

---

# SPECIAL EDUCATIONAL NEEDS & DISABILITY

---

## PREFACE

Chiltern Hills Academy is a learning environment at the heart of its community. We encourage every person in our community to:

**Create, Aspire and Excel to 'Live life in all its fullness' (John 10:10)**

We achieve this through our dedication to the seven Christian values of love, hope, self-discipline, compassion, forgiveness, respect and honesty.

We are a community in which staff, students and parents work collaboratively to develop a learning environment and organisation which is spiritual, safe, innovative, creative and exciting. All members of the Academy are motivated and inspired by the vision to give their best and to play a full part in the life of the school and in their own developing lives.

The Governors at Chiltern Hills Academy are committed to achieving the vision and values. They oversee and monitor this policy to ensure that this is being achieved.

## 1. POLICY OVERVIEW

Chiltern Hills Academy believes that every student has an entitlement to develop his or her full potential. Diversity is valued as a rich resource, which supports the learning of all. At Chiltern Hills Academy we recognise a child's right to a broad, balanced, relevant and challenging curriculum which is appropriate to their individual abilities, talents and personal qualities.

There are two SEN Coordinators currently at Chiltern Hills Academy who oversee the provision and support of children with special educational needs. The Director of Learning Support and KS3 SENCo both hold the National SENCo Award with postgraduate certificate in Special Educational Needs. The Director of Learning Support is also member of the school Extended Senior Leadership team.

1.2 This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (July 2014) and has been written with reference to the following guidance and documents.

- Equality Act 2010; advice for schools DfE (Feb 2013)
- SEND Code of Practice 0-25 years (July 2014, updated May 2015)
- Schools SEND Information Report Regulations (2014)
- Statutory guidance on supporting Pupils at school with Medical Conditions (Sept 2014, updated Dec 2015)
- The National Secondary Curriculum in England document (Sept 2014)
- Safeguarding Policy (Feb 2017)
- Accessibility Plan
- Teachers' Standards (2012)

## 2. IDENTIFYING SPECIAL EDUCATIONAL NEEDS

Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014:

---

## SPECIAL EDUCATIONAL NEEDS & DISABILITY

---

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significant greater difficulty in learning than the majority of others of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

The SEND Code of Practice (2014) outlines four broad areas of need, namely:

- Communication and Interaction
- Cognition and learning
- Social, Emotional and Mental Health Difficulties
- Sensory and /or Physical Needs

There may be other circumstances that may have an impact on a student's progress and attainment. These are not classed as special educational needs.

- Disability (the Code of Practice outlines the 'reasonable adjustment' duty for all settings and schools provided under current disability Equality legislation – these alone do not constitute SEN)
- Attendance and punctuality
- Health and Welfare
- English as an additional language
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of a Service man/woman

The school uses the graduated response as outlined in the 'The Code of Practice (2014)'. To help with this process a variety of screening procedures are used, which are then disseminated to teaching staff via SIMS and the data area of the Academy's Learning Platform. All students receive Quality First teaching which is the effective inclusion of all students in high quality everyday personalised teaching that use a variety of teaching techniques and styles.

### **Year 7**

SENCOs will visit primary feeder schools throughout the year and maintain close communication with them prior to transfer. Any student identified as having a learning difficulty and who is on SEN Support or has an EHC plan is referred to the SENCO. The LA notifies school about students who are transferring with EHC plans in the autumn of their Year 6.

Where practical, a SENCO will attend the person-centred review of all Year 6 students with an EHC plan to ensure a smooth transition. Relevant information about all children in SEN support or with an EHC is disseminated to staff prior to transfer.

Students are screened on entry to the school using the following assessments:

GL Assessment Reading Tests

GL Assessment Cognitive Ability Test 4 (CATS4)

---

# SPECIAL EDUCATIONAL NEEDS & DISABILITY

---

Students also complete a baseline assessment in all subjects across the school.

## **Other Year groups**

Reading tests are administered for all students at the start of year 7 and year 9 and many more times through the year for students whose reading age is greater than one year below their chronological age.

Other screening tests are administered when required using a variety of tests to further understand a student's needs. CATS, reading and spelling tests are administered to students who arrive mid-year regardless of year group or identified additional need.

