Special Educational Needs and Disability (SEND) and Inclusion Policy

Chalfont St Peter CE Academy

Approved by:	Governing Body	**Date:** October 2025
Date of last review:	October 2026	Approved at FGB - October 2025
Next review due by:	October 2027	

Chalfont St Peter Church of England Academy's 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 Co-ordination (NASENCO) or the NPQ for SENCOs, but as she was appointed as a SENCO before 1 September 2009, she is not required to take the NPQ.

Mrs Valentine is also the named person for Looked After Children.

1.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 children' s 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

2. Vision and Values

Every teacher is responsible and accountable for **every** child in their class, including where a child may access support from Learning Support Assistants or specialist staff SEND Code of Practice 2015).

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 at Chalfont St Peter Church of England Academy, 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 school values the positive relationship it has with parents and works in partnership to ensure the requirements of children with additional needs are met effectively.

3. Legislation and Guidance

This is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014 which sets out schools' responsibilities for pupils with SEND
- The Special Educational Needs and Disability Regulations 2014, which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCOs) and the special educational needs (SEN) information report
- The Equality Act 2010 (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- The Public Sector Equality Duty (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The Governance Handbook, which sets out governors' responsibilities for pupils with SEND
- The School Admissions Code, which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to unfairly disadvantage children with a disability or with special educational needs.

4. Inclusion and equal opportunities

At our school we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life.

5. Definitions

5.1 Special educational needs

A pupil has SEN if they have a learning difficulty or disability that requires 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 most 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.

5.2 Disability

Pupils are considered to have a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

5.3 The 4 areas of need

Children's needs and requirements fall into four broad areas. Pupils can have needs that cut across more than 1 area, and their needs may change over time.

Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time

Area of Need	
Communication and Interaction	Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication. Pupils who are on the autism spectrum often have needs that fall in this category.
Cognition and Learning	Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including: Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia Moderate learning difficulties Severe learning difficulties Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
Social, Emotional and Mental Health	These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have: Mental health difficulties such as anxiety, depression or an eating disorder Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder Suffered adverse childhood experiences These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.
Sensory and/or Physical	Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided. Pupils may have: A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment A physical impairment These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers

6. Roles and responsibilities

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

6.1 The 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 will:

•Inform any parents that their child may have SEN and then liaise with them about the pupil's needs and any provision made
• Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
• 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
• Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that pupils with SEN receive appropriate support and high-quality teaching
• Advise on the graduated approach to providing SEN support and differentiated teaching methods appropriate for individual pupils
• Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
• Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to ensure that appropriate provision is provided
• Liaise with Infant schools and Secondary schools to make sure that the pupil and their parents are informed about options and that a smooth transition is planned
• When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil's SEN and the provision for them are sent to the appropriate authority, school or institution in a timely and secure manner
• Work with the headteacher and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
• Make sure the school keeps its records of all pupils with SEND up to date and accurate
• With the headteacher, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
• With the headteacher, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
• Prepare and review information for inclusion in the school's SEN information report and any updates to this policy
• With the headteacher and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

6.2 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 governors with responsibility for SEN and inclusion are: Mrs Jessica Redman and Mrs Charlotte Stanhope.

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

- ensuring policies and practice adhere to legislation including the SEN Code of Practice
- 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.
- ensure 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.

6.4 Headteacher

The headteacher will:

• Work with the SENDCO and SEND link governor to determine the strategic development of the SEND policy and provision within the school
• Work with the SENDCO and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
• Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress
• Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils
• Make sure that the SENDCO has enough time to carry out their duties
• Have an overview of the needs of the current cohort of pupils on the SEND register
• With the SENDCO, monitor to identify any staff who have specific training needs regarding SEND, and incorporate this into the school's plan for continuous professional development
• With the SENDCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
• With the SENDCO and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

6.5 Class teachers

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 Year Leader will oversee this within each year group.

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 interventions
- 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 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).

6.7 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.

