likely to fall within the definition above when they reach compulsory school age or would do so if special educational provision was not made for them.

A child has a disability if he or she has: *'a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.'* Equalities Act 2010.

A child with a disability will also be considered to have a special educational need if the disability prevents or hinders them from otherwise making use of educational facilities. Pupils with a disability do not necessarily have a special educational need.

This definition includes children and young people with long term medical conditions such as asthma, serious allergies, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEN but where a child requires special provision over and above the adjustments, aids and services required by the Education Act 2010, they will additionally be covered by the SEND definition.

### ***Aims and objectives:***

The Governors and staff of this school recognise that all children have a right to a broad, balanced, relevant and differentiated curriculum. Staff aim to create a happy, educationally exciting and positive environment in which all pupils can develop to their full potential and become confident, independent individuals. High quality classroom teaching is the primary intervention and inclusion is demonstrated through strategic planning, appropriate adaptations and making reasonable adjustments.

We aim to:

- to identify, at the earliest possible opportunity, barriers to learning and participation for children with SEND
- ensure that our curriculum is responsive to all children whatever their individual needs.
- promote positive attitudes and individual confidence, ensuring all children experience success.
- ensure equality of opportunity and to eliminate prejudice and discrimination against all children
- ensure that reasonable adjustments are made to the curriculum delivery, equipment and premises thus making them more accessible to children with special educational needs or disabilities
- appreciate and celebrate diversity
- identify, assess, record and regularly review childrens' special educational needs.
- to work in partnership with parents to plan and support all stages of their child's development.
- ensure that the child's voice is key in a graduated response to planning and reviewing provision
- to work closely with external support agencies where appropriate to support the needs of individual children
- to ensure that all staff have access to training and advice to support quality teaching and learning for all pupils

## **ROLES AND RESPONSIBILITIES**

Provision for pupils with special educational needs and Disability is a matter for the school as a whole.

### **Governors**

The Governors, together with the Headteacher, have a legal responsibility to oversee all aspects of the school, including provision for children with special educational needs or disability and for doing their best to ensure that the necessary provision is made for those pupils.

The Governors value the development of the school's Special Educational Needs and Inclusion Policy and receive regular information on inclusion by way of the Headteacher's reports to Governors. Regular liaison also takes place between the SEN Governor and the SENDCo. The Governors and Headteacher monitor inclusion in terms of provision and finance.

The named governor with responsibility for SEN and inclusion is: Mrs Jessica Redman

The Governing Body plays an important role and has responsibility for:

- ensuring policies and practice adhere to legislation including the SEN Code of Practice
- 0-25 (2015) and the Children and Families Act (2014)
- taking active steps to avoid discrimination or prejudice against pupils in their admissions arrangements and in relation to exclusions.
- ensuring that Chalfont St Peter CE Academy is a fully inclusive school, offering equality of opportunity to all children.
- ensuring that the necessary provision is made for children with a special educational need or disability.
- ensuring that all who are likely to teach a child are informed if the Local Authority advises the Governing Body that a child with additional needs is to be admitted to the school. This may be through the Headteacher.
- ensuring that members are knowledgeable of the school's SEN provision; including funding, equipment and how personnel resources are employed.
- ensuring that SEN provision is an integral part of the School Improvement Plan and the school's self- evaluation process.

### **SENDCo**

The Special Educational Needs and Disability Coordinator is Mrs Sally Valentine; she works closely with all staff, the Headteacher, parents and outside agencies ensuring the best possible provision for children with special educational needs.

She is responsible for:

- overseeing the day-to-day operation of the school's SEND policy
- developing and disseminating good practice
- coordinating provision for children with SEND
- supporting the involvement of parents and guardians from an early stage and liaising with parents of pupils with SEND in conjunction with the class teacher
- advising on a graduated approach to providing SEND support, liaising with and advising other members of staff
- helping to identify children with special educational needs, assessing and planning for progress
- ensuring that parents have copies of provision Maps which are written by class teachers.
- maintaining the school's Special Needs and Disability register

