



Chesham Preparatory School

Chesham Preparatory School: SEND and Inclusion Policy

This policy applies to the Early Years Foundation Stage (EYFS) as well as to the whole school.

Introduction, Aims & Statutory Framework

The school operates a "whole pupil, whole school" approach to Special Educational Needs and Disability (SEND), recognising that every teacher is a teacher of every child. We aim to raise aspirations, eliminate discrimination and provide equal opportunities for all learners.

This policy complies with the statutory requirements laid out in the following frameworks:

- **Part 3 of the Children and Families Act 2014**, defining school responsibilities for pupils with SEND.
- **The Special Educational Needs and Disability Regulations 2014**, governing EHC plans, SENDCo responsibilities, and the SEND information report.
- **The SEND Code of Practice 2014**.
- **The Equality Act 2010 (Section 20)**, establishing the duty to make reasonable adjustments for disabled pupils.
- **The Public Sector Equality Duty (Section 149 of the Equality Act 2010)**, to eliminate discrimination and advance equality of opportunity.
- **Keeping Children Safe In Education**.

Core Definitions

- **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.
- **Learning Difficulty or Disability:** Occurs when a child has a significantly greater difficulty in learning than most others of the same age, or a disability that prevents or hinders them from making use of standard mainstream school facilities.
- **Special Educational Provision:** Educational or training provision that is additional to, or different from, that made generally for other children of the same age.
- **Disability:** A physical or mental impairment that has a substantial and long-term adverse effect on a child's ability to carry out normal day-to-day activities.

School Note on Neurodiversity and Inclusion: While the school adopts the statutory definition above for legal and compliance purposes, we recognise that many physical, sensory, and neurodivergent profiles (such as Autism, ADHD, and Dyslexia) represent natural variations in human thinking and development. We operate from a strengths-based perspective, understanding that a disability only presents a barrier or "disadvantage" when the environment or teaching methods fail to adapt to the child. Our focus is on removing environmental barriers to allow every child's natural abilities to thrive.

Identifying Needs & The 4 Areas of Need

The school identifies pupil needs by considering the whole child, not just their special educational needs. Other factors may impact progress but do not alone constitute SEND, including behaviour, attendance, health/welfare, English as an Additional Language (EAL), receiving the Pupil Premium Grant, being a Looked After/Adopted child, or being a child of a serviceman/woman.

SEND needs are grouped into four broad areas, and interventions are matched to these specific profiles:

<u>Area of Need</u>	<u>Description & Included Profiles</u>
Communication and Interaction	Pupils who experience difficulty communicating with others, understanding language or utilising social rules of communication (e.g., Speech, Language and Communication Needs, Autism).
Cognition and Learning	Pupils who learn at a slower pace than their peers. Includes Specific Learning Difficulties (Dyslexia, Dysgraphia, Dyscalculia, Developmental Coordination Difficulties), alongside Moderate, Severe, and Profound & Multiple learning difficulties.
Social, Emotional and Mental Health (SEMH)	Underlying difficulties reflecting mental health needs (e.g., anxiety, depression, eating disorders, ADHD, attachment disorder, or adverse childhood experiences). May manifest as disruptive, challenging or withdrawn behaviour.
Sensory and/or Physical	Pupils with vision, hearing, multi-sensory or sensory-processing impairments, or physical impairments requiring ongoing additional support and equipment.

Key Staff Contacts

Position	Name	Contact Details
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
Headteacher	Mr Martin Otter	01494 782619

Roles and Responsibilities

The Governing Body & SEND Link Governor

- Has a legal responsibility for determining the SEND policy and provision.
- Ensures pupils with SEND can access a broad, balanced curriculum and fully engage in school activities alongside peers.
- The SEND Link Governor meets termly with the SENDCo to monitor performance, compliance and departmental practice.

The Headteacher

- Holds overall responsibility for SEND provision and pupil progress.
- Works strategically with the SENDCo and governors to develop the SEND policy, identify staff training needs and evaluate provision impact.

The SENDCo

- Manages the day-to-day operation of the SEND policy and coordinates specific provision for pupils with SEND or EHC plans.
- Leads and manages the Learning Support Assistant (LSA) team.
- Provides professional guidance to staff on the graduated approach, SMART targets and scaffolded teaching.
- Serves as the primary contact point for external agencies and next educational providers.

Class Teachers

- Retain accountability for the progress and development of every pupil in their class through high-quality, scaffolded teaching.
- Work closely with teaching assistants and specialist staff to plan, link, and assess the impact of targeted support within the classroom.
- Maintain regular communication with parents to review progress and set outcomes.

Learning Support Assistants (LSAs) & Teaching Assistants (TAs)

- Help implement and monitor Individual Learning Plan (ILP) targets.
- Provide continuous feedback to teachers regarding pupil progress.

