



SEND POLICY

Chauncy School

Policy Issue Date: December 2025
Policy Review Date: September 2026

This policy refers to Part 3 of the Children and Families Act 2014, the Equality Act 2010 and the Special Educational needs and Disability Regulations 2014.

Full consideration has been given to the Code of Practice SEND 0-25 years (January 2015).

Chauncy School believes that Special Educational Needs and Disability (SEND) is a whole school responsibility and that 'Every Teacher is a Teacher of SEND'.

Chauncy School recognises that all students are individuals with particular needs, strengths and weaknesses. We are committed to offering an inclusive education to ensure the best possible progress for all students whatever their needs or abilities. Not all students with disabilities have Special Educational Needs and not all students with Special Educational Needs meet the definition of disability but this policy covers all these students.

Definition: At our school we use the definition for SEN and for disability from the SEND Code of Practice (2015).

This states:

SEN: A child or young person 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 learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.

Disability: Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is '...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

Students with medical conditions:

Chauncy recognises its duties to make arrangements to support students with medical conditions in line with the Children and Families Act 2014. Where appropriate, individual health care plans are completed with the family and/or medical professionals to specify the type and level of support required to meet the medical needs of a student. Some students may also have SEND and their medical and education provision is planned and delivered in a co-ordinated approach. This process has regard to the statutory guidance 'Supporting pupils at school with medical conditions' and the related school policy.

School's Objectives:

- To make reasonable adjustments for those with a disability by increasing access to the curriculum, differentiated learning techniques.
- To ensure that children and young people with SEND engage in the activities of the school alongside their peers where appropriate and feasible.
- To attempt to secure special educational provision for students who require it, that is "additional to and different from" that provided within the differentiated curriculum, in order to better respond to the four broad areas of need:
 - * Communication and interaction
 - * Cognition and learning
 - * Social, mental and emotional health
 - * Sensory/physical

- To implement the graduated approach and four-part cycle to remove barriers to learning and deliver effective special educational provision.
- To request, monitor and respond to parents', carers' and students' views in order to establish high levels of confidence and partnership.
- To ensure a high level of staff expertise to meet student need, through well-targeted and continuing professional development.
- To support students with medical conditions to achieve full inclusion in all school activities by ensuring consultation with health and social care professionals.
- To place students and parents at the centre of all decisions made about the provision for their needs.
- To actively promote equality of opportunity for all disabled people using the school premises as outlined in the 'Accessibility plan.'
- To respect the rights of all students with SEND to participate in the activities of the school and in the national curriculum so far as is reasonably practicable.
- To provide the Chauncy School SEND Information Report as a document for parents.

Admission

Chauncy School is an all-ability 11-19 Comprehensive School, the admissions policy of which conforms to the Hertfordshire Local Authority Co-ordinated Admissions Scheme.

Curriculum

The curriculum entitlement for all children will be exactly the same, irrespective of ability or disability, unless other arrangements are agreed under provision for disapplication or modification.

Learning support provision

Chauncy School takes a graduated approach, underlying this is the understanding that:
'Every Teacher is a Teacher of SEND'.

The baseline for all students is high quality teaching and learning within the classroom. The subject teacher will take steps to provide differentiated learning opportunities for all students. Teaching techniques and materials will be adapted to the individual student's ability offering an inclusive approach to learning. This will aid the student's academic progression and enable the teacher to better understand the provision and the support that needs to be applied.

The SEN team will support staff in ensuring the education of all students in the classroom but will concentrate on those students with identified learning difficulties.

We aim to identify and assess the needs of pupils with SEND as quickly as possible. Needs and actions will be reviewed regularly by having regard to the advice in the Code of Practice.

Wherever possible and appropriate, student needs will be met within the classroom. The school will seek to provide support that is co-ordinated and which is guided by, where appropriate and available, expertise from agencies outside the School.

Learning Support Room

The School has a Learning Support Room, which acts as the base for the SEN team. This is not a facility for long-term withdrawal arrangements. Support can be provided in the form of individual sessions and small group withdrawal; the majority of support is provided by teaching staff within the classroom.

Identification, Assessment and Provision

We know when students need help if:

- Concerns are raised by parents/carers, external agencies, teachers or the student's previous school, regarding their level of progress or inclusion.
- Screening, such as that completed on entry, on-going assessment or as a result of a concern being raised, indicates gap in knowledge and/or skills.
- Whole school tracking of attainment indicates lack of expected levels of progress.
- A student asks for help.
- Observation of the student indicates that they have additional needs in one or more
 - Communication and interaction
 - Cognition and learning
 - Social, mental and emotional health
 - Sensory/physical

Chauncy School employs the graduated approach to meeting students' needs by:

- Assessing the students' needs
- Planning the support and interventions needed for the student to progress, the impact of this support, along with a clear date for review
- Implementing the support and interventions.
- Reviewing the effectiveness of the support and interventions and making any necessary changes.