- Maintaining records on pupils with SEND, which may include documents of a confidential nature.
- Writing professional reports when required, including application for Higher Needs Block Funding, Statutory Assessment or a request for specialist placement.
- Coordinating and managing Annual Reviews
- acting as Designated teacher for Looked After pupils with SEND
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with feeder and transfer schools, educational psychologists, health and care professionals, and other professionals as appropriate
- being a key point of contact with external agencies, especially the Local Authority and its support agencies
- Writing and reviewing the SEND Local Offer
- liaising with potential and next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- overseeing the deployment of Learning Support Assistants
- supporting the professional development of Learning Support Assistants
- keeping abreast of current research and trends with regard to SEND through CPD and network/liaison groups.
- regularly liaising with the SEND governor

### ***Headteacher***

The Headteacher works closely with the SENDCo and keeps the Governing Body fully informed of SEND issues, providing an annual SEND Information Report. The content of the report is specified at section 6.79 of the *Code of Practice 2014: 0 to 25 years*.

The Headteacher has overall responsibility for:

- ensuring that the needs of all pupils are met
- setting objectives and priorities in the school development plan, which includes SEND
- setting a SEND budget within the school's overall financial resources
- ensuring the Notional and SSA funding is allocated appropriately
- keeping the Governing Body fully informed of SEND issues and providing an annual SEND information report in line with the specified content at section 6.79 of the SEN Code of Practice (2015)
- the deployment of all resources relating to SEND within the school

## **Teaching Staff**

Teachers are responsible and accountable for the progress and development of pupils in their class, including where pupils access support from LSA's or specialist staff. All teachers are teachers of pupils with special educational needs. The needs of the majority of pupils will be met by the class teacher.

Class teachers are involved in the development of the School's SEND policy and implement the procedures for identifying, assessing and making provision for pupils with SEND, including planning for adaptations. The identification of SEND is built into the overall approach to monitoring the progress and development of pupils. Class teachers are responsible for working with children on a daily basis and closely monitor children involved in interventions. Teachers work closely with Learning Support Assistants to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The SEN Code of practice 2015: 0-25, identifies that teachers are responsible for:

- the early identification of pupils who are failing to make adequate progress
- setting high aspirations and expectations for pupils with SEND so that they achieve their best and become confident individuals living fulfilling lives
- working with pupils with SEND on a daily basis
- regular monitoring and reviewing of the progress and development of the pupils in their class, including where pupils access support from Learning Support Assistants or specialist staff.
- high quality teaching, adapted for individual pupils
- setting realistic learning/behavioural outcomes, which form part of the pupil's Provision Map. Short term targets should also be set and reviewed when appropriate
- familiarising themselves with the children's strengths, weaknesses, special educational needs and disabilities through training, personal reading, information contained in the child's individual file or on the Edukey Provision Map Writer, seeking advice from the outside agencies, the SENDCo and parents
- retaining responsibility for pupils when they are working away from the main class and work closely with LSAs or specialist staff to plan and assess the impact of support/interventions and how they can be linked to classroom teaching
- keeping a record of interventions and strategies used for all pupils failing to make adequate progress
- gathering information and working in partnership with parents by keeping them informed at every stage
- reviewing SEN Provision Maps with parents and the pupil on a termly basis and keeping a record of the outcome on the Edukey Provision Map Writer.
- allocating the class LSAs time effectively and ensuring the efficient delivery of SEN provisions
- planning and monitoring the support delivered by LSAs
- working closely with the SENDCo to identify provisions and strategies to be included in SEN Provision Maps or EHC Plans

- sharing appropriate information or professional reports with members of staff who work with pupils in their class
- assisting the SENDCo in writing SEND reports
- contributing to Annual Reviews of Statements or EHC Plans
- seeking advice from the SENDCo regarding pupils causing concern when necessary
- liaising with, and passing on, information regarding pupils with SEND to the head of year at feeder secondary schools (year 6 teachers).

### **Learning Support Assistants**

Learning Support Assistants work under the direction of class teachers or SENDCo. and they play a major role in the support of individuals or groups of pupils with additional needs. Chalfont St Peter CE Academy employs many LSAs who have gained extensive experience of working with children with SEND. All LSAs are encouraged to undergo CPD in SEN and disability.

### **COORDINATING AND MANAGING PROVISION**

The Headteacher and SENDCo meet frequently to discuss SEND issues.

