



## Special Educational Needs and Disability (SEND) Policy

### Chafyn Grove School

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<b>Context</b>
This policy was developed in consultation with parents/carers, staff and students and was drawn up having regard to the following legislation and guidance (in so far as they apply to Chafyn): <ul style="list-style-type: none"><li>• The SEND Code of Practice: 0-25 years – 2015</li><li>• Part 3 of the Children and Families Act 2014 and associated regulations</li><li>• Equality Act 2010</li><li>• The Education (Independent School Standards) Regulations 2014</li><li>• Statutory framework for the early years foundation stage (September 1 2023)</li></ul>
<b>Headmaster:</b> Simon Head
<b>LGB member with responsibility for SEND:</b> Christian Saenger
<b>SENCO:</b> Hannah Rogers
<b>SENCO Qualifications:</b> NASENCO (2022) SENCO is a member of SMT/ Yes
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<b>This policy will be reviewed annually</b>
<b>Agreed by LGB:</b> November 2025

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

- Admissions Policy
- Accessibility Plan
- Child Safeguarding Policy
- Equality & Diversity Policy for Pupils
- First Aid Policy
- SEND Financial Charging Policy
- Teaching and Learning Policy

The responsibility for the management of this policy falls to the Headmaster, the day-to-day operation of the policy is the responsibility of the Special Educational Needs Co-ordinator (SENCO). Oversight of Chafyn SEND arrangements is led by the above named LGB member with responsibility for SEND. The LGB, the Headmaster and the SENCO will work closely to ensure that this policy is working effectively.

## Aims and Objectives

### Aims

To provide an inclusive, stimulating and safe environment which will enhance the learning of all pupils and help them achieve, to their full potential, in all areas including their development of knowledge, skills and understanding to equip them for the next phase of their education, employment or training. By doing this we hope to raise the aspirations and expectations of all pupils, especially those with SEN and/or disabilities.





Chafyn will adhere to the principle that ‘every teacher is a teacher of SEN’ and will use its best endeavours to ensure that the necessary provision is made for any pupil who has SEN and to make reasonable adjustments for pupils with a disability. Chafyn will ensure that all staff are able to identify where a pupil may require additional support so that appropriate steps can be taken with the aim of enabling them to partake in all activities in Chafyn in order to reach their full potential.

This policy aims to support all members of staff in providing a framework of support and advice and is based on the underlying principle that we believe:

***Every teacher is responsible and accountable for the progress and development of all pupils in their class even where pupils access support from teaching assistants or specialist staff.***

Teaching and supporting pupils with SEN and/or a disability is therefore a whole school responsibility requiring a whole school response. In order to achieve this, we will work in partnership with parents, pupils, local authorities, specialist providers, and other external agencies required to meet the individual needs of our pupils.

## **Objectives**

The objectives of this policy are to work towards eliminating disadvantages for pupils with SEN and/or disabilities (including pupils with medical conditions) by:

- identifying and providing for pupils who have special educational needs and regularly assessing and reviewing the provision that we offer.
- using our best endeavours to ensure that all pupils get the support they need to access the School's educational provision and those with a SEN and/or disability are able to engage as fully as practicable in the activities of Chafyn alongside pupils who do not have a SEN and/or disability.
- having regard to the statutory guidance the SEND Code of Practice (2015), as far as it applies to Chafyn.
- operating a ‘whole pupil, whole school’ approach to the management and provision of support for special educational needs.
- implementing a graduated approach to meeting the needs of pupils identified as needing SEN Support.
- appointing a teacher responsible for the coordination of SEN provision (SENCO) and ensuring they have the relevant training and qualification to undertake the role.
- providing training, support and advice for all staff as often as is appropriate and necessary.
- ensuring that all pupils with SEN are offered full access to a broad, balanced, and appropriate curriculum that sets high expectations for every pupil whatever their prior attainment.
- working in partnership with parents to enable them to make an active, empowered, and informed contribution to their child’s education.
- ensuring that parents are informed when special educational provision is made for their child and are kept up to date on their child’s progress and development.
- taking the views, wishes and feelings of the young person into account (in light of their age and understanding), and involving them as fully as possible in decision making about their own education.
- working collaboratively with external agencies and specialists including those from Social Care and Health.