Parents, Carers and Pupils

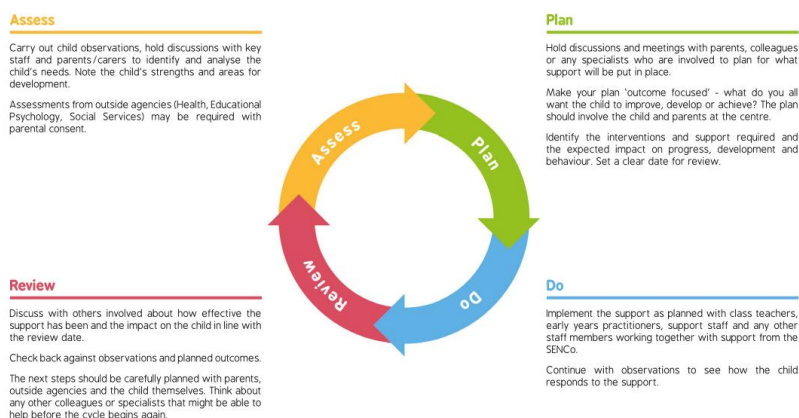
- Parents/Carers are invited to participate in all discussions regarding support, share views on impacts and receive annual reports.
- Pupils are given opportunities to express their views, explain their strengths and difficulties, and contribute to target setting.

Our Approach: The Graduated Approach (APDR)

When regular assessments (overseen by teachers and the Deputy Head Academic) reveal that a pupil is making significantly slower progress than peers, teachers first deploy targeted, high-quality scaffolded teaching. If progress does not improve, the teacher initiates discussions with the SENDCo.

Following consultation with parents, the pupil may be identified as having SEND and placed on the school's Inclusion List to begin the four-part Assess-Plan-Do-Review (APDR) cycle:

Assess, Plan, Do, Review **Cycle**



- **Assess:** Analyse needs using teacher assessments, national data, standardised testing (NTS/CAT), and insights from parents, pupils or external specialists.
- **Plan:** Formally outline required adjustments, interventions, and expected outcomes via a consultation between the teacher, SENDCo, parents, and pupil, recorded on an Individual Learning Plan (ILP).
- **Do:** The class or subject teacher remains responsible for daily learning, collaborating closely with any TAs or LSAs providing one-to-one or group interventions.

- **Review:** Evaluate the quality and impact of support at least termly, incorporating parent and pupil views to dynamically revise targets.

Inclusion List & Individual Learning Plans (ILPs)

The Inclusion List

The Inclusion List is a record on iSAMS containing names of pupils identified with SEND, details of professional assessments, interventions, recommended exam access arrangements, and relevant medical or background information. Pupils making sustainable progress may be removed from the list following a multi-party evaluation, though records are retained until they leave the school.

Individual Learning Plans (ILPs)

Every pupil on the Inclusion List receives a confidential, evolving ILP generated alongside the child. It contains:

- Profile elements (photo, likes/dislikes, hobbies).
- Pupil perspectives on their strengths and weaknesses.
- Strategies on how the pupil can self-help and how staff can assist.
- Approved exam access arrangements and evidence regarding their effectiveness.
- SMART targets set by teachers in liaison with the SENDCo and agreed with parents.

ILPs are formally reviewed three times a year, with an evaluation of targets added by staff at the end of each term.

Specialist Support & Education, Health and Care (EHC) Plans

Specialist Support

If school-based interventions prove insufficient, advice is sought from specialist agencies, including:

- Speech and language therapists.
- Occupational therapists.
- Clinical and educational psychologists.
- Play therapists and specialist teachers.
- Advisory services from Buckinghamshire and Hertfordshire Local Authorities.

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

When a child has not made the expected progress, despite having undergone at least two APDR cycles 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 are available on the Buckinghamshire and Hertfordshire County Council websites).

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 in developing and producing the plan.

EHC Plans will be reviewed at least annually via a formal Annual Review meeting.

Admissions, Accessibility & Information Management

Admissions

Chesham Preparatory School welcomes applicants of all backgrounds. Pupils with SEND are evaluated using the same standard criteria as all prospective students. Selection rests on space availability and whether the school determines the child can successfully access and benefit from the curriculum. Assessments include:

- **Nursery & Reception:** Less formal taster days.
- **Years 1 & 2:** Informal assessments and taster days.
- **Year 3 upwards:** Academic assessment and taster days.

Note: Additional assessments may be scheduled if initial evaluations indicate potential SEND or support requirements.

Accessibility & Medical Support

The school implements reasonable adjustments to optimise access to the curriculum, physical space and activities, including school trips and residential stays. Provisions for pupils with medical conditions follow statutory guidance to ensure complete educational access.

Storing Information

All documentation regarding pupils on the Inclusion List is kept securely on iSAMS. Individual SEND records are preserved until the child turns eighteen or are securely transferred to their receiving institution when they leave the school.

Bullying & Complaints

Bullying

The school maintains a zero-tolerance approach to bullying. The school-wide Anti-bullying Policy applies directly and with equal stringency to any incidents involving pupils with SEND.

Complaints Procedure

If parents or carers are dissatisfied with the SEND support provided, they should follow this specific escalation path:

1. Contact the individual class teacher to resolve the issue informally.
2. Escalate to the SENDCo (Mrs Danielle Burrridge) or the Deputy Head (Mr James Bateson).
3. Contact the Headteacher (Mr Otter).
4. File a formal complaint utilising the school's online Complaints Policy. For unresolved statutory concerns, parents may consult pages 246 and 247 of the SEN Code of Practice.

Policy Details

- **Written By:** Danielle Burrridge, SENDCo (8th July 2024)
- **Approved By:** Governors (1st September 2024)
- **Last Reviewed:** 1st September 2026
- **Next Review Due:** 1st September 2027