The SENDCo meets with class teachers to give support and advice. SEND policy and provision are discussed regularly at staff meetings in order to raise the achievement of children with SEND. Special needs provision is an integral part of the School Development Plan. The SENDCo oversees the provision using provision mapping. We use the Edukey Provision Mapping tool.

The SENDCo meets regularly with the Learning Support Assistants to review progress and give advice, and monitors the placement of support throughout the school. This is dependent on the Special Needs requirements and this placement may change as the needs of the children change. There is opportunity for informal daily contact between staff to discuss concerns.

Parents/guardians are kept informed by class teachers and are encouraged to be involved in the support of their child whenever possible. The SENDCo also liaises with parents of pupils with SEND. Pupils with Education, Health and Care Plans also have an Annual review with the SENDCo.

Chalfont St Peter Church of England Academy strives to be a fully inclusive school. It acknowledges the range of issues to be taken account of in the process of development. All pupils are welcome, including those with special educational needs, in accordance with the LA Admissions Policy. According to the Education Act 1996, (Section 316), the school will admit a child with an Education, Health and Care Plan subject to the wishes of their parent unless this is incompatible with the efficient education of other children, and there are no reasonable steps that can be taken to prevent the incompatibility.

### **SPECIALISMS AND SPECIAL FACILITIES**

Children's specific needs are discussed with parents/guardians when admission to school is requested. The previous school and support agencies are contacted should this be

appropriate. All staff have responsibility for teaching children with learning difficulties/disabilities and should any specialist advice be required; this will be arranged.

The school has access for wheelchairs. Suitable toilet facilities are available. Where a child has a disability the SENDCo and class teachers make sure that all adults are informed about effective management strategies and that other children are made aware as appropriate. Advice is sought from outside agencies on how best to provide for the child's needs. Arrangements are made to allow as much independence as possible, but with support available as and when necessary.

The SENDCo and Governor with responsibility for Special needs liaise regularly to discuss provision within the school for all children with SEND.

## **IDENTIFICATION, ASSESSMENT AND PROVISION**

### **ALLOCATION OF RESOURCES**

Delegated funding for pupils with an EHC Plan is mainly used to pay salaries for staff who support these pupils.

Other devolved funding is allocated to support the needs of other pupils with SEND.

Pupil Premium money is carefully allocated in line with the school's pupil premium statement. (See Academy website)

Additional school funds support the management of SEND provision by purchasing resources and training staff to meet the changing needs of the SEND pupils

## **IDENTIFICATION, ASSESSMENT AND REVIEW**

The SEND Code of Practice (2015) puts class teachers at the heart of children's progress and identification of need through a diagnostic graduated approach. All teachers are teachers of children with SEND.

The school utilises a three-tiered approach to supporting pupils, in line with Buckinghamshire's Graduated Approach Principles and Processes guidance.

The progress of the children is assessed at regular intervals by staff as part of the school's tracking process. Where progress is slow, the first response is high quality targeted teaching. Slow progress and low attainment do not necessarily mean that a child has SEND. All those working with children are alert to emerging difficulties and respond early.

In deciding whether to make special educational provision, the Headteacher and SENDCo consider all the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress.

Where more specific assessment is deemed to be necessary, the SENDCo may then involve other professionals from outside the school. The information gathering will include an early discussion with the pupils and their parents. Chalfont St Peter Church of England Academy recognises that parents know their children best and we ensure we listen to and understand when parents express concerns about their child's development. Consideration of whether special educational provision is required starts with the desired outcomes, including the expected progress and attainment and the views and wishes of their parents.



All barriers to learning will be considered at this stage. It is not automatically presumed that if a pupil is failing to make progress, they have a special educational need. Consideration is also given to the following.

- Attendance and punctuality
- Health and welfare
- EAL
- Being in receipt of Pupil Premium
- Being a Looked After Child
- Being a child of a Serviceman/woman.