- ensuring compliance with Chafyn's Equality Act 2010 duties and not discriminating unlawfully against disabled pupils less favourably than their peers and making reasonable adjustments so that disabled pupils are not put at a substantial disadvantage in matters of admission and education or access to a benefit, facility of service.
- in conjunction with the medical policies and protocols, making arrangements to support pupils with medical conditions and where applicable, to have regard to statutory guidance supporting pupils with medical conditions,
- having regard to any other guidance issued by the United Learning Trust.

## Definitions

### Special Educational Needs

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. In accordance with the Children and Families Act 2014, a child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age, or
- Has a disability which prevents or hinders him or her from making use of facilities generally available in a mainstream school; or
- Is under five years old and would be likely to have such difficulties if special educational provision were not made for them.

Children will not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

The SEND Code of Practice (2015) identifies four key areas of SEND:

- Communication and Interaction
- Cognition and Learning
- Social, emotional, and mental health
- Sensory and/or physical

These four broad areas give an overview of the range of needs that are planned for. The purpose of identification is to work out what action Chafyn needs to take, not to fit the child into a category - we identify the needs of the whole pupil, not only their SEN, in order to establish what provision is required. Chafyn will take into account pupils' needs in all four key areas and make appropriate provision, including where this does not impact on cognition and learning.

### Special educational provision

For children aged two or more, 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, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers.





## **Disability**

A child or young person is disabled if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities (as defined by the Equality Act 2010). It is important to note that a pupil who has a disability may not necessarily have a special educational need and vice versa not all pupils with SEN will have a disability.

## **Parent**

In this document the term 'parent' is to refer to a parent, carer, guardian, or anyone with legal responsibility for the pupil.

## **Identifying and supporting pupils with SEN and disabilities**

Chafyn's curriculum, plan and schemes of work and assessment framework take proper account of the needs of all pupils, including those with SEN and/or disabilities.

The progress made by all pupils is regularly monitored and reviewed as part of high quality, differentiated teaching. Where concerns are raised about a pupil's progress or if they fall behind their peers, additional support will be provided under the guidance of the class/subject teacher. This information will be shared with parents in order that they are kept up to date.

Where concerns are raised about a pupil's progress, despite support and high-quality teaching, the class/subject teacher will seek advice from the SENCO. Slow progress and low attainment will not automatically mean a pupil has SEN. However, where Chafyn reasonably considers that a pupil may have a learning difficulty or disability, for example where there are early indicators that a pupil is not making expected progress, Chafyn will do all that it reasonable to support and consult with the parents and pupil as appropriate, to help determine the action required, including whether any additional support is needed, such as 1-1 or small group support.

Chafyn may recommend engaging external agencies and professionals to help assess the pupil's needs and advise on appropriate support, the cost of which must be borne by the parents, or by the local authority in the context of an education, health, and care needs assessment. Where parents wish to request a formal assessment from outside of school, they must ensure Chafyn is given copies of all advice and reports received.

Where a pupil is identified as having SEN, or there are significant emerging concerns, the SENCO and the class/subject teacher will take action to support effective learning by removing any barriers and put effective special educational provision in place taking into account any advice from relevant external agencies and professionals. This SEN support will take the form 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.

Parents should always be consulted and kept informed of any action taken to help their child, and of the outcome of this action. Due weight will also be given to a pupil's wishes (according to their age, maturity, and capability). Parents will be notified where their child is receiving SEN Support, and Chafyn will share





with them the provision that is being put in place. This will be regularly reviewed including termly (three times per year) with the parents, the child and teacher.

### The Graduated Approach to SEND

**Assess:** In identifying a pupil as needing SEN support the class/subject teacher, working with the SENCO, should carry out a clear analysis of the pupil's needs. This should draw on:

- the teacher's assessment and experience of the pupil, their previous progress and attainment, as well as information gathered from other areas of Chafyn.
- the pupil's development in comparison to their peers and national data should also be considered along with the parent's views and experience, the pupil's views and, if relevant, advice from external support services.