For exam access arrangements JCQ guidance and regulations are followed. A specialist assessor is used to assess students prior to the deadline set by JCQ. Parents are advised in writing if their child is permitted special access for their exams. Staff refer students who they have concerns about via an online referral form submitted to the Director of Learning Support with supporting evidence.

Members of staff can also refer to the learning support department, student who may need specialist help during the school year. This concern is submitted via an online form and evidence for that concern must be produced, prior to any further investigation taking place.

Parents or Carers may express concern. Once a concern comes through to the Director of Learning Support, there is a stepped approach to investigating the concern.

## **3. A GRADUATED APPROACH TO SUPPORTING STUDENTS WITH ADDITIONAL NEEDS (FOLLOWING GUIDANCE AND IN LINE WITH THE LOCAL AUTHORITY)**

Refer to Appendix I - Indicators for SEN categories C and K

### **High Quality Teaching**

Teaching students with SEN is a whole school response. Central to the work of every teacher and subject is a continuous cycle of planning, teaching, assessment and evaluation that takes account of the wide range of abilities, aptitudes and interests of the students. The majority of students learn and progress through normal class lessons through quality first teaching.

- All class teachers must demonstrate an adaptive approach to teaching that aid students' academic progression. This may be through additional support, use of ICT and practical opportunities to extend their learning.
- Any students who are falling significantly outside of the range of expected academic achievements, in line with predicted performance indicators and grade boundaries, will be closely monitored and placed on a monitoring list available to all staff and notified on SIMS as a 'C'.
- A SENCo or a member of the learning support team may conduct additional tests, observe the student and consult with other teachers and data in order to determine next steps.
- Parents will be informed at every stage of the process and they are encouraged to share information and knowledge with the school.
- Progress meetings are held between each Academic Year Leader and a SENCo at each assessment point to discuss all students within a Year group and the progress.

---

# SPECIAL EDUCATIONAL NEEDS & DISABILITY

---

- Early intervention meetings are also held half termly to discuss all students who are causing concerns for any number of reasons including not making sufficient progress, emotional and other needs.

## **SEN Support**

Students are identified as having SEN if they do not make adequate progress despite good quality first teaching and appropriate intervention and adjustments to their provision. The aim of placing a student on SEN support is to help the school ensure that effective provision is put into place in order that barriers to learning are removed. Where it is determined that a student does have SEN, parents will be formally advised of this and the child will be recorded on the SEN list as SEN support, this is communicated to all staff via email and recorded on SIMS as a K with a short description of the student need.

Parents/carers will be invited in to discuss the child's needs and if required complete a full SEN support plan and/or a passport to learning with one of the learning support team. Please note not all children on SEN support will require a support plan, however all children on SEN Support will have a passport to learning written and this will be shared with parents. Classroom teachers have the responsibility to utilise these plans and to evidence progress towards the outcomes where provision is in class.

The support provided for students consists of a four-part process as outlined by the Code of Practice (2014):

- Assess
- Plan
- Do
- Review

This is an on-going cycle to enable the provision to be refined and revised as the understanding of the needs of the student grows. This cycle enables the identification of those interventions which are the most effective in supporting the student to achieve good progress and outcomes. Reviews are undertaken termly as outlined in the SEND Code of Practice 2014.

If a student does not make adequate progress the school may seek the support of an outside agency or further assessment from an Educational Psychologist for further advice. This would always be done in consultation with the parent/carer.

## **Education, Health and Care Plan**

A student may arrive at the school with an EHC plan or where a student has lifelong significant learning needs and does not make adequate progress the school or parent/carer may request a statutory assessment from the local authority. If the request is granted it may lead to the student being provided with an EHC plan. The application for an EHC plan will combine information from a variety of sources including parents, teachers, SENCo, Social Care and health professionals if relevant. The decision to give a student an EHC plan lies with a specialist panel at the local authority based on the information submitted by all those that are involved with the child.

Following Statutory Assessment, an EHC plan will be provided by the Local Authority if it is decided that the child's needs cannot be met by the support that is ordinarily available in the school. The school, parents and the child will be involved in developing the plan.