When identifying whether special educational provision is required, the following criteria may be considered:

- A child's early history and/or parental concern
- Low entry profile
- A pupil's lack of progress measured against others given the same baseline, despite receiving quality first teaching and a differentiated curriculum
- Failure to close the gap between the pupil's attainment and that of their peers
- Failure to match or better the previous rate of progress
- Requiring greater attention in class due to behavioural/learning difficulties
- Requiring specialist material/equipment or support for sensory/physical problems
- Diagnosis by a medical professional
- Assessment reports provided by external agencies e.g. Paediatrician, SALT, OT, Physiotherapy

The SENDCo and the class teacher, together with specialists, and involving the pupils, parents, consider a range of teaching approaches, appropriate equipment, strategies and interventions in order to support the child's progress. Outcomes are agreed and progress reviewed regularly. The child will be added to the school SEN register

Where, despite the school providing SEN support, a child has not made expected progress, school and parents may consider requesting an Education, Health and Care assessment by the local authority. The LA will expect to see evidence of the action taken by the school as part of SEN support.

Following the identification and assessment process, the SENDCo. will arrange an information gathering meeting with the class teacher, parents and pupil, to consider a range of teaching approaches and interventions to reduce barriers to learning and to support pupil progress. An SEN Provision Map will be completed by the class teacher using the Edukey Provision Map writer and then checked by the SENDCo.

Regular monitoring and recording of progress against short and long term outcomes, using the graduated approach, is the responsibility of the class teacher.

A consultation meeting between the pupil, parent and class teacher will be convened at least three times during the academic year to review the SEN Provision Map. The SENDCo. May also attend the meeting. Outcomes of the review will be recorded by the class teacher on the relevant pages of the Provision Map review section on Edukey Provision Map writer. The SENDCo. will ensure records are updated centrally and parents are provided with a copy of the revised provision map.

When a child is identified as needing SEN support, school employs a graduated approach of Assess-Plan-Do-Review adopting the recommended model for Special Educational Needs as set out in the Code of Practice (DfE 2014).

The four key actions are:

Assess	The class teacher and SENDCo should clearly assess a pupil's needs
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	before identifying a child as needing SEND support.
Plan	Parents must be notified wherever it is decided that a student is to be provided with SEND support.
Do	The class or subject teacher should remain responsible for working with the child on a daily basis and retain responsibility for the pupil's learning and progress.
Review	The effectiveness of the support should be reviewed in line with an agreed date.



Provision for children with SEN is additional to or different from those provided as part of the school's usual differentiated curriculum and strategies. It is a graduated response to children's individual needs. Such provision is recorded on the SEN Provision Map.

**Categories of Special Educational Need**

Children's needs and requirements fall into four broad areas, but individual pupils may well have needs which span two or more areas. For example, a pupil with general learning difficulties may also have communication difficulties or a sensory impairment.

Area of Need	Difficulty
Communication and Interaction	Speech, language and communication difficulties or disorders. Autistic Spectrum Disorder (ASD)
Cognition and Learning	Significant learning difficulties in relation to pupils of the same age Moderate Learning Difficulties (MLD) Severe Learning Difficulties (SLD) Specific Learning Difficulties (SpLD) e.g. dyslexia, dyspraxia, dyscalculia
Social, Emotional and Mental Health	Behaviour reflecting underlying mental health difficulties e.g. anxiety or depression

	Attention Deficit Disorder (ADD) Attachment Disorder Attention Deficit Hyperactivity Disorder (ADHD)
Sensory and/or Physical	Hearing or visual impairment Physical disability Multi- sensory impairment

Although the school can identify special educational needs and make provision to meet those needs, we do not offer diagnoses. Parents are advised to contact their GP if they think their child may have ASD, ADHD, or a similar disability.

If a pupil fails to make expected progress, despite high quality targeted SEN support equating to 13½ hours or £6500, the SENDCo or parents may consider requesting a statutory assessment by the Local Authority for an Education, Health and Care Plan. The appropriate forms will be completed by the SENDCo. and submitted to Buckinghamshire Council via an online portal.

The progress and provision for all pupils with a EHC Plan will be closely monitored, reviewed and coordinated by the SENDCo. Annual reviews for pupils with a EHC Plan will be managed by the SENDCo using a person centred approach at least every twelve months.

Chalfont St Peter Church of England Academy has a caring, nurturing ethos, where the emotional and social development of all its pupils is held in high regard. Pupils with social, emotional and mental health needs are supported through various avenues, including:

- Play Therapy
- Therapy Dog
- PHSE lessons
- being encouraged to share their feelings and concerns with the class teacher or LSA
- Nurture group- The Nest
- social skills groups (when required) and circle time
- In a small number of cases, pupils are referred to CAMHS for specialist support.