This assessment will be reviewed regularly to ensure support and intervention are matched to need, barriers to learning are identified and overcome so that a clear picture of the interventions put in place and their impact is developed. With some areas of SEN, the most reliable method of developing a more accurate picture of need will be the way in which the pupil responds to an intervention.

At this stage, following consultation with parents, external agencies and professionals may be engaged to help assess the child's needs and advise on any support needed. Parents will meet the cost of any such assessments. Any specialist advice received will be discussed with the child's parents.

**Plan:** Chafyn will carry out an analysis of a pupil's needs so that the plan of support can be matched to need. As part of this, parents, will meet with the class/subject teacher and the SENCO to discuss the adjustments, interventions, teaching strategies, and support to be put in place as well as the expected impact on progress and development. A clear plan will be produced and reviewed at least once per term.

The plan will clearly identify the areas of needs, the desired outcomes, the support and resources provided, including any teaching strategies or approaches that are required and when the review will take place. A copy of the plan will be given to parents and the child if appropriate.

The support and intervention provided will be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness, and will be provided by staff with appropriate skills and knowledge.

Where 1:1 or other learning support is part of the plan, there may be additional charges, please refer to Chafyn's Terms and Conditions for further information and to the SEND Financial Charging Policy for further information.

**Do:** The class/subject teacher remains responsible for working with the pupil on a daily basis and will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of the targeted plan of support and interventions and how they can be linked to classroom teaching. The SENCO will support the class/subject teacher in the further assessment of the pupil's needs, in problem solving and advising on the effective implementation of support.

**Review:** The review will evaluate the impact and quality of the support and interventions in light of the pupil's progress and development and include the views of the pupil (as appropriate) and their parents.

Parents will be given information about the impact of the support and interventions provided, enabling them to be involved with discussing the next steps. Where appropriate other agencies will be asked to contribute to this review.







This review will feedback into the analysis of the pupil's needs, then the class/subject teacher, working with the SENCO, will revise the support in light of the pupil's progress and development, with decisions on any changes made in consultation with the parents and the pupil (where appropriate).

Where there is a sustained period of insufficient or no progress, Chafyn may advise parents to gain involvement and advice from a specialist or external agency. All costs must be agreed and settled directly by parents with the external body.

When a pupil has made sufficient progress in their area of need that they no longer require any provision that is different from or additional to that which is normally available as part of high quality and differentiated teaching they will no longer be seen as requiring SEN Support. At this point, through discussion with parents, the pupil will be removed from Chafyn's SEN register.

The School recognises that some pupils with a SEN may also have a disability, and the School will do all that is reasonable in order to meet the needs of pupils with disabilities.

### **SEN Provision**

The provision offered to pupils requiring SEN Support will differ from pupil to pupil. A list of non-exhaustive examples include:

- A broad and balanced curriculum
- Explicit instruction within lessons
- Scaffolding on independent tasks
- Access to the LINK for evidence-based interventions from specialist teachers
- additional support (1:1 or small group) in the LINK
- Use of assistive technology
- Different materials, resources or equipment
- Assess, Plan, Do, Review cycle
- Regular formal assessment
- Access to a calm space
- Pastoral support
- Appropriate co-curricular activities
- Access to ELSA, Draw and Talk

### **Statutory Assessment of Needs (EHC Plan)**

A small number of pupils whose needs are complex and long term, may require a greater level of support than Chafyn can provide from its own resources. For these pupils all the evidence from the graduated approach process will be gathered and a request made to the local authority to conduct an Education, Health, and Care Needs Assessment. This may result in an Education, Health and Care Plan (EHC Plan) being provided. Chafyn will follow their local authority's guidance for this process and involve parent and the child from the beginning. Chafyn will always consult with parents before exercising this right to ask the local authority to make an assessment.





If the local authority refuses to make an assessment, parents have a right of appeal to the First-tier Tribunal (Health, Education and Social Care Chamber). Chafyn does not have this right of appeal.

Where a prospective pupil has an EHC Plan, Chafyn will consult with the parents and the local authority (where appropriate) to ensure that the provision specified in the EHC Plan can be delivered by Chafyn. Any additional services that are needed to meet the requirements of the EHC Plan may need to be charged, either directly to the parent or to the local authority if the local authority is responsible for the fees and Chafyn is named in the EHC Plan. In all other circumstances charges may be made directly to parents, subject to Chafyn's obligations under the Equality Act 2010.

