



Chesham Preparatory School

POLICY FOR SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) AND INCLUSION

Note: This policy applies to the Early Years Foundation Stage as well as to the whole school.

Written by:	Danielle Burridge, SENDCo	8 th July 2024
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Introduction

Chesham Preparatory School aims to create a vibrant, inclusive environment that encourages every pupil to fulfil their potential, both inside and outside of the classroom.

Special Educational Needs and/or Disability (SEND)

A pupil has SEND if they have a learning difficulty or disability that requires special educational provision to be made for them. They have a **learning difficulty or disability** if they have:

- A significantly greater difficulty in learning than most others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

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

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

Aim

At Chesham Preparatory School, we operate a 'whole pupil, whole school' approach to the management and provision of support for pupils with SEND, believing that every teacher is a teacher of every child or young person, including those with SEND. We aim to raise the aspirations of and expectations for all pupils. Teaching is inclusive, enabling pupils to make the best progress and to access and benefit from our broad and balanced curriculum. We have high expectations of all members of the school community. We believe

that all children and staff should be equally valued. We strive to eliminate prejudice and discrimination, and to develop an environment where all children can make a positive contribution and feel safe.

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, ethnicity, attainment, gender, disability, religion or background. We treat all children as individuals and respond to learners in ways that take account of their varied life experiences and needs.

Objectives

- Support and make provision for pupils with special educational needs and disabilities.
- Provide pupils with SEND access to all aspects of school life so they can engage in the activities of the school, alongside pupils who do not have SEND.
- To work within the guidance provided in the SEND Code of Practice 2014.
- To operate a 'whole pupil, whole school' approach to the management and provision of support for special educational needs and disability.
- To provide a Special Educational Needs and Disabilities Co-ordinator (SENDCo) who will lead the team of Learning Support Assistants (LSAs) and coordinate their work. The SENDCo will ensure the SEND policy is understood and implemented consistently by all staff.
- To provide support and advice for all staff working with children with SEND in identification and implementation of the Assess Plan Do Review (ADPR) cycle.
- Communicate with, and involve, pupils with SEND and their parents/carers in discussions and decisions about support and provision for the pupil.
- Help pupils with SEND fulfil their aspirations and achieve their potential.
- Help pupils with SEND become confident individuals living fulfilling lives.

Please refer to the Buckinghamshire and Hertfordshire Local Offers for pupils with SEND for more details.

<https://www.buckscc.gov.uk/services/care-for-children-and-families/local-offer-for-send/>

<https://www.hertfordshire.gov.uk/microsites/local-offer/the-hertfordshire-local-offer.aspx>

Legislation and guidance

- This policy complies with the statutory requirement laid out in the Special Educational Needs and Disability (SEND) Code of Practice and the following legislation: Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEND.
- The Special Educational Needs and Disability Regulations 2014, which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCos) and the special educational needs information report .
- The Equality Act 2010 (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities.
- The Public Sector Equality Duty (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it.
- The Governance Handbook, which sets out Governors' responsibilities for pupils with SEND.
- Schools SEN Information Report Regulations (2014).
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014.
- The National Curriculum in England Key Stage 1 and 2 framework document Dec 2014.
- Keeping Children Safe In Education - Statutory guidance for schools and colleges (September 2025).
- Safeguarding Policy (CPS 2025).
- Teachers Standards 2012 and subsequent updates.

Identifying Need

The School identifies the needs of the pupils by considering the needs of the whole child, not just the special educational needs of the child. The Code of Practice explains that there are other barriers to learning which may impact on progress and attainment but are not necessarily SEND; these include:

- Disability (physical or mental) which has a long term and substantial adverse effect on the ability to carry out normal day-to-day activities (Equality Act 2010). The Code of Practice outlines the “reasonable adjustment” duty for schools provided under current Disability Equality legislation – these alone do not constitute SEND.
- Behaviour (concerns relating to a child or young person's behaviour should be described as an underlying response to need).
- Attendance and punctuality.
- Health and welfare.
- English as an additional language.
- Being in receipt of Pupil Premium Grant.
- Being a Looked After, Previously Looked After or Adopted Child.
- Being a child of a serviceman/woman

The 4 Areas of Need

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that cut across more than one area, and their needs may change over time. Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

AREA OF NEED	
Communication and interaction	Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication. This includes children with Speech, Language and Communication needs, such as language delay, impairments or disorders. Pupils who are Autistic often have needs that fall in this category.
Cognition and learning	Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including: <ul style="list-style-type: none">• Specific learning difficulties, which impact 1 or more specific aspect of learning, such as: Dyslexia, Dysgraphia, Dyscalculia and Developmental Coordination Difficulties.• Moderate learning difficulties• Severe learning difficulties• Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties, as well as a physical disability or sensory impairment.

