



# Special Educational Needs and Disability Policy

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## **MONITORING, EVALUATION AND REVIEW**

This policy will be reviewed when there are changes in the law or at least every two years, to assess implementation and effectiveness in line with DfE guidance September 2022.

This policy will be promoted and implemented throughout the Academy.

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## 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)

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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 is currently one SENDCo at Chiltern Hills Academy. The SENDCo holds the National SENCo Award as well as having a Masters degree in special educational needs and inclusion. The SENDCo is supported by a SEND Manager, who is an experienced Higher Level Teaching Assistant (HLTA).**

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 Students at school with Medical Conditions (Sept 2014, updated Dec 2015)
- The National Secondary Curriculum in England document (Sept 2014)
- Safeguarding Policy (Sept 2024)
- 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:

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 Student 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 **Bromcom 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. **Adaptations can be made to learning and the SENDCo works across the school to develop policies and approaches with departments to ensure students are provided with developmentally appropriate learning activities and pertinent assessment.**

## Year 7

The SENDCo 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 SENDCo. The LA notifies school about students who are transferring with EHC plans in the autumn **term** of their Year 6.

Where practical, a SENDCo 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)
- Students also complete a baseline assessment in all subjects across the school.
- Further tests as required based on individual need

## Other Year groups

Reading tests are administered for all students at the start of year 7 and year 9. Students whose reading age is severely below, greater than 2.5 years, will have their reading ages retested more frequently.

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 SENDCo with supporting evidence.

Members of staff can also refer to the learning support department, students 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 SENDCo, 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)

### 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 monitored, in the first instance, by curriculum leaders. Students who are presenting with barriers across a number of curriculum areas can be referred to Learning Support department via the Year Leader.
- The SENDCo 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 the SENDCo at each assessment point to discuss all students within a Year group and the progress.
- Early intervention meetings are also held termly to discuss all students who are causing concerns for any number of reasons including not making sufficient progress, emotional and other needs.

### SEND Support

- Where it is determined that a student does have SEND, parents will be asked for their consent before the inclusion of the individual on the School SEND Register. These students will be placed at SEND Support. The aim of formally identifying a student with SEND is to help schools ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four-part process indicated below:

#### · Assess · Plan · Do · Review

- This is an ongoing cycle to enable the provision to be refined and revised as the understanding of an individual grows. This cycle enables the identification of those interventions which are the most effective in supporting the student to achieve good progress and outcomes.

### Assess

- In identifying a child as needing SEND support the subject teacher, working with the SENDCo should carry out a clear analysis of the student's needs. This should draw on subject assessments, other teacher observations, details of previous progress and attainment, comparisons with peers and national data, as well as the views and

experience of the parents and where appropriate the student themselves. The opinion and feelings of the individual and advice from external agencies will also be considered. Any parental concerns will be recorded and compared with the school's information and assessment data on how the student is progressing.

- This analysis will require regular review to ensure that intervention is matched to need; barriers to learning are clearly identified and being challenged and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved, they may be contacted, if this is felt to be appropriate following discussion and agreement from parents.

#### Plan

- When it is decided to provide a student with SEND support, parents will be invited in for a meeting and a Individual Learning Plan (ILP) will be put in place (this is created on our online school management system; Bromcom). Planning will involve consultation between the teacher(s), Heads of Year, Learning Support Team, and parents/carers to agree the adaptations, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review.
- Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.
- All those working with the student, including support staff, will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought. At this point a 'Teacher Conference' may be arranged to ensure there is consistency in approach.

#### Do

- The Form Tutor, Heads of Year and subject teachers remain responsible for working with the student on a daily basis. They will retain responsibility even where the interventions may involve group or 1:1 teaching (where stated in Section F in the EHCP) away from the mainstream classes. They will work closely with the Learning Support Assistants (LSAs) and relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the student's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENDCo.

#### Review

- Reviewing all student progress will be made at Attainment Progress Check meetings. Form Tutors and LSAs will review the ILP at this time; we have three checkpoints in an academic year. The review process will evaluate the impact and quality of the support and interventions. The SENDCo will revise support and in light of student

progress and development; making any necessary amendments going forward, in consultation with parents and subject teachers.