6.8 Parents or Carers

Parents or carers should inform the school if they have any concerns about their child's progress or development.

Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support.

They will be:

• Invited to termly meetings to review the provision that is in place for their child

• Asked to provide information about the impact of SEN support outside school and any changes in the pupil's needs

• Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil • Given an annual report on the pupil's progress

• The school will take into account the views of the parent or carer in any decisions made about the pupil.

6.9 The Pupil

Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support.

This might involve the pupil:

• Explaining what their strengths and difficulties are

• Contributing to setting targets or outcomes

• Attending review meetings

• Giving feedback on the effectiveness of interventions

• The pupil's views will be taken into account in making decisions that affect them, whenever possible.

7. SEN Information Report

The school publishes a SEN information report on its website, which sets out how this policy is implemented in the school.

The information report will be updated annually and as soon as possible after any changes to the information it contains.

8. Our approach to SEND Support

8.1 Identifying pupils with SEND and assessing their needs

We will assess each pupil's current skills and levels of attainment when they start at the school. This will build on information from previous settings and Key Stages, where appropriate. We will also consider any evidence that the pupil may have a disability and if so, what reasonable adjustments the school may need to make.

Class teachers will regularly assess the progress of all pupils and identify any whose progress:

• Is significantly slower than that of their peers starting from the same baseline • Fails to match or better their previous rate of progress

• Fails to close the attainment gap between them and their peers

• Widens the attainment gap

This may include progress in areas other than attainment, for example, wider development or social needs. When teachers identify an area where a pupil is making slow progress, they will target the pupil's area of weakness with adapted, high-quality teaching and use the Bucks ordinarily available provision model.

If progress does not improve, the teacher will raise the issue with the SENDCO to have an initial discussion about whether this lack of progress may be due to a special educational need. Where necessary they will, in consultation with the pupil's parents or carers, consider consulting an external specialist.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

Potential short-term causes of impact on behaviour or performance will be considered, such as bereavement. Staff will also take particular care in identifying and assessing SEN for pupils whose first language is not English.

When deciding whether the pupil needs special educational provision, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed using the Bucks ordinarily available provision model.

Please follow the link to Bucks Universal Provision:

Universal Provision

If a pupil is joining the school, and:

• Their previous setting has already identified that they have SEN

• They are known to external agencies

• They have an education, health and care plan (EHCP) then the school will work in a multi-agency way to make sure we get relevant information before the pupil starts at school, so support can be put in place as early as possible.

8.2 Consulting and involving pupils and parents

The school will put the pupil and their parents at the heart of all decisions made about special educational provision.

When we are aiming to identify whether a pupil needs special education provision, we will have an early discussion with the pupil and their parents. These conversations will make sure that:

• Everyone develops a good understanding of the pupil's areas of strength and difficulty

• We take into account any concerns the parents have

• Everyone understands the agreed outcomes sought for the child

• Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record.

We will formally notify parents if it is decided that a pupil will receive special educational provision.

8.3 The graduated approach to SEN support

Once a pupil has been identified as having SEN, we will take action to remove any barriers to learning, and put effective special educational provision in place. This support will be delivered through a SEN Support Plan and successive rounds of a 4-part cycle known as the graduated approach.

Assess

The pupil's class teacher and the SENDCO will carry out a clear analysis of the pupil's needs. The views of the pupil and their parents will be taken into account. The school may also seek advice from external support services.

The assessment will be reviewed regularly to help make sure that the support in place is matched to the pupil's need. For many pupils, the most reliable way to identify needs is to observe the way they respond to an intervention.

Plan

In consultation with the parents and the pupil, the teacher and the SENDCO will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review.

All staff who work with the pupil will be made aware of the pupil's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be recorded on our management information system.

Parents will be fully aware of the planned support and interventions, and may be asked to reinforce or contribute to progress at home.

Do

The pupil's class retains overall responsibility for their progress.