AREA OF NEED	
Social, Emotional and Mental Health (SEMH)	<p>These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:</p> <ul style="list-style-type: none"> • Mental health difficulties such as anxiety, depression or an eating disorder. • Attention Deficit Hyperactivity Disorder (ADHD: Inattentive and Hyperactive sub-types) or attachment disorder. • Suffered adverse childhood experiences. <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.</p>
Sensory and/or Physical	<p>Pupils may have:</p> <ul style="list-style-type: none"> • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • Sensory-processing difficulty. • A physical impairment <p>These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

Roles and responsibilities

Provision for SEND is a matter for the School as a whole. It is each teacher's responsibility to provide for pupils with SEND within the classroom and to be aware that these needs may be present in different learning situations. All staff are responsible for helping to meet an individual pupil's needs and for following the School's procedures for identifying, assessing and making provision to meet those needs. The board of governors, in consultation with the Headteacher, has a legal responsibility for determining the policy and provision for pupils with SEND.

Key Staff

Special Educational Needs and Disabilities Coordinator (SENDCo)	Mrs Danielle Burrridge	dburrridge@cheshamprep.co.uk	01494 782619 Ext 231
SEND Link Governor	Ms Shirley Drummond	sdrummond@cheshamprep.co.uk	01494 782619
Deputy Head	Mr James Bateson	jamesbateson@cheshamprep.co.uk	01494 782619 Ext 235
Deputy Head Academic	Mr James Sedley	jsedley@cheshamprep.co.uk	01494 782619 Ext 255

The SENDCo will:

- Have an open conversation with any parents whose child may have SEND and then liaise with them about the pupil's needs and any provision made.
- Work with the Headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school.
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans.

- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that pupils with SEND are identified and receive appropriate support and high-quality teaching.
- Advise on the graduated approach to providing SEND support and scaffolded teaching methods appropriate for individual pupils. Provide guidance for staff in devising strategies, setting SMART targets, reviewing pupil passports and learning plans.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively. Advise on appropriate resources for pupils with SEND and the effective use of materials and personnel in the classroom.
- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to ensure that appropriate provision is provided.
- Liaise with potential next providers of education to make sure that the pupil and their parents are informed about options and that a smooth transition is planned.
- When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil's SEND and the provision for them are sent to the appropriate authority, school or institution in a timely manner.
- Work with the Headteacher and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Make sure the school keeps its records of all pupils with SEND up-to-date and accurate.
- With the Senior Management Team (SMT), monitor to identify any staff who have specific training needs regarding SEND, and incorporate this into the school's plan for continuous professional development.
- With the SMT, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access.
- Prepare and review information for inclusion in the school's SEND information report and any updates to this policy.
- With the Headteacher and teaching staff, identify any patterns in the school's identification of SEND, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching.
- Manage Learning Support staff.
- Carry out detailed assessments and observations of pupils with SEND.

The Governing Body

The governing body is responsible for making sure the following duties are carried out, though the duties can be delegated to a committee or an individual. The governing body will:

- Do all it can to make sure that every pupil with SEND gets the support they need.
- Make sure that pupils with SEND engage in the activities of the school alongside pupils who don't have SEND.
- Make sure that the school has arrangements in place to support any pupils with medical conditions.
- Provide access to a broad and balanced curriculum.
- Have a clear approach to identifying and responding to SEND.
- Ensure that an annual report is provided to parents on their child's progress.
- Record accurately and keep up to date the provision made for pupils with SEND.
- Publish information on the school website about how the school is implementing its SEND policy, in an SEND information report.
- Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the school's accessibility plans.
- Make sure that there is a qualified teacher designated as SENDCo for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out.

- Determine their approach to using resources to support the progress of pupils with SEND.