The school endeavours to make sure there is a positive portrayal of disabled people through displays and resources in the school. It is understood that children with SEN or disability are at an increased risk of being bullied. Any incidents of bullying or derogatory name-calling relating to a child's SEN or disability are treated seriously under the school's Anti-Bullying Policy.

Circle Time and the PHSE curriculum are used to raise awareness of issues relating to disability equality in school and in the wider community.

All teachers and Learning Support Assistants modify/adapt teaching and learning appropriately and make reasonable adjustments for pupils with disabilities, which may include allowing additional time for children to complete specific tasks. In their planning, teachers ensure that they provide children with disabilities the opportunity to develop skills in practical aspects of the curriculum.

Teachers ensure that work for disabled children:

- takes account of their pace of learning and the equipment required
- takes account of the effort and concentration needed in oral work, or when using visual aids for example

- is adapted or offers alternative activities in those subjects where children are unable to manipulate tools or equipment, or use certain materials
- includes approaches that allow hearing-impaired children to learn about sound in science and music, and visually-impaired children to learn about light in science. Strategies to allow visually impaired pupils to use visual resources and images in art and design technology are also explored
- uses assessment techniques that reflect their individual needs and abilities.

The school is committed to providing an environment that allows disabled children full access to all areas of learning. Information on access is included in the Accessibility Policy/Plan.

All children with a special educational need or disability are encouraged to take part in extracurricular activities or clubs and have equal opportunity to go on school visits and journeys.

### **Supporting pupils with medical conditions**

Where children with SEND also have medical needs, their provision is planned and delivered in a coordinated way with the healthcare plan. School has regard for the statutory guidance supporting pupils at school with medical conditions (DfE, 2014). See the Supporting Pupils with Medical Conditions Policy.

## **CURRICULUM ACCESS AND INCLUSION**

Chalfont St Peter Church of England Academy strives to be an inclusive school, engendering a sense of community and belonging through its

- inclusive ethos
- broad and balanced curriculum for all pupils
- systems for early identification of barriers to learning and participation
- high expectations and suitable targets for all children

## **EVALUATING SUCCESS**

Parents/guardians, staff and pupils meet regularly, both formally and informally, to plan outcomes, revise provision and celebrate success.

The success of the school's SEND Policy and provision is evaluated through:

- Monitoring of classroom practice by SENDCo and subject coordinators
- analysis of pupil tracking data and test results.
- Monitoring of procedures and practice by the SEN Governor.
- School self-evaluation
- The School Development Plan

## **COMPLAINTS PROCEDURES**

If a parent or guardian is concerned about SEND provision for their child, initial contact should be made with the class teacher. A meeting will be arranged, which may include the Head teacher and/or SENDCo, to discuss the concern. The Special Educational Needs and Disability Information, Advice and Support Service or SENDIAS is available to support parents in meetings concerning their child's progress and welfare.

In the event of a formal complaint concerning SEN provision, parents/guardians are advised to contact the Head teacher and follow the School Complaints Procedure which can be found on the school website.

## **STORING AND MANAGING INFORMATION**

All documents and information relating to individual pupil's SEND are kept in files in a locked filing cabinet within the SENDCo's office. Confidential information relating to a pupil's SEND is sent securely or given directly, to the SENDCo. at the feeder school on transition.

The school uses the Edukey Provision Map tool for safe storage of files and information and to avoid the duplication and copying of confidential paperwork. All teachers and LSA's have a login for this tool.

## **STAFF DEVELOPMENT**

The school is committed to gaining further expertise in the area of Special Needs education. Current training includes school-based whole school INSET, training sessions for Learning Support Assistants and lunchtime supervisors, SENDCo and Learning Support Assistant meetings, attendance at liaison group meetings and the reading and discussion of documents on SEND. Staff meetings are arranged to respond to the specific needs of the school.

## **LINKS WITH OTHER AGENCIES, ORGANISATIONS AND SUPPORT SERVICES**

The school's link Occupational Therapist and Speech and Language Therapist liaise with the SENDCo. on a termly basis at a clinic and often observe children in the classroom on an informal basis. With parental permission, the link professionals may conduct formal assessments and provide advice to staff and parents when required.