---

## **SPECIAL EDUCATIONAL NEEDS & DISABILITY**

---

Parents have the right to appeal against the content of the EHC plan and also if the school named on the plan differs from their preferred choice.

Once the EHC plan has been completed and agreed, it will be kept as part of the student's formal record and reviewed annually at a person centred review with parents and other professionals involved. This meeting is usually chaired by the SENCo and involves all those that work with the student. This review enables provision to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

All students who have an EHC plan will have a passport to learning document which details specific information about how they learn shared with their teaching staff. These are updated at person centred reviews. Classroom teachers have the responsibility to utilise these plans and to evidence progress towards the outcomes where provision is in class.

#### **4. INTERVENTION AND PROVISION – MANAGING STUDENT NEEDS ON THE SEN REGISTER**

All students who require additional support will have a graduated approach to meet their level of need. At Chiltern Hills Academy the majority of the provision is through quality first teaching in the classroom and support and training is given to teachers to enable them to do this. At times it may be necessary to withdraw a student for more specialised and specific support and this will only be done in consultation with the teacher and ideally in rotation of subjects.

An outline of our provision is as follows:

Quality First teaching by all teaching staff will include differentiation and modifications to teaching within the classroom. The effective inclusion of all students in high quality personalised teaching that use lively interactive teaching styles and a variety of methods.

If students then fail to make adequate progress as identified by normal and additional assessments such as through Literacy and numeracy scores on Key Stage Two national curriculum tests and history of additional support and concerns from parent additional interventions more bespoke to that student may be put in.

Where students fail to make adequate progress, despite additional provision the school may seek advice and involvement from external support services such as specialist teachers, Educational Psychologist, speech and language therapist or Occupational Therapist.

They may be requested to:

- Provide specialist assessments
- Give advice in teaching strategies or materials
- Provide short-term support or training for staff

The SEN support plan or EHC plan would be updated to reflect any external support service advice or change in strategies and provision.

Programmes used to support children at Chiltern Hills Academy outside of the classroom include:

Catch-up reading programme

Various spelling programmes

Speech and language and occupational therapy support programmes

---

# SPECIAL EDUCATIONAL NEEDS & DISABILITY

---

Handwriting support  
Nurture groups  
Chill club and social skills groups  
Individual Nurture/mentoring  
Self Esteem and anger management programmes  
Emotional Literacy Support

All students with an EHC plan or SEN Support plan will have a passport to learning. This document will be written and amended by the keyworker designated to this student from the learning support team following the person centred review. This document is disseminated to all teaching staff and attached to the student SIMS file in order that it can be easily accessed by all staff at all times. The passport to learning includes access arrangement information (KS4 and 5 only), teaching strategies to be used, specific needs and outcomes set at previous review.

All staff are given a key ring of generic strategies for the 10 most common types of Special Need at Chiltern Hills to support their delivery of quality first teaching.

Provision and intervention is mapped using SIMS and is updated regularly by the person providing any individual or small group intervention.

The Academy also employs a number of other staff who work within the Learning Support area. This includes an Ethnic Minority Support Worker who works with our students from other ethnic minorities and two nurture trained staff who oversee the provision within the learning hub and deliver many of the social, emotional and mental health interventions.

## **Withdrawal**

Some students with SEND may need to be withdrawn for one-to-one or small group sessions for intervention. The withdrawal of students is kept to an absolute minimum in accordance with the Academy's inclusive ethos.

## **Learning Support Assistants**

The academy employs a number of well qualified and trained learning support assistants. These are mostly deployed in lessons with students that have high levels of needs across all year groups. LSA's are trained to support students in making progress but are not always directly attached to one child for the entire lesson and may be shared support with another child. LSA's also run and support homework club and a games room during break and lunchtimes.

## **Higher Needs Block Funding**

If support for a student exceeds the normal budget for that child in school, Higher Needs Block Funding can be applied for from Bucks CC. This funding is usually capped for a certain length of time and is used for supporting that child as outlined in the application and agreed with parents.