The SEND Link Governor will:

- Help to raise awareness of SEND issues at governing board meetings.
- Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this.
 - The SEND governor will meet termly with the School SENDCo to monitor effective performance and best practice within the Department.
 - The SEND governor will attend the educational and pastoral committee and full governors' committee meetings, reporting on initiatives within the Learning Support Department, matters pertaining to SEND staffing, training and relevant specifics of the Inclusion List.
- Keep themselves aware of regulatory compliance for SEND to support the School's own policy and practice for SEND and Inclusion.
- Work with the Headteacher and SENDCo to determine the strategic development of the SEND policy and provision in the school.

The Headteacher will:

- Work with the SENDCo and SEND link governor to determine the strategic development of the SEND policy and provision within the school.
- Work with the SENDCo and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress.
- With the SENDCo, monitor to identify any staff who have specific training needs regarding SEND, and incorporate this into the school's plan for continuous professional development.
- With the SENDCo, regularly review and evaluate the breadth and impact of the SEND support that the school offers or can access.
- With the SENDCo and teaching staff, identify any patterns in the school's identification of SEND, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching.

Class teachers are responsible for:

- Planning and providing high-quality teaching that is scaffolded to meet pupil needs through a graduated approach.
- The progress and development of every pupil in their class.
- Working closely with any teaching assistants, specialist staff or the SENDCo to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching.
- Working with the SENDCo to review each pupil's progress and development, and decide on any changes to provision.
- Ensuring they follow this SEND policy and the SEND information report.
- Communicating with parents regularly to:
 - Set clear outcomes and review progress towards them;
 - Discuss the activities and support that will help achieve the set outcomes;
 - Identify the responsibilities of the parent, the pupil and the school;
 - Listen to the parents' concerns and agree their aspirations for the pupil.

Learning Support Assistants and Teaching Assistants:

- Work as part of a team with the SENDCo and the teachers.
 - Play an important role in supporting the pupils' individual needs and ensuring the inclusion of pupils with SEND within the class.
 - Have a key role in monitoring the Individual Learning Plan targets and monitoring progress.
 - Must be fully aware of the School's SEND and Inclusion policy.
 - Regularly feedback to teachers about a pupil's progress.
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- Parents or Carers: Parents or carers should inform the school if they have any concerns about their child's progress or development.
 - Parents or carers of a pupil on the Inclusion List will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:
 - Invited to meet with the class teacher/SENDCo to review the provision that is in place for their child;
 - Asked to provide information about the impact of SEND support outside school and any changes in the pupil's needs;
 - Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil;
 - Given an annual school report on the pupil's progress.
 - The school will take into account the views of the parent or carer in any decisions made about the pupil.

The pupil:

- Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the pupil:
 - Explaining what their strengths and difficulties are;
 - Contributing to setting targets or outcomes;
 - Attending review meetings;
 - Giving feedback on the effectiveness of interventions.
- The pupil's views will be taken into account in making decisions that affect them, whenever possible.

SEND information report

The School publishes a SEND information report on its website, which sets out how this policy is implemented in the school. The information report is updated annually and as soon as possible after any changes to the information it contains.

Our approach to SEND support

Identifying pupils with SEND and assessing their needs

We believe that every teacher is a teacher of pupils with special educational needs. Thus, all teachers are responsible for the progress and development of all pupils in their class. High quality, well scaffolded teaching for individual pupils is the first step in responding to pupils who may have SEND.

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

Class/subject teachers and the Deputy Head Academic oversee regular assessments of progress of all pupils and identify any whose progress:

- Is significantly slower than that of their peers starting from the same baseline;
- Fails to match or better their previous rate of progress;
- Fails to close the attainment gap between them and their peers;
- Widens the attainment gap.

This may include progress in areas other than attainment, for example, wider development or social needs. When teachers identify an area where a pupil is making slow progress, they will target the pupil's area of weakness with scaffolded, high-quality teaching. If progress does not improve, the teacher will raise the issue with the SENDCo to have an initial discussion about whether this lack of progress may be due to a special educational need. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND. Potential short-term causes of impact on behaviour or performance will be considered, such as bullying or bereavement. Staff will also take particular care in identifying and assessing SEND needs for pupils whose first language is not English.

The school will put the pupil and their parents at the heart of all decisions made about special educational provision. When we are aiming to identify whether a pupil needs special education provision, we will have an early discussion with the pupil and their parents. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty.
- We take into account any concerns the parents or carers have.
- Everyone understands the agreed outcomes sought for the child.
- Everyone is clear on what the next steps are.