The SENDCo. has access to following services and referrals are made if appropriate:

- Bucks Educational Psychology Service
- Pupil Referral Unit (PRU)
- Child and Adolescent Mental Health Service (CAMHS)
- Speech and Language Service (Children's Therapies)
- Specialist Teaching Service
- Social Care
- School Nurse Team
- Physiotherapy and Occupational Therapy service(Children's Therapies)
- Safeguarding Team

There are also a range of support services provided by Buckinghamshire Council, the NHS and local charitable organisations that can be accessed. Written parental consent is always sought prior to a referral being made.

## **PARTNERSHIP WITH PARENTS**

Our school believes that good communication between parents/guardians and staff is essential so that parents can share their knowledge and expertise about their child. This is important in enabling children with special educational needs to achieve their potential.

Parents are always welcome to visit the school to discuss any concerns about their child with the class teacher, at a mutually agreed time. There is opportunity for parents to discuss their child's needs, progress and strengths at Parent and staff consultations and Special Needs

Review meetings. Parents are involved in the initial identification of their child's needs and are always part of the review process to monitor provision and progress.

Wherever possible, parents are involved in any strategies instigated, and we aim to support parents with their child's difficulties if necessary. Parents are consulted and permission sought before involving outside agencies in the assessment of a child's progress or behaviour.

Information about the Parent Partnership Service is given to parents so they may use it if they wish, and information is available for parents of children with learning difficulties/disabilities in school.

## **THE VOICE OF THE CHILD**

All children are encouraged to participate in discussions about their learning and to feel that their views are valued right from the start of their education. In Chalfont St Peter Church of England Academy. We encourage pupils to participate in their learning by contributing their views or being present for at least part of review meetings, depending on their level of maturity, to share their wishes and feelings with families and staff. This is difficult for some children, so it is important to recognise success and achievements as part of the review process as well as addressing any difficulties. Pupils are encouraged to take part in the reviews and be part of the evaluation of their successes and needs.

## **TRANSFER ARRANGEMENTS**

The SENDCo, class teachers and Head teacher liaise over the internal transfer of pupils with SEND. Placements are considered carefully in order to meet a child's particular needs, and pupils visit their new class before transfer.

Year 6 children transferring to local Secondary Schools have the chance to visit the new school. Representatives from the Secondary Schools visit to talk with the children. The SENDCo and Year 6 teachers liaise over the transfer procedure and when transfer is local, meetings are arranged between the appropriate staff. At all times of transition, SEND information is gathered together and records transferred to the new teacher or school.

For pupils with Education, Health and Care Plans, the child's plan should be amended in the light of recommendations of the annual review in the year of transfer to ensure that time is available to make necessary transfer arrangements re/needs and provision. Leading up to and at the Year 5 Annual Review there is a discussion about appropriate schools, the SENDCo and Specialist teaching staff involved with the child will offer support to make the right decisions and arrange school visits with the family if appropriate. The SENDCo of the receiving school will be invited to the final annual review in primary schools of pupils with statements or Education, Health and Care Plans where the particular school has been named.

## **EVALUATING SUCCESS**

The success of the school's SEND and Inclusion Policy, and provision, is evaluated through:

- monitoring of classroom practice by the SENDCo, and Senior Leadership Team
- analysis of pupil tracking data and test results for individual pupils and cohorts

- value added data for pupils on the SEN register
- monitoring of procedures and practice by the SEN Governor
- the School Development Plan
- pupil and parent questionnaires.

Progress is achieved if the school:

- closes the attainment gap between pupils with SEND and their peers
- prevents the attainment gap growing wider
- ensures progress at a similar rate to that of other children of the same age starting from the same attainment baseline, although this may still be less than that of the majority of pupils their age
- matches or betters the previous rate of progress
- ensures access to the full curriculum
- demonstrates an improvement in self-help, social or personal skills
- demonstrates improvement in a pupil's behaviour

The SENDCo with the support of the Assessment Coordinator reviews the progress of pupils recorded on the monitoring list and SEND register at the end of the academic year and analyses the assessment data. Changes to the pupil's SEN status are made where necessary. This information is shared with class teachers, the SEN Governor and the Senior Leadership Team.

### **Monitoring and Review**

The implementation of this policy will be monitored by the SEND Governor.

This policy will be reviewed annually or earlier if documentation changes.