## **Specialist Provision**

If it is deemed by the school that mainstream provision is not working for the child it is possible to explore specialist provision. In this instance discussions would initially be held with parents and external support agencies would be asked to reassess the child's needs and provide their opinions as to whether the school can meet the child's needs. If parents and professionals are in agreement a specialist provision may be applied for. This can only be done following a person-centred review

---

## SPECIAL EDUCATIONAL NEEDS & DISABILITY

---

and through an application to the local authority, who will consider all the advice and make a final decision. Additional information on this can be found on the Local Offer website through Bucks County Council.

### 5. EXITING THE SPECIAL EDUCATIONAL NEEDS REGISTER

The SEN register is reviewed following the main school assessment cycles with the Academic Year Leader. Students, at SEN support level, can move off the register if it is felt that they have made sufficient progress and the gap between their attainment and that of the normal expected for their age has been closed to within 'normal' boundaries. When a student is moved off of the register parents will be informed. Most students who move off the register will remain on our informal monitoring register which highlights to staff that there is a need but that it can be met through Quality First Teaching.

Students with EHCPs have their progress reviewed in the same way, with the additional involvement of external agencies and the local authority. In some circumstances, there may be cause to apply for the local authority to cease a student's EHCP. However, this would need to be agreed by all parties that a child has made substantial progress and no longer requires a high level of input; this usually happens when a student is moving into further education. The student would likely remain on the SEN register at SEN support level.

### 6. PARTNERSHIPS

The Children and Families Act (2014) sets out a duty for local authorities to publish a Local Offer, setting out in one place information about provision they expect to be available across education, health and social care for children and young people in their area (Regulation 53, Part 4). The Local Offer for Buckinghamshire can be found at <http://www.bucksfamilyinfo.org/>

As part of the Act, schools must also publish an annual SEN information report which is available on the school website.

#### Parents

- Chiltern Hills Academy actively seeks to work with parents/carers and values the contributions they make.
- Parental views are recorded as part of the person-centred reviews and SEN support plans
- Parents are actively encouraged to attend parents' evenings where their child's progress is discussed with subject teachers
- Parents are encouraged to help their child in many ways, for example: hearing their child read and learning spellings.
- Parents are communicated with through the school newsletter, letters home, telephone calls, email or the student planner.
- New parents are invited to attend our meet the form teacher evening in the winter term of each year prior to transfer.
- There are a number of other events throughout the school year which parents are actively invited to attend and engage with.

#### Students

---

## SPECIAL EDUCATIONAL NEEDS & DISABILITY

---

- Chiltern Hills Academy acknowledges the student's role as a partner in his/her own learning and education
- Students are actively encouraged to be involved in decision making by attending all person-centred reviews and to be involved in setting and reviewing of their outcomes
- Student views are valued and are recorded and listened to as part of the review process.

### External Support

The Academy aims to work in partnership with other agencies in order to provide an integrated support based on the needs of the student. The main external support agencies used by Chiltern Hills Academy include (*this is not an exhaustive list*):

- The Educational Psychologist
- Buckinghamshire Learning Trust – specialist teachers, including communication and interaction, visual, hearing and physical difficulties, cognition and learning team, autistic spectrum team.
- The Wycombe Grange Pupil Referral Unit
- Chiltern Skills and Enterprise Centre
- County SEN Team
- Education Welfare Officer
- Family Resilience Service
- Child Protection Services
- Occupational Therapy
- Physiotherapy
- Speech and Language Service
- The School Nurse
- Orchard House hospital school

### Key Stage 2 to Key Stage 3 Transition

Chiltern Hills Academy has excellent relationships with all the local feeder schools. One SENCo attends all Year 6 person-centred reviews of those with EHC plans where possible at the local feeder schools. Where necessary the SENCo liaises with schools to plan individual transition programmes for students with SEN and those more vulnerable to the transition to secondary school.

Chiltern Hills Academy holds additional transition support days for those children with SEN and those that are vulnerable to transition are also welcomed to attend. Vulnerable students all follow a structured transition support programme once arrived into the school for the first half term.

### Key Stage 3 to Key Stage 4 Transition

All students with EHC plans/statements will have a one to one meeting with ADVIZA (Connexions) who will then feedback to the person centred review prior to the options process starting. Students with SEN support plans will discuss option choices as part of their termly review.

