



SEND Policy

November 2025

CAS-32



APPROVAL COMMITTEE	DATE APPROVED	REVIEW DUE DATE
Curriculum & Standards	November 2025	November 2026

Contents

Definition	3
Aims and Objectives	3
Roles and Responsibilities	3
Governors	3
SENDCo	3
Headteacher	4
Teaching Staff and Learning Support Assistants	4
Parents and Carers	4
Co-ordinating and Managing Provision	5
Admission Arrangements	5
Specialisms and Special Facilities	5
Allocation of Resources	5
Identification, Assessment and Review	6
Provision	7
Categories of SEND	7
Pupils with Medical Conditions	8
Accessibility	8
Curriculum	8
Evaluating Success	8
Complaints	9
Staff Development	9
Links with other agencies and services	9
Partnership with Parents	9
The Voice of the Child	10
Transfer Arrangements	10

EQUALITY IMPACT STATEMENT

The governing board has reviewed this procedure to ensure that it does not discriminate against any individual or group on the basis of age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership, pregnancy or maternity, or socio-economic status. This procedure has been developed with due regard to the school's Public Sector Equality Duty (PSED) under the Equality Act 2010 to:

- Eliminate unlawful discrimination, harassment, and victimization.
- Advance equality of opportunity between different groups.
- Foster good relations between different groups.

The governing board is satisfied that this procedure reflects the school's commitment to promoting equality and inclusion.

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Definition

High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children. Some children need educational provision that is additional and different to this.

A child has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age has a learning difficulty or disability if she or he:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools

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. We 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.

We aim to:

- identify, at the earliest possible opportunity, barriers to learning and participation for pupils with SEND
- ensure that our curriculum is responsive to all children whatever their individual need.
- promote positive attitudes and individual confidence, ensuring all children experience success.
- identify, assess, record and regularly review pupils' special educational needs.
- to work in partnership with parents to plan and support all stages of their child's development.
- to work closely with external support agencies where appropriate to support the needs of individual children
- to ensure that all staff have access to training and advice to support quality teaching and learning for all pupils

Roles and Responsibilities

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

Governors

The Governors of the school, together with the Headteacher, have a legal responsibility for overseeing all aspects of the school, including provision for children with special educational needs, and for doing their best to ensure that the necessary provision is made for any pupil who has special educational needs. Their role is to support the school's general policy and approach to provision for children with special educational needs and establish the appropriate staffing and funding arrangements. There is a named Governor for SEND.

SENDCo



The Special Educational Needs and Disability Coordinator works closely with all staff, the Head teacher, parents and outside agencies ensuring the best possible provision for children with special educational needs.

She is responsible for:

- overseeing the day-to-day operation of the school's SEND policy
- coordinating provision for children with SEND
- supporting the involvement of parents and guardians from an early stage and liaising with parents of pupils with SEND in conjunction with the class teacher
- advising on a graduated approach to providing SEND support, liaising with and advising other members of staff
- helping to identify children with special educational needs, assessing and planning for progress
- maintaining the school's special needs register.
- acting as Designated teacher for Looked After pupils with SEND
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with feeder and transfer schools, Educational Psychologists, Health and Care professionals, and other professionals as appropriate
- being a key point of contact with external agencies, especially the Local Authority and its support agencies
- liaising with potential and next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- regularly liaising with the SEND governor

Headteacher

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

Teaching Staff and Learning Support Assistants

Class teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

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 differentiation. 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.

Parents and Carers

As a school we value the input and opinions of parents and caregivers. Parents and Carers are responsible for attending SEN reviews and where appropriate Annual Reviews. Before and during meetings, parents and carers are encouraged to share their input.



Co-ordinating and Managing Provision

The Headteacher and SENDCo meet frequently to discuss SEND issues.

The SENDCo meets with class teachers to give support and advice. SEND policy and provision are discussed regularly at staff meetings in order to raise the achievement of children with SEND. Special needs provision is an integral part of the School Development Plan. The SENDCo oversees the provision using provision mapping and monitors the placement of support throughout the school. This is dependent on the Special Needs requirements and this placement may change as the needs of the children change. There is opportunity for informal daily contact between staff to discuss concerns.