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

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

When deciding whether the pupil needs special educational provision, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. Where necessary we will, in consultation with the pupil's parents or carers, consider consulting an external specialist. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

If a pupil is joining the school, and:

- their previous setting has already identified that they have SEND
- they are known to external agencies
- they have an education, health and care plan (EHCP)

then the school will work in a multi-agency way to make sure we get relevant information before the pupil starts at school, so support can be put in place as early as possible.

Quality first teaching - a graduated approach to SEND support

Based on the School's observations and assessment and following a discussion between the class/subject/form teacher, SENDCo and parent, the child may be identified as having SEND. We then take action to remove barriers to learning and put effective special educational provision in place. The pupil will then be placed on the Inclusion List. This SEND support is part of a four-part cycle, through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs

and what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach (Assess-Plan-Do-Review).

- **Assess**

This involves clearly analysing the pupil's needs using teachers' assessment, experience of working with the pupil, details of previous progress and attainment, NTS and CAT assessments, formal and informal assessments in the EYFS, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and, where relevant, advice from external support services will also be considered. Regular reviews ensure that support and intervention are matched to need, that barriers to learning are clearly identified and being overcome, and that the interventions being used are developing and evolving as required. Where external support staff are already involved, their work will help inform ongoing assessment and targets. Where they are not involved, external professionals may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

- **Plan**

Planning will involve consultation between the teacher, the SENDCo, the pupil and the parents to agree the adjustments, 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 pupil, including support staff, will be informed of the pupil's individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought. This information is recorded on Individual Learning Plans and provision maps for each class. All staff are expected to refer to these documents to inform their planning and teaching.

- **Do**

The class and/or subject teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with any teaching assistants, learning support staff or specialist staff involved to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENDCo and Learning Support Department.

- **Review**

Reviews of a child's progress will be made regularly (at least termly). The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and, where necessary, their parents. The class/form/subject teacher, in conjunction with the Learning Support Department, will revise the support and outcomes based on the pupil's progress and development, making any necessary amendments to targets/interventions, in consultation with parents and the pupil.

The success of the School's SEND policy and provision is evaluated through:

- Monitoring of classroom practice by the Senior Management Team and SENDCo;
- Analysis of pupil tracking data;
- Meetings of parents and staff, formal and informal;
- Pupil views collected during the Pupil Passport meeting.

Managing pupils' needs on the Inclusion List

The inclusion list contains the name of the pupil with SEND. It includes:

- A record of any professional assessments.

- Any interventions undertaken.
- Recommended examination considerations.

More general information about the child (nature of barrier to learning, specific arrangements required, medical conditions, learning support group or individual sessions, medical conditions, English as an additional language, disability, more able) may also be recorded on the Inclusion List.

If it is felt that a pupil is making sustainable progress, they may be taken off the Inclusion List. If this is the case, then the views of teaching staff, SENDCo, pupil and parents will be taken into account, as well as any other professionals involved. If it is agreed to take the pupil off the Inclusion List, then all records will be kept until the pupil leaves the School. The pupil will continue to be monitored through regular assessments and meetings. If it is felt that the pupil requires additional support, then the procedures set out in this policy will be followed.

Access Arrangements

Class teachers, form teachers and subject teachers (in partnership with the Learning Support Department) are responsible for ensuring that pupils are able to access assessments carried out in their class. If a pupil's needs mean that they are unable to achieve their true potential in assessments, the SENDCo will liaise with specialist professionals to assess the pupil's eligibility for access arrangements.

Individual Learning Plans (ILPs)

A pupil on the Inclusion List will have an Individual Learning Plan, which is generated through a meeting with the child and details important information about the child including:

- Pupil photo with their: likes/dislikes, important hobbies, important people in their life. The pupil's views on their areas of strengths and weaknesses.
- How they can help themselves.
- Ways they think staff can help them.
- Access Arrangements.
- SMART (Specific, Measurable, Achievable, Realistic, Timed) targets, which are created by the form or subject teacher in liaison with the SENDCo. This is agreed with parents, relevant staff and, wherever appropriate, pupils.

All staff are expected to refer to the individual learning plans of children they teach to inform their planning and teaching.