### Key Stage 4 to Key Stage 5 or post 16 provision Transition

All students with EHC plans/statements will have a one to one meeting with Connexions who will then feedback through the person-centred review and support with applications to Sixth Form or college, this will be followed up with support where necessary. Students with SEN support plans



---

## **SPECIAL EDUCATIONAL NEEDS & DISABILITY**

---

will discuss choices for post 16 as part of their termly review, these students will also have the opportunity to have a one to one connexions appointment with an advisor as part of the normal school support for all students. Relevant paperwork is sent to the post-16 placement.

### **7. MONITORING AND EVALUATION OF SEND**

At each data assessment point, progress meetings are held between the SENCo and the relevant Academic Year Leaders to discuss the progress of all students. Early Intervention meetings are also held half termly with Academic Year Leaders and other internal support staff with external agencies to discuss individual students who are causing concern across school.

SENCo's analyse subject progress data in relation to students with SEN. This analysis is shared with the Learning Support team and discussed with the Vice Principal who line manages Learning Support. Any students who are not making adequate progress will be analysed further and if an action plan will be put in place with the Academic Year Leader.

The impact of interventions for students are closely monitored. Children are assessed before, during and after an intervention to check it is having an impact. This data is collated by the staff working with the student and analysed by the team. This enables the team to identify the most successful interventions across the school and make alterations to a child's provision where appropriate.

The Director of Learning Support and KS3 SENCo meets with the SEN Governor regularly to discuss the Academy policy and provision for SEN students and a full SEN report forms part of the Principal's report termly for the Governors.

### **8. BEHAVIOUR FOR LEARNING**

All students within the academy have to follow the behaviour for learning policy as shown in student planners on the school website and in classrooms. The academy recognises that some students with SEN will need additional support to help them think through their actions and the consequences of them, as well as develop skills to achieve desired behaviour. In these cases occasionally some children will have a separate behaviour management programme as detailed on their passport. (This statement should also be in the behaviour policy).

### **9. TRAINING AND RESOURCES**

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all students, all staff are encouraged to undertake training and development. A register of Teaching Assistant attendance at training is maintained.

All teachers undertake induction which includes two sessions with a SENCo to explain the systems and structure in place around the school's SEN policy and practice and to discuss the needs of individual students it also covers the use of LSAs in lessons.

All teachers have access to resources on the shared server for all SEN needs. In addition to this information about SEN is published in the weekly bulletin and all staff have been issued with a key ring containing generic information about key disabilities found at Chiltern Hills Academy.

Both SENCos regularly attend the Local Authority SENCo cluster meetings and other relevant training in order to keep up to date with local and national updates. In addition a local group to Chesham is also attended by SENCos.

---

## **SPECIAL EDUCATIONAL NEEDS & DISABILITY**

---

### **10. ROLES AND RESPONSIBILITIES**

The Director of Learning Support leads and oversees the Learning Support department and distributes responsibilities to the other SENCo. Both maintain responsibility for the co-ordination of provision for SEN students by:

- Keeping staff fully informed of the special educational needs of any students through email, the SEN register and the use of SIMS
- Provide regular training and learning opportunities for staff in all departments on the subject of SEN and SEN teaching. School staff should be up to date with teaching methods that aids the progress of all students including those with SEN. A file of supportive materials is available for staff and this is regularly updated
- Using in class provisions and support effectively and ensuring the curriculum is differentiated where necessary
- Ensuring that appropriate individual targets are set that motivate students to do their best, and celebrate success at all levels where suitable
- Keeping up to date with local and national news around special educational needs education

The Lead Learning Support Assistant will co-ordinate exams access arrangements with the specialist assessor.

All other LSAs have various roles and responsibilities depending upon experience and expertise and are referred to as champions for their area of expertise.

The designated teacher with specific responsibility for pupil premium and specific safeguarding responsibility is Mrs J Conway, Vice-Principal.

The SEN Governor meets with the Director of Learning Support and KS3 SENCo regularly to discuss provision and progress of students with SEN and will attend training as deemed necessary through Governor training.