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

Admission Arrangements

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

Specialisms and Special Facilities

Children's specific needs are discussed with parents/guardians when admission to school is requested. The previous school and support agencies are contacted should this be appropriate. All staff have responsibility for teaching children with learning difficulties/disabilities and should any specialist advice be required, this will be arranged.

The Infant school has access for wheelchairs but they Junior School does not yet have this access. Suitable toilet facilities are available at both sites. Where a child has a disability the SENDCo and class teachers make sure that all adults are informed about effective management strategies and that other children are made aware as appropriate.

Advice is sought from outside agencies on how best to provide for the child's needs. Arrangements are made to allow as much independence as possible, but with support available as and when necessary.

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

Staff training is undertaken in various aspects of SEND according to the needs of the children to ensure that the provision made and support given to pupils is appropriate and effective. The training needs of the staff including Learning Support Assistants are reviewed as part of the CPD process in school.

Allocation of Resources



- Delegated funding for pupils with an EHC Plan is mainly used to pay salaries for staff who support these pupils.
- Other devolved funding is allocated to support the needs of other pupils with SEND.
- Pupil Premium money is carefully allocated in line with the school's pupil premium statement. (See school website)
- Additional school funds support the management of SEND provision by purchasing resources and training staff to meet the changing needs of the SEND pupils
- The Local Authority may provide top-up funding if applied for through the Higher needs block funding form.

Identification, Assessment and Review

The progress of the children is assessed at regular intervals by staff as part of the school's tracking process. Where progress is slow, the first response is high quality targeted teaching. Slow progress and low attainment do not necessarily mean that a child has SEND.

All those working with children are alert to emerging difficulties and respond early. In deciding whether to make special educational provision, the Head teacher and SENDCo consider all the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress.

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

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

The four key actions are:

- ASSESS:** the class teacher and SENDCo should clearly analyse 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 retains responsibility for the pupil's learning and progress.
- REVIEW:** the effectiveness of the support should be reviewed in line with an agreed date.

A register of pupils with SEND is kept as a legal requirement.

Criteria for identifying SEND may include:



- A child's early history and/or parental concern
- Low entry profile
- A pupil's lack of progress despite receiving a differentiated curriculum
- Low achievement in the National Curriculum i.e. significantly below the suggested level for their age
- Requiring greater attention in class due to behavioural/learning difficulties
- Requiring specialist material/equipment or support for sensory/physical problems
- Diagnosis from an outside professional.

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

Where, despite the school providing SEN support, a child has not made expected progress or is unable to access the wider school curriculum due to barriers in their learning, school and parents may consider requesting an Education, Health and Care assessment by the local authority. This is a lengthy process that involves the collection of significant amounts of data. The LA will expect to see evidence of the action taken by the school as part of SEN support and see significant evidence to suggest a child's needs cannot be met under 'Ordinarily Available Provision' before they will consider and application for an EHC.

Reviews of children with SEN support are held each term. They provide an opportunity for parents to share their concerns and, together with the child and teacher, agree aspirations for the pupil.

Provision

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

Categories of SEND

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

Communication and interaction

Speech, Language and Communication needs, Autistic spectrum disorder including Aspergers and Autism.

Cognition and Learning

Learning Difficulties

Specific Learning Difficulties e.g. dyslexia, dyspraxia, dyscalculia

Social, emotional and mental health difficulties

Behaviour reflecting underlying mental health difficulties (e.g. anxiety, depression. Attention



deficit disorder, attention deficit hyperactive disorder, attachment disorder.

Sensory and/or physical

Hearing impairment, visual impairment, physical disability, multi-sensory impairment

Pupils with Medical Conditions

Where children with SEND also have medical needs, their provision is planned and delivered in a co-ordinated way with the healthcare plan. School has regard for the statutory guidance supporting pupils at school with medical conditions (DfE, 2014). See the school's supporting pupils with medical conditions policy.