#### Referral for an Education, Health and Care Plan

- If a student has lifelong or significant difficulties, they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the student are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.
- The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review involving parents, SENDCo if applicable.
- The application for an Education, Health and Care Plan will combine information from a variety of sources including:
  - Parents
  - Teachers
  - SENDCo
  - Social Care
  - External Agencies
- Information will be gathered relating to the current provision and a summary of any action points taken; the preliminary outcomes of the targets set from the basis of the profile. This will include a full report of the costings involved for provision. A decision will be made by the Buckinghamshire Council SEND Team forum panel about whether the student is eligible for an EHC Plan assessment. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.
- Further information about EHC Plans can be found via the Bucks SEND Local Offer: <https://familyinfo.buckinghamshire.gov.uk/send/>

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 SENDCo 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 an ILP 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 SEND 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 example of some of our additional interventions are as follows:

Literacy intervention  
Numeracy intervention  
Talkabout for teenagers  
Mentoring  
Social Skills Study Skills  
Nurture groups  
Chill club and social skills groups  
Self Esteem and anger management programmes  
Emotional Literacy Support

The school also commissions external agencies to provide interventions to our students as required. We are currently working with the below agencies:

- o Aspire alternative provision
- o Young Carers
- o Child and Adolescent Mental Health Service (CAMHS)
- o MIND mentoring
- o Bucks school nursing team
- o Independent Careers Advice
- o Educational Psychology (EP)
- o The Autism Teaching Company
- o Buckinghamshire Youth Justice & Support Team (YJST)

Where students **are not making** adequate progress, despite additional provision the school may seek further advice and involvement from external support services such as specialist teachers, Educational Psychologists, speech and language therapists or Occupational Therapists.

They may be requested to:

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

All ILPs and EHC plans would be updated to reflect any external support service advice or change in strategies and provision.

The Academy also employs a number of other staff who work within the Learning Support area. This includes an Alternative Provision Tutor who works with our students who are experiencing **EBSNA** (Emotionally Based School Non Attendance), **a Lead LSA for Communication and Interaction**, a Lead LSA for EAL and a Lead LSA for Physical Disabilities/ Hearing impairment and Visual Impairment and two nurture trained staff who oversee the provision within the 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.

### **Specialist Provision**

If it is deemed by the school and/or parent that mainstream provision is no longer able to meet the needs of a student with an EHCP, 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 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 Buckinghamshire Council.

## **5. Exiting The Special Educational Needs Register**

The SEN register is reviewed following the main school assessment cycles with the Year Leader. Students can move off the register if it is felt that they have made sufficient progress **against their personal goals**. When a student is moved off of the register parents will be informed **by letter and a follow up meeting if requested**.

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.

## 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

- 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*):

- o Aspire alternative provision
- o Young Carers
- o Child and Adolescent Mental Health Service (CAMHS)
- o MIND mentoring
- o Bucks school nursing team
- o Independent Careers Advice
- o Educational Psychology (EP)

- o The Autism Teaching Company
- o Buckinghamshire Youth Justice & Support Team (YJST)

### Key Stage 2 to Key Stage 3 Transition

Chiltern Hills Academy has excellent relationships with all the local feeder schools. **The SENDCo or SEND Manager** attends all Year 6 person-centred reviews of those with EHC plans where possible at the local feeder schools. Where necessary the SENDCo 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 our careers advisor who will then feedback to the person centred review prior to the options process starting. Students **receiving support at SEND** at **Support level** will discuss their option choices **with a member of their pastoral year team or a member of the Learning Support Team.**

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

All students with EHC plans will have a one to one meeting with our careers advisor 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 **receiving support at SEND support level 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 SENDCo and the relevant Year Leaders to discuss the progress of all students. Early Intervention meetings are also held termly with Year Leaders and other internal support staff with external agencies to discuss individual students who are causing concern across school.

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 SENDCo 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 ILP. (This statement should also be in the behaviour policy). **We may also put a personal risk assessment in place to assess any triggers for a student and to identify strategies and approaches which may be supportive. We may also complete an enhanced risk assessment which follows the 'Roots and Fruits' approach and creates a more tailored plan for a student.**

## 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 **Learning Support** attendance at training is maintained.

All teachers undertake induction which includes two sessions with **a the** SENDCo 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 **can be shared** in the weekly bulletin.

The SENDCo regularly attends the Local Authority SENDCo 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 the SENDCo.

## 10. Roles and Responsibilities

The SENDCo leads the learning support department and is assisted by the SEND Manager,

The SENDCo 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

All other LSAs have various roles and responsibilities depending upon experience and expertise and we have small number who are designated as Lead LSAs in their area of specialism. Details of these can be found on the

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

The SEN Governor meets with the SENDCo 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. All paper copies received from primary schools or external providers since 2021 have been scanned and hard copies destroyed.

Both paper and digital files are managed by **the** SEND Administrator with paper files being securely locked in filing cabinets. The SEND Administrator is also the Data Protection Lead for the Academy so has oversight of compliance in the area. 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.

### **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 SENDCo. If no satisfactory solution is found, then please follow the normal school complaints procedure.