Where the plan involves group or 1-to-1 teaching away from the main class or subject teacher, they still retain responsibility for the pupil. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The SENDCO will support the teacher in further assessing the pupil's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date.

Parents are invited to termly reviews to discuss progress with the class teacher.

We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

• The views of the parents and pupils

• The level of progress the pupil has made towards their outcomes

• The views of teaching staff who work with the pupil

The teacher and the SENDCO will revise the outcomes and support in light of the pupil's progress and development, and in consultation with the pupil and their parents.

Summary of the four key actions are:

Assess	The class teacher and SENDCO should clearly assess a pupil's needs 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.

8.4 Levels of support

School-based SEN provision

Pupils receiving SEN provision will be placed on the school's SEND List. These pupils have needs that can be met by the school through the graduated approach. Where the pupil's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible.

The provision for these pupils is funded through the school's notional SEND budget.

On the census these pupils will be marked with the code K.

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

Education, health and care (EHC) plan

Pupils who need more support than is available through the school's school-based SEN provision may be entitled to an EHC plan. The plan is a legal document that describes the needs of the pupil, the provision that will be put in place, and the outcomes sought.

The provision for these pupils will be funded from the school's notional SEND budget, and potentially from the LA .

On the census these pupils will be marked with the code E.

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.

8.5 Evaluating the effectiveness of SEN provision

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

• Tracking pupils' progress, including by using provision maps

• Carrying out the review stage of the graduated approach in every cycle of SEN support

• Using pupil questionnaires

• Monitoring by the SENDCO

• Holding termly SEN review meetings with support plans

• Holding annual reviews for pupils with EHC plans

• Getting feedback from the pupil and their parents

9. Expertise and training of staff

Training will regularly be provided to teaching and support staff. The headteacher and the SENDCO will continuously monitor to identify any staff who have specific training needs and will incorporate this into the school's plan for continuous professional development.

10. Links with external professional agencies

The school recognises that it won't be able to meet all the needs of every pupil. Whenever necessary the school will work with external support services such as:

• Speech and language therapists

• Specialist teachers or support services

• Educational psychologists

• Occupational therapists, speech and language therapists or physiotherapists

• General practitioners or paediatricians

• School nurses

• Child and adolescent mental health services (CAMHS)

• Education welfare officers

• Social services

11. Admission arrangements

The school provides for children with a wide range of abilities and difficulties. Places are allocated by the Local Authority, in line with the Admissions Policy and pupils with SEN or disability are not treated less favourably.

12. Complaints about SEND provision

Where parents have concerns about our school's SEND provision, they should first raise their concerns informally with the class teacher. We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents are welcome to submit their complaint formally.

Formal complaints about SEND provision in our school should be made to the Headteacher in the first instance. They will be handled in line with the school's complaints policy found on the website.

If the parent or carer is not satisfied with the school's response, they can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the SEN Code of Practice

13. Monitoring and evaluation arrangements

13.1 Evaluating the effectiveness of the policy

School Staff and Governors are constantly looking for ways to improve our SEND policy. We will do this by evaluating whether or not we are meeting our objectives set out above.

We will evaluate how effective our SEND provision is with regards to:

• All staff's awareness of pupils with SEND at the start of the autumn term

• How early pupils are identified as having SEND

• Pupils' progress and attainment once they have been identified as having SEND

• Whether pupils with SEND feel safe, valued and included in the school community

• Comments and feedback from pupils and their parents

13.2 Monitoring the policy

This policy will be reviewed by the SEND governor every year. It will also be updated when any new legislation, requirements or changes in procedure occur during the year. It will be approved by the full governing board.

14. Links with other policies and documents

This policy links to the following documents:

• SEN information report

• Accessibility policy and plan

• Behaviour policy

• Equalities, Diversity and Inclusion Policy

• Supporting pupils with medical conditions policy

• Attendance policy

• Child protection policy and Safeguarding Policy

• Complaints policy