Managing Students on the Register:

If a student is identified as having SEND and requires additional provision in school, they are placed on the school Additional Needs Register at one of the following stages of support:

- **SEND Support (K):** a student who is identified as needing additional support, this is provided mainly within the classroom; some students may be timetabled for additional support. Information on the specific needs of students on the register is shared with staff through the SEND Information Report and includes strategies to support the individuals' needs. The Subject Teacher will provide work matched to the needs and abilities of all the students in the class. The SENCo will consider deploying resources from the learning support team as appropriate to the needs of identified students, and within funding constraints.
- **Education Health Care Plan (E):** Following Statutory Assessment, an EHCP may be issued by Hertfordshire County Council, if it is decided that the needs of an individual are not being met by the support that is ordinarily available. Both staff in school and parents will be involved developing and producing the plan. An EHCP is a legally binding document which sets out the provision the child must receive to meet their SEND needs. Each year the school must hold an annual review with parents and all outside agencies involved with the child to assess their progress.

Assessment and monitoring:

- Assessment of a child's special needs will be undertaken by the SENCo, teachers and other SEND staff as decided by the SENCo, using some, or all, of the following:
 - Information and data from the child's previous school(s), parents, subject teachers, Learning Support staff, outside agencies, National Curriculum data at Key Stage 2 and Key Stage 3.
 - Ongoing teacher assessment and progress tracking.
 - Cognitive ability test data, school screening tests
 - Targeted assessment.

- o Specialist professionals' involvement.
- o Lesson observations.
- o Feedback from students and parents.

This information will be collected and used regularly by the SENCo and the Senior Management Team for the following purposes:

- The monitoring of progress of students on the Additional Needs Register.
- To provide appropriate and necessary support to students, including deployment of teaching assistants and targeted interventions.
- To review current SEND provision within school and guide development needs.
- To monitor staff training needs.
- To guide the information included in the Specific SEN Information Report which includes details of individual student's needs and supporting strategies for staff.
- Accountability to the Senior Leadership Team and the Trustees.

Liaison with parents and carers

Chauncy sees collaboration between home and school as key to understanding a student's needs and to increasing the efficacy of provision. We look for opportunities for parents to express concerns about their child's development and to be able to share information on the support in place to meet any additional needs. We aim to build positive, confidential relationships with parents and welcome their views and comments to guide the decision making process to help meet their child's needs. We also look for parental feedback to guide our SEND provision.

This approach includes:

- Opportunities to meet with their child's teachers at Parents' evening.
- SEND meetings on request, with reviews offered throughout the year.
- EHCP annual review meetings.
- Parental feedback questionnaires.
- Parents are able to contact the SEN team or senior management team throughout the year via admin@chauncy.org.uk

Students' Views/Involvement:

Young people are at the heart of the SEND provision at Chauncy. We look for opportunities to hear their voice and to involve them in guiding their support. This is achieved through a number of measures including:

- Students are able to self-identify if they are having issues and seek support.
- Involvement in discussions around their needs and support.
- Identified SEN keyworkers where required.
- Student support questionnaires.

Working with outside agencies:

Where available, the school works in close collaboration with a range of specialist services and outside agencies, welcoming their guidance and support to ensure the provision for our students is appropriate and meets their needs. Referrals are made in collaboration with parents and students where appropriate and we look to embed specialist advice from all professionals into our provision, where practicable within our setting and funding levels.

Key Stage 2 Transition:

The school has a primary liaison programme in place to support all students manage the move to the secondary setting. The specific additional needs of students with SEND in this process are addressed through:

- Where appropriate a member of the SEN team attends transition meetings for students with additional needs.
- A transition programme with additional visits for targeted students with significant SEND to allow them to become more familiar with the school environment, key staff and school processes.
- If a student has identified SEND, previous school records are requested to ensure a full picture of need is shared.
- Teachers are provided with information on new students' strengths and additional needs, including supporting strategies before a new academic year starts.
- On-going support from the SEN and Pastoral team.

Careers and Post-16 Transition

- The SENCo will liaise with both the Head of Year and school Careers Advisory team to ensure specialist careers advice for students on the SEND register.
- For students with an EHCP the SENCo will liaise with YC Herts to offer specialist Careers advice in years 9 and 11.
- The SENCo will liaise with post-16 colleges, higher education settings and employers, to support individuals before they leave Chauncy by sharing information and implementing transition plans where appropriate.