- ILPs are confidential.
- ILPs are designed to be working documents that are updated regularly to reflect the current needs of the child.
- Formal review meetings of ILPs will take place three times a year, when pupils will be involved in reviewing progress and setting new outcomes. Staff add evidence of the pupils' progress towards their outcomes at the end of each term.
- These plans are shared termly with parents.
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- The SENDCo reviews all ILPs to ensure consistency, appropriateness and quality of outcomes.

Specialist support

The School has highly trained staff in the Learning Support Department with many years' experience working with children with specific learning difficulties, physical and sensory issues and SEMH needs. Both formal and informal training is regularly provided to teaching and support staff.

Should a pupil make less than expected progress, despite school-based support and interventions, advice is sought from specialist agencies. The School has regular visits by:

- Speech and language therapists
- Occupational therapists
- Clinical and educational psychologists
- Play therapists
- Specialist teachers

Additional support can be provided by optometrists, Buckinghamshire Advisory Services and Hertfordshire Advisory Services. Decisions to involve external specialists are taken in discussion with parents.

Requesting an assessment for an Education, Health and Care Plan (EHCP)

When a child has not made the expected progress, despite having taken at least two cycles of the APDR cycle, and taking relevant and purposeful action to identify, assess and overcome barriers to learning, parents or staff can request an Education, Health and Care (EHC) Needs Assessment (details on the Buckinghamshire and Hertfordshire County Council website).

Following statutory assessment, an EHC Plan may be provided by the local County Council, if it is decided that the child's needs are not being met by the support that is ordinarily available. The School, the child's parents and an educational psychologist will be involved developing and producing the plan.

EHC Plans will be reviewed at least annually with the 'Annual Review' meeting taking place.

Supporting pupils at school with medical conditions

The School recognises that pupils with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children may be disabled and, where this is the case, the School will comply with its duties under the Equality Act 2010. Some pupils may also have special educational needs and may have an EHC Plan that brings together health and social care needs, as well as their special educational provision.

Accessibility arrangements

The Disability Discrimination Act, as amended by the SEN and Disability Act 2001, places a duty on all schools to increase, over time, the accessibility of schools for disabled pupils.

- We will always make reasonable adjustments to ensure disabled pupils are not treated less favourably than other pupils.
- Where necessary, we liaise with external professionals to advise us on adjustments that may need to be made to ensure that a disabled pupil is fully able to access our curriculum. Where appropriate, we will improve the physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services we provide.

Storing and managing information

Documents relating to pupils on the Inclusion List will be stored on Edukey. Where appropriate, SEND records will be passed onto a child's next school when he or she leaves the School. Pupils' individual SEND records will be kept on file until the child is eighteen, or passed on to their receiving school.

Bullying

The school wants all pupils to feel welcome and included in the community. The School has a robust policy and practice in place for a school-wide approach to anti-bullying, which applies equally to bullying of pupils with SEND. See the Anti-bullying Policy on our website for further details.

Complaints

The School has a policy and procedure for complaints that applies equally to all complaints about SEND provision. Details of these are available on the school website.

If the parent or carer is not satisfied with the school's response, they can escalate the complaint. To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

Evaluating the effectiveness of the policy

We are constantly looking for ways to improve our SEND policy. We will do this by evaluating whether or not we are meeting our objectives set out in this policy, and we will evaluate how effective our SEND provision is with regards to:

- All staff's awareness of pupils with SEND at the start of the autumn term;
- How early pupils are identified as having SEND;
- Pupils' progress and attainment once they have been identified as having SEND;
- Whether pupils with SEND feel safe, valued and included in the school community;
- Comments and feedback from pupils and their parents.

Monitoring the policy

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

Linked policies and documents:

- Admissions Policy and Procedure
- Local Offer for pupils with SEND
- 3-Year Accessibility Plan
- Administration of Medicines Policy
- Anti-bullying Policy
- Behaviour, Discipline and Exclusions Policy
- Complaints Policy and Procedure
- Curriculum Policy
- Equal Opportunities Policy
- EAL Policy
- Restraint Policy and Guidelines
- Transition Policy
- Health and Safety policy

- PSHE policy
- SMSC policy
- Supporting pupils with medical conditions policy
- Attendance policy
- Safeguarding / child protection policy
- Accessibility plan

A copy of these policies will be made available to all parents and prospective parents of pupils at the School on request.