Accessibility

The DDA, as amended by the SEN and Disability Act 2001, placed a duty on all schools and LEAs to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans.

Our Schools have produced accessibility plans for each site which reflect the needs of the children currently at the school and plans for further improved access to be put in place over time.

If parents and carers have an issue they wish to discuss they are able to contact staff at the beginning of each school day or by telephone/ email if this is more convenient.

Curriculum

Chalfont St Giles Village School strives to be an inclusive school, engendering a sense of community and belonging through its:

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

Evaluating Success

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

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

Monitoring of classroom practice by SENDCo and subject coordinators

- Analysis of pupil tracking data and test results for pupils and cohorts
- Value-added data for pupils on the SEN register
- Monitoring of procedures and practice by the SEN governor.
- School self-evaluation
- The School Development Plan



Complaints

If a parent or guardian is concerned about SEND provision for their child, initial contact should be made with the class teacher. A meeting will be arranged, which may include the Head teacher and/or SENDCo, to discuss the concern. Parents can request an appointment with the Head teacher directly. Special educational Needs and Disabilities Information Advice and Support Services (SENDIAS, formerly the Parent Partnership Service) is available to support parents in meetings concerning their child's progress and welfare.

In the event of a formal complaint concerning SEN provision, parents/guardians are advised to contact the Head teacher and follow the Buckinghamshire LA procedure in the first instance. Parents may also contact the Governing Body.

Staff Development

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

Links with other agencies and services

The school is able to call upon the expertise of the support services currently available in the Local Authority. These support services are consulted after consultation with the Head teacher or SENDCo, and with the full agreement of parents. For assessment and advice from most of these services a request form must be filled in first and additional information may be required e.g. the service's own checklist, and information about strategies already in use. The SENDCo holds contact addresses and request forms for other agencies and support services.

Partnership with Parents

Our school believes that good communication between parents/guardians and staff is essential so that parents can share their knowledge and expertise about their child. This is important in enabling children with special educational needs to achieve their potential. Parents are always welcome to visit the school to discuss any concerns about their child with the class teacher, at a mutually agreed time. There is opportunity for parents to discuss their child's needs, progress and strengths at Parent and staff consultations and Special Needs Review meetings. Parents are involved in the initial identification of their child's needs and are always part of the review process to monitor provision and progress. Wherever possible, parents are involved in any strategies instigated, and we aim to support parents with their child's difficulties if necessary. Parents are consulted and permission sought before involving outside agencies in the assessment of a child's progress or behaviour. Information about the Parent Partnership Service is given to parents so they may use it if they wish, and information is available for parents of children with learning difficulties/disabilities in school.



The Voice of the Child

All children are encouraged to participate in discussions about their learning and to feel that their views are valued right from the start of their education. In Chalfont St Giles Village School we encourage pupils to participate in their learning by contributing their views or being present for at least part of review meetings, depending on their level of maturity, to share their wishes and feelings with families and staff. This is difficult for some children, so it is important to recognise success and achievements as part of the review process as well as addressing any difficulties. Pupils are encouraged to take part in the reviews and be part of the evaluation of their successes and needs. Pupils decide on one of their own targets on their termly target sheets with support of their class teacher.

Transfer Arrangements

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

Transition Annual Reviews for pupils with EHCs are held in the Summer term of Y1 and Y5. This enables parents' choices for their child's next school placement to be sent to the Local Authority so allocations can be made.

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

Year 2 children transferring to local Junior Schools have the chance to visit the new school as part of an enhanced transition package. Representatives from the Junior Schools might visit to talk with the children. The SENDCo and Year 2 teachers liaise over the transfer procedure and when transfer is local, meetings are arranged between the appropriate staff. At all times of transition, SEND information is gathered together and records transferred to the new teacher or school.

For pupils with Education, Health and Care Plans, the child's EHC outcomes should be amended in the light of recommendations of the annual review in the year of transfer to ensure that time is available to make necessary transfer arrangements re/needs and provision. The SENDCo of the receiving school will be invited to the final annual review in primary schools of pupils with statements or Education, Health and Care Plans where the particular school has been named.