Advice

The SENCo will provide advice, as required, to include:

- to teachers considering curriculum differentiation, modification or disapplication.
- Identifying and addressing training needs for all staff in relation to SEND.
- to the Senior Leadership Team concerning the appropriate curriculum provision for students with SEND.
- to the Senior Leadership Team and the Trustees concerning the appropriate level of resources and staffing to address the needs of students with SEND.
- to parents on how best to access support for their child.

Funding and resources:

The school looks to fund and resource SEND provision as follows:

- The notional school budget is intended to fund provision to support children with recognised additional needs. In consultation with the SENCo, Trustees and the Head Teacher decide on the deployment of resources for Special Educational Needs and Disabilities.
- Student provision, targets and progress are evaluated throughout the year and resources are deployed accordingly to achieve the best possible outcomes for all students.
- Students with an EHCP may be allocated top-up funding by the Local Authority via – High Needs Funding (HNF).

Under the statutory duties laid out in the Children and Families Act (2014) the Local Authority has a legal duty to secure the provision laid out in Section F of any EHCP. Once secured by the Local Authority, the school has a legal responsibility to deploy these resources.

Storing and Managing Information:

All documentation is held securely until a child is aged 25. Information is shared with staff sensitively.

Complaints process:

In the first instance, parents should contact the Assistant Headteacher (SEND), SENCO, Learning Co-ordinator for their child's year group or Headteacher to discuss any concerns they may have on the support in place for additional needs. For complaints, the School Governor with responsibility for SEND (currently Bianca Allsop) should be contacted via Jackie Grosch clerk to the governors at jackie.grosch@chauncy.org.uk.

School SEN Information Report

Please see the school SEN Information Report for further detail on how Chauncy supports students with SEND.

How often will this policy be reviewed?

This policy will be reviewed on an annual basis to ensure information reflects current SEND policies/reforms and is based on the school's current working practice.

This policy should be read in conjunction with the following school policies:

- Accessibility Policy
- Complaints Policy
- Supporting Students with Medical Conditions Policy

Additional Information:**Roles & Responsibilities:**

Provision for children with special educational needs is a matter for the school as a whole. All staff have a responsibility to be aware of the differing needs of all students in their classes, particularly those with SEND, and to be aware that these needs may be present in different learning situations. They are responsible for helping to meet an individual's special educational needs and for following the school's procedures for identifying, assessing and making provision to meet those needs.

The governing body, in co-operation with the head teacher, has a legal responsibility for determining the policy and provision for students with SEND. It maintains a general overview and has appointed a representative governor (the SEND Governor – currently Bianca Allsop), who takes particular interest in this aspect of the school.

Role of the Head teacher:

The Head teacher, Stephen Walton, has responsibility for:

- The management of all aspects of the school's work, including provision for students with SEND.
- Keeping the governing body informed about SEND issues.
- Working closely with the SEND staff within the school.
- Ensuring the implementation and monitoring of this policy, along with all other whole school policies related to inclusion and equality.
- Liaising with the Local Authority around funding and SEND provision.

Role of the Governing body

The role of the Governing Body is to promote inclusive policies and to ensure that:

- They have regard to the requirements of the SEND Code of Practice (2014) and other relevant legislation/policy/advice.
- SEND provision is an integral part of the school improvement/development plan.
- They are fully informed about SEND issues, so that they can play a major part in school self- review.
- Students with SEND join in school activities alongside their peers, as far as is reasonably practical and compatible with their needs and the education of other students.
- The necessary provision is made for any pupil with SEND.
- They set up appropriate staffing and funding arrangements, and oversee the school's work for students with SEND.
- All staff are aware of the need to identify and provide for students with SEND.
- They report to parents on the implementation of the school's SEND policy.
- Parents are notified if the school decides to make special educational provision for their child.
- The quality of SEND provision is regularly monitored.
- They take steps not to discriminate against disabled students in their admission arrangements, in the education, exclusion and associated services.

Role of Assistant Headteacher (SEND)

Currently the Assistant Headteacher (SEND) is James Steventon

The Assistant Headteacher (SEND) will:

- Provide strategic leadership for Inclusion and SEND across the school.
- Work closely with the SENCo to implement this policy.
- Oversee the graduated response and statutory compliance.
- Lead on whole-school inclusion strategy.
- Monitor quality of classroom practice and accessibility.
- Line-manage the SENCo and inclusion support staff.
- Coordinate communication between SLT, SENCo, governors, teachers and parents.
- Support CPD and staff development.
- Report regularly to the Headteacher and Governors.
- Act as an additional point of contact for parents regarding SEND.