Appendix



FAQs by parents of SEND pupils

1. **What are the admission arrangements for pupils with SEND?**

- Chesham Preparatory School is an inclusive school and welcomes applications from children and families of all backgrounds.
- Parents of children with SEND are encouraged to make applications and these will be subject to the same assessment criteria as all prospective pupils.
- All prospective pupils are invited to attend assessment days with specific academic assessment for children in Year 3 upwards. Years 1 and 2 have informal assessments and taster days prior to starting at the School; there are less formal taster days for children of Nursery and Reception age.
- The School will offer places based on availability and whether it feels that any prospective pupil will be able to access and benefit from the school curriculum.
- Children may be asked to come back for additional assessments if their initial assessments indicate they may require additional support or if parents indicate their child may have SEND. This allows staff to determine how the child can best access and benefit from the curriculum at the School.

2. **How inclusive will Chesham Preparatory School be for my child?**

- The provision for all children with SEND is the responsibility of the whole school and aims to level the playing field using quality first teaching approaches and interventions, where appropriate.
- Teachers are responsible for every pupil in their class/set.
- We recognise the need to work in partnership with parents and value the contribution parents make to their child's education.
- Children are consulted about their views on their special educational needs in their ILP meeting.
- All children have access to a challenging curriculum that is broad, balanced, relevant and differentiated, regardless of their background.

3. **How does the School know if pupils need extra help and what should I do if I think my child may have SEND?**

- Children entering EYFS have a practice visit and parents are encouraged to share any concerns they may have with the staff.
- Information is sought from previous schools as children transfer to the School.
- Assessments carried out before a child starts at the School may also highlight barriers to learning.
- If a parent has any concerns about their child's learning, they are encouraged to share these with the class teacher, subject teacher or form teacher who will then liaise with the SENDCo to discuss the next steps. Direct contact with the SENDCo is also encouraged.
- Members of staff raise any concerns about pupil's barriers to learning or progress to the SENDCo and Deputy Head and plans are made to meet any needs identified.
- Parents/carers may request a meeting to see a teacher or the SENDCo at any time to discuss concerns. This may be face to face, by email or by telephone.
- Following a screening or lesson observation by the SENDCo, the school may recommend to parents a fuller assessment from an Educational Psychologist (eg, dyslexia/dyscalculia) or Paediatrician assessment (eg, sensory processing/ADHD/ASC).

4. **How will the School support my child?**

- Pupils' needs are carefully assessed and monitored. Support is given to overcome any barriers to learning and to ensure that access to the curriculum is at the appropriate level of challenge for each child.

- Support may include additional resources, such as online spelling programmes, modified work or work scaffolded by the teacher or TA, small group in-class or intervention support from an LSA or TA, or SALT/OT professional.
- The teacher/SENDCo will keep parents informed via a letter home or as part of a meeting.
- Most support happens in the class (quality first teaching), sometimes with the support of a TA (Nursery to Year 2 have a full time TA in class and, in year 3, a TA in the mornings) or in year 4 and above with an LSA for targeted lesson support.

5. How will I know how my child is doing?

- Each child who has been identified as having SEND has an Individual Learning Plan with personal "SMART" (Specific, Measurable, Achievable, Realistic, Timed).
- These targets are set in collaboration with the pupil, parent, teacher, LSA and SENDCo. The pupils are consulted with each ILP formation and review, and pupils are provided with appropriate support from the Learning Support Department. This is a working document shared with parents and is used by all staff who work with the child to ensure needs are fully met and progress made.
- The ILP is shared with parents termly.
- Staff and parents share meetings/reports from external agencies where appropriate.
- All children receive reports in the Autumn and Summer terms. Years 3-6 also receive effort and attainment grades in the Spring term. LSAs and specialist Teachers complete reports where there is a one to one intervention.
- Staff and parents may have regular informal meetings/conversations as appropriate.

6. How will the learning and development provision be matched to my child's needs?

- The progress of all pupils is closely monitored and assessed regularly and a range of support is closely matched to the needs of individual pupils.
- The School prides itself on its high quality teaching.
- Lessons are scaffolded where necessary to match children's needs.
- Children are set by ability in Maths (from Year 4 – 6) and English (from Year 5 to 6).
- Appropriate deployment of Learning Support staff within the classroom and outside the classroom where appropriate.
- Intervention groups for targeted pupils (eg Talk About, Move and Learn, Maths intervention and spelling interventions).
- Personalised targets on Individual Learning Plans.
- Relevant information about a child's needs and barriers to learning are recorded the Inclusion List.
- Specialist equipment available, such as Chromebooks for children with dyslexia, special cushions for children with sensory issues, a variety of writing resources for children with coordination difficulties, developmental disorders or dysgraphia.
- Regular guidance from external specialists.