### **11. STORING AND MANAGING INFORMATION**

Each student on the SEN register has their own file within the Learning Support department. The department is transitioning to electronic files but this will take time.

Files are managed by the administration support for Learning Support and are securely locked in filing cabinets. GDPR regulations are followed with regards to a student leaving the school either in year transfer or at the end of Year 11 / 13.

### **12. REVIEWING THE SEND POLICY**

In line with the Code of Practice (2014) the SEND policy will be reviewed annually alongside the review of the school's annual SEN report.

---

## **SPECIAL EDUCATIONAL NEEDS & DISABILITY**

---

### **13. ACCESSIBILITY**

Please see the school's Disabled Access and Equality & Diversity Policy.

### **14. COMPLAINTS**

Any concerns about provision or a student's special educational need should be addressed in the first instance to the Director of Learning Support. If no satisfactory solution is found then please follow the normal school complaints procedure.

### **15. APPENDICES**

Appendix I - Indicators for SEN categories C and K

### **MONITORING, EVALUATION AND REVIEW**

This policy will be reviewed when there are changes in the law or annually to assess implementation and effectiveness.

This policy will be promoted and implemented throughout the Academy

## SPECIAL EDUCATIONAL NEEDS & DISABILITY

### Appendix I Indicators for Special Educational Need categories – C and K

Category of Need	Key Indicators – as part of a whole school assess, plan, do, review process	Provision - as part of a whole school assess, plan, do, review process
<p>C Students who have their needs met through Inclusive Quality First Teaching either in the classroom or a short term intervention to build on classroom skills</p>	<ul style="list-style-type: none"> <li>• Mean CATS of 85 or less.</li> <li>• A difference of 15 points or more between CATS Verbal and Non Verbal Scores</li> <li>• KS2 results are considered with primary school comments.</li> <li>• Diagnosis of a SpLD such as dyslexia</li> <li>• Diagnosis of a Neurotypical condition such as ASD or ADHD.</li> <li>• Diagnosis of a mental health condition such as anorexia, anxiety and depression</li> <li>• Diagnosis of a physical difficulty such as cerebral palsy, cystic fibrosis, spina bifida or Ehlers Danlos Syndrome</li> <li>• EAL students- new arrivals only (NOT SEN)</li> <li>• Referral to external agency for further assessments – eg CAMHS, Speech and language, OT, Ed psych</li> <li>• Disengagement with learning</li> <li>• Visual or hearing impairment</li> <li>• Fine motor skills difficulties such as handwriting, posture etc.</li> <li>• Access Arrangements for exams agreed</li> </ul>	<p>Refer to QFT strategy cards and booklet</p> <p><b>Short term interventions could include:</b></p> <ul style="list-style-type: none"> <li>Study Skills</li> <li>Exam prep</li> <li>Touch typing</li> <li>EAL support</li> <li>Mentoring</li> <li>Telling the time</li> <li>Hand Gym</li> <li>Open access to LZ</li> <li>Exam / assessment arrangements</li> <li>Reading booster</li> <li>Social Skills</li> <li>Talking Teenagers</li> <li>Chill Club</li> </ul>

(on or off the register).

---

## SPECIAL EDUCATIONAL NEEDS & DISABILITY

---

<p>K Students who have a significant difficulty or disability in learning than the majority of other students and need greater support than QFT can provide.</p>	<ul style="list-style-type: none"> <li>• Mean CATS score of 80 or less</li> <li>• A speech and language diagnosis</li> <li>• Primary School identification on transition</li> <li>• Students are not making adequate progress despite QFT strategies and short term interventions.</li> <li>• Review of short term interventions has shown little or no impact and the need has become more complex and needs longer term, consistent support.</li> </ul> <p style="text-align: center;"><b><i>If a student has long term, complex needs that we are not meeting then a statutory assessment for an Education, Health Care plan should be considered and applied for.</i></b></p>	<p>Refer to QFT strategy cards and booklets Passport</p> <p><b>Longer Term Interventions could include:</b> Reading / Spelling Intervention programme SpLD intervention programme Vocabulary intervention programme Nurture ELSA Outreach LSA Support in class High Needs Block Funding</p>
--	---	---