Chesterton Community College

Special Educational Needs and Disability (SEND) Policy- 2026-27

Approved by Chesterton Community College- LGB	14 July 2026
Review cycle	Annual Due Sep 2027

Document Control

New Version Number	Key changes from previous version	Date of ratification
1.1	Reference to the Executive SENCO Update to reflect SENCO holds NASENCO and Executive SENCO holds CPT3A Removed x2 ASENCO references	17-10-23
2.0	Removed names of previous executive SENCo and SENCo from introduction and replaced with current staff. Replaced names of previous SENCo and executive SENCo to current staff in roles and responsibilities section.	16-10-2024
2.1	Adapted names of current SENDCO Added additional teacher expectations Changed dates to appropriate academic year	01-07-25
2.2	Adapted names of current SENDCo.	08-06-26
2.3	Updates name of SENDCo- now Sophie Hawkins	27-09-26

Chesterton Community College

Special Educational Needs and Disability (SEND) Policy

Introduction

This policy complies with the legal requirements set out in Part 3 of the Children and Families Act (2014) and the Special Educational Needs and Disabilities Code of Practice 0-25 (2014) and has been written with reference to the Schools SEN Information Report Regulations (2014), the Equality Act (2010), the Teachers' Standards (2012) and the Governors' Handbook (2015).

This policy should be read together with the Special Educational Needs and Disability (SEND) Information on the school website, our Accessibility Statement, our policy for Supporting Students at School with Medical Needs, our Equality Objectives and our Teaching and Learning Policy.

This Special Educational Needs and Disabilities (SEND) Policy was created and developed by the Special Educational Needs Coordinator (SENCO), James Mepham and the SEN Governor. This policy reflects important aspects of our school ethos, in particular, using our best efforts to work together to support all students to realise their potential. Teachers, students and parents/carers are consulted and involved when necessary, in our SEND provision.

Aims of this Policy

The aims of our special educational needs and disability policy and SEN information report are:

• To ensure that every student in our care realises their potential

• To ensure that children and young people with SEND are able to participate fully whenever possible in the activities of the school alongside students who do not have SEND

• To use our best endeavours to secure special educational provision for students for whom this is required, that is "additional to and different from" that provided to all students through quality first teaching and within the differentiated curriculum

• To work in partnership with parents/carers and students by requesting, monitoring and responding to their views

• To ensure a high level of staff expertise to meet student needs, through well-targeted continuing professional development

• To make reasonable adjustments for those with a disability by taking action to increase access to the curriculum, the environment and to printed information for all

• to support students with medical conditions to achieve full inclusion in all school activities by meeting their medical needs in consultation with health and social care professionals

• to work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

Identifying SEND

We know students may need additional support for their special educational needs if:

• It is clear that a student is not making expected levels of progress under SEND guidelines (see below)

• Observation of the student indicates that they have additional needs in one or more of the four broad areas of need: communication and interaction; cognition and learning: social, emotional and mental health; sensory/physical

• Screening, such as that completed on entry or because of a concern being raised about gaps in knowledge and/or skills

• Concerns are raised by parents/carers, external agencies, teachers, or the student's previous school, regarding a student's level of progress or inclusion

• A student asks for help.

<u>How we monitor expected progress</u>

All students have individual targets set in line with national outcomes. Parents/carers are informed of these via the reporting system and at events such as parents' evenings.

Student attainment is tracked using the whole school tracking system and those failing to make expected levels of progress are quickly identified. These students are then discussed in termly progress meetings that are undertaken between the subject teacher and an appropriate member of staff, and, if appropriate, the student themselves. Additional action to increase the rate of progress will be then identified and recorded that will include a review of the impact of the differentiated or adapted teaching being provided to the student, and if required, provision to the teacher of additional strategies to further support the success of the student.

Where it is decided during this early discussion that special educational provision is required to support increased progress, parents will be informed that the school considers their child may require SEN support and their partnership sought in order to improve attainment.

Roles and responsibilities

The SENCO

The Assistant Headteacher and SENCO is **Sophie Hawkins** with overall responsibility for SEN.

They will:

- Work with the Head of School and SEN Governor to determine the strategic development of the SEN policy and provision in the school;
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans;
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching;
- Advise on the graduated approach to providing SEN support;
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively;
- Be the point of contact for external agencies, especially the local authority and its support services;
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned;
- Work with the Head of School and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements;
- Ensure the school keeps the records of all pupils with SEN up to date.

The SEN Governor

The SEN governor will:

- Help to raise awareness of SEN issues at governing board meetings;
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this;
- Monitors implementation of SEN policy and achievement of pupils with SEN, including compliance with statute.

The Head of School

The Head of School will:

- Work with the Executive SENCO, SENCO and SEN Governor to determine the strategic development of the SEN policy and provision in the school.

Subject teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class;
- Working closely with any Progress Support Workers (PSWs) or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching;
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision;
- Ensuring they follow this SEN policy.
- Adapting lessons to ensure SEND students receive the same high-quality experience as all other students
- Knowing their SEND students well, so that appropriate provision can be implemented

Staff training

The school has regular half-termly continuing professional development (CPD) sessions for both teaching and support staff. Training is focused on the following areas:

• Dyslexia and literacy difficulties

• Autism Spectrum Disorder (ASD)

• Visual/hearing impairment (VI/HI)

• Attention deficit hyperactivity disorder (ADHD)

• Social, emotional and mental health difficulties (SEMH)

• Speech, language and communication difficulties (SLCN)

• Quality First Teaching* (QFT)

• Dyspraxia

• Supporting students with learning difficulties

• Supporting students with exam access arrangements (EAA)

• Working memory and processing difficulties

*Teaching staff should access SEND information via Provision Map, SIMS, Edulink and TEAMS.

* The SEN planning and strategies booklet should also be used to identify, plan, adapt and cater for SEN students.

The school has regular visits from SEN specialist teachers and the link Educational Psychologist who provide advice to staff to support the success and progress of individual students.

Monitoring and evaluating the SEN policy

The SENCO and the SEN Governor review the policy annually. It was last reviewed **June 2026.**