7. What support will there be for my child's overall mental health and wellbeing?

- The School is a caring, nurturing environment reflecting the school motto "Each for All and All for Each."
- School counsellors are available to all pupils.
- The School has a designated Wellbeing Lead.
- School council.
- A range of extra-curricular activities including sessions on organisation, communication and confidence-building.
- Staff briefings twice a week to discuss pastoral issues.
- On-site School Nurse and procedures for administering medicine.
- Comprehensive PSHE curriculum and regular PSHE lessons.
- Mental health and wellbeing needs are met using school counselling, external referrals to CAMHs and via Talk About intervention groups.
- Worry boxes are available around the school for pupils to write concerns.

8. What specialist services are available at, or accessed by, the School?

- The School has highly skilled staff who maintain and practise an inclusive approach to teaching and learning.
- The Learning Support Department staff have experience working with children with all areas of SEND need.
- The SENDCo holds the National Award for Special Educational Needs Coordination qualification.
- The School has a School Nurse as well as highly qualified first aiders.
- The School has regular visits and liaises extensively with speech and language therapists (based in school on Tuesday afternoons), occupational therapists, clinical and educational psychologists.
- The School liaises with and has visits from the Herts and Bucks Advisory teams, play therapists, Autism specialists and optometrists.

9. How will the School help me to support my child's learning?

- We will work in partnership with you throughout your child's time at the School. We strongly believe that children benefit from a close, equal working partnership between parents and staff.
- Staff are available for informal chats, at parent evenings, additional meetings, by email or for telephone conversations.

10. How will I be involved in discussions about and planning for my child's education?

- We discuss any concerns we have about a pupil's wellbeing and progress.
- Planned support using LSAs supporting pupil's physical or emotional needs will be discussed with parents.
- Parents' views are vital to the review of their children's pupil passports and learning plans. Meetings take place termly, but parents are encouraged to discuss any concerns or issues as they occur.
- Additional one-to-one meetings are held with the SENDCo/Learning Support staff and these can be requested by parents at any time.

11. How will my child be included in activities outside the classroom including school trips?

- All children are included in school trips and activities.
- Staff plan in advance any additional resources or personal requirements needed to make trips/activities accessible to all.
- Parents are involved at every stage and the aim is for every child to fully participate in the full life of the School, including residential trips, sports, music, drama etc.

12. How accessible is the school environment?

- We have a lift to make the upstairs corridor accessible for pupils, staff and parents with mobility issues.
- The School has disability toilets.
- Many resources and adaptations are made to the learning environment to improve access to the curriculum for children with disabilities and/or learning difficulties.

13. Who can I contact for further information?

- Please contact the Headteacher, Mr Otter or Deputy Head, Mr Bateson on 01494 782619.
- Please contact the SENDCo, Mrs Burrridge on 01494 782619 or email at dburridge@cheshamprep.co.uk.

14. How will the School prepare and support my child to join the School, transfer to a new school or the next stage of education and life?

- Detailed planning meetings are held for any pupil joining or leaving us with additional needs.
- Children have transition days when they meet their new teacher and class before joining the School.
- Within the School, children have transition days with their new teachers and support staff.

- We work closely with SENDCos at other schools to promote a smooth transition for children as they join and move on from the School.

15. How are the School's resources allocated and matched to children's special educational needs?

- We match support to need; the SENDCo monitors and evaluates this regularly with the Head and Deputy Head.

16. Who do I contact if I am not happy about the support for my child is getting?

- If you have concerns about the support your child is receiving, please contact your child's teacher.
- If after speaking to the teacher you feel that this has not resolved the issue then contact the SENDCo (dburridge@cheshamprep.co.uk) or the Deputy Head (jamesbateson@cheshamprep.co.uk).
- If you still feel matters have not been resolved, please contact the Headteacher, Mr Otter on 01494 782619.
- If you feel your concern has not been dealt with at an informal level, the School has a complaints procedure that is made available to all parents and is on the school website (www.cheshamprep.co.uk).