Role of the SENCo

Currently the SENCo is Lucy Saxon, who is responsible for coordinating the provision of special educational needs throughout the school. This will involve:

- Overseeing the day-to-day operation of this policy under the strategic direction of the Assistant Headteacher (SEND)
- Co-ordinating the provision for students with SEND.
- Ensuring that an agreed, consistent approach is adopted.
- Promoting the development of whole school strategies and resources to raise attainment of SEND students in the classroom.

- Managing the EHCP process, including making appropriate applications, holding annual review meetings, completing associated paperwork and supporting parents.
- Carrying out detailed assessments and observations of students with specific learning problems.
- Supporting class teachers in devising strategies, compiling and sharing information on students' individual needs, and advising on appropriate teaching methods, resources and materials for use with students with SEND and on the effective use of materials and personnel in the classroom.
- Helping staff to identify students with SEND.
- Managing learning support staff/teaching assistants and ensuring their effective deployment across the curriculum.
- Ensuring teachers and TAs have high expectations of student's progress and the means of monitoring progress.
- Ensuring all staff receive INSET in SEND and to encourage personal and professional staff development.
- Overseeing, sourcing and maintaining a bank of suitable resources to meet the individual needs of a range of SEND, to include multi-sensory learning aids where appropriate.
- To ensure all students understand their own individual needs and facilitating a voice for them to help guide their provision.
- Liaising closely with parents of students with SEND, so that they are aware of the strategies that are being used and are involved as partners in the process.
- Liaising with outside agencies, arranging meetings, and providing a link between these agencies, class teachers and parents.
- Maintaining the school's SEND register and records.
- Assisting in the monitoring and evaluation of progress of students with SEND through the use of school assessment information, SATs & CATs, managing the school Provision Map.
- Liaising with the SENCos in receiving schools/and or other primary schools to help provide a smooth transition from one school to the other.
- Assessments and applications for formal access arrangements for examinations.
- Responding to any concerns raised about a student's progress or SEND.
- Inform and liaise with the Governors on special needs provision.
- Ensure that any complaints regarding SEND provision are dealt with in accordance with the LEA guidance for school-based complaints procedures

Role of the Classroom Teacher

All teaching staff have a responsibility to:

- Create an inclusive learning environment, including students with SEND in the classroom, and providing a differentiated curriculum.
- Offer high quality teaching targeted at individual student's area of weakness to support the engagement and progress of students with SEND.
- Plan and implement lessons taking into account any Special Educational Needs of students as indicated by the IPP or information shared on SEND Specific Information Report.
- Monitor students and take part in the review and target setting process.
- Provide information to the SENCo about students regarding progress and behaviour
- Implement the School's SEND Policy.
- Attend INSET as required.
- Involve the TAs in lesson delivery and to provide them with lesson plans/Schemes of Work as appropriate.
- Have high expectations of all students, helping them to achieve their individual potential.

Role of the Teaching Assistants

All teaching assistants should:

- Be fully aware of this policy, along with the school SEN Information Report, and the procedures for identifying, assessing and making provision for students with SEND.
- Work within the assess, plan, do and review model, as laid out in the SEND Code of Practice (2014) and provide regular feedback and monitoring to support student progress.
- Support students under the direction of the classroom teacher or the SENCo either on a one to one basis or in small groups.
- Liaise with classroom teachers regarding the support and Special Needs of students.
- Help identify barriers to learning and strategies to meet individual needs.
- Support the implementation of the SEND information sharing process – including target setting and student liaison.
- Work with the SENCo and other colleagues to ensure that the objectives of the SEND policy are met.
- Participate in the continual process of reviewing all students and refer concerns to SENCo to facilitate early identification of SEND and appropriate interventions.
- Work on specialised programmes of support under the direction of the SENCo, the Pastoral/Curriculum teams.
- Monitor and report progress of students both inside and outside the classroom.
- Support colleagues in the evaluation and monitoring of SEND provision.
- Attend INSET and undertake personal staff development as appropriate.

Role of the Support Staff

- Inform a member of staff of any concerns regarding individual students.
- Support the School's SEND and Behaviour policy.

Role of the Students

- Actively participate in target setting and decisions about provision for their Special Educational Needs, in accordance with their ability.
- Take responsibility for their own learning.
- Work co-operatively with the staff of the school.

Role of the Parents

- To take an active role in the education of their child, attending parents' evenings and SEND reviews.
- Reinforcing teaching at home – through homework and any additional intervention.
- Communicating quickly with school with any concerns.