### **Education Health and Care Plans**

There are a small number of pupils in our school who currently have EHC Plans. Chafyn co-operates with the local authority to ensure that relevant annual reviews of EHC plans are carried out as required.

### **Pupils with medical conditions**

Chafyn recognises that pupils with medical conditions should be properly supported so that they have full access to education, including trips and physical education. Some children who have medical conditions may be disabled and where this is the case Chafyn will comply with its duties under the Equality Act 2010. Such pupils may have an EHCP which brings together health and social care need, as well as their special educational provision: Chafyn will work in conjunction with the pupil, parents and external agencies and specialists in relation to the pupil's medical needs when at school.

### **Accessibility plan**

Chafyn's Accessibility Plan sets out our plan to: increase the extent to which disabled pupils can participate in our curriculum; improve the physical environment of Chafyn for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by Chafyn; and to improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

### **Monitoring and Evaluation of SEND**

Regular monitoring of the quality of provision for all pupils, including those with SEN and/or disabilities, follows Chafyn's assessment and monitoring calendar. In addition, the cycle of Assess, Plan, Do and Review ensures that pupils with SEN and/or disabilities have their individual provision reviewed regularly, at least termly. Additional training, advice, and support will be provided to teaching staff where necessary in order to facilitate pupil progress and to meet pupil needs.

Pupil progress is tracked and where pupils are not making sufficient progress additional information is sought and appropriate action taken, as set out in this policy.

### **Supporting Pupils and Families**

We value and accept the positive role and contribution parents can make. We make every effort to work in full co-operation with them, recognising and respecting their roles and responsibilities. Parents are encouraged to work with Chafyn and other professionals to ensure that their child's needs are identified properly and met as early as possible.







In order that they play an active part in their child's development, Chafyn endeavours to provide parents with the relevant information so they can reinforce learning in the home.

We endeavour to support parents so that they are able to:

- Feel fully supported and taken seriously should they raise a concern about their child.
- Recognise and fulfil their responsibilities and play an active and valued role in their child's education.
- Understand procedures and documentation.
- Make their views known about how their child is educated.
- Have access to information, advice and support during assessment and any related decision-making process about special educational provision.
- The SENCO is happy to meet with parents, without prior arrangement, whenever possible.

More information about the support offered to parents from our local authority can be found within their Wiltshire Local Offer.

Parents are, in turn, required to disclose to Chafyn any matters which affect, or may affect, their child, including any disabilities, special educational needs, learning difficulties, health or medical conditions (see Admissions Policy). Such information will be shared with the SENCO and relevant staff on a "need to know" basis.

### **Children in Care**

When a child is in care, the carers are accorded the same rights and responsibilities as parents.

### **Pupil Voice**

We hold the views of pupils highly and recognise the importance of gaining genuine pupil views in promoting the best pupil outcomes. Pupils are able to share their views in a number of different ways (appropriate to age, understanding and ability).

These views are welcome at any time but are specifically sought as part of our review process. We ask all pupils to contribute to the setting of their own targets.

### **Partnership with External Agencies**

Chafyn is supported by a wide range of different agencies and teams, including Wiltshire CAMHS.

### **Roles and Responsibilities**

Provision for pupils with special educational needs and/or disabilities is a matter for Chafyn as a whole. In addition to the LGB, Head Teacher and SENCO, all members of staff have important responsibilities in relation to SEND provision.

### **Local Governing Body**

The Local Governing Body (LGB) is responsible for determining school policy and provision for pupils with SEN and disabilities. The LGB will ensure that Chafyn:

- Uses its best endeavours to make sure that a pupil with SEN gets the support they need.





- Ensures that children and young people with SEN engage in the activities of the school alongside pupils who do not have SEN.
- Designates a teacher to be responsible for co-ordinating SEN provision – the SEN co-ordinator, or SENCO.
- Informs parents when they are making special educational provision for a child.
- Ensures that Chafyn's educational provision (including in relation to admissions) prevents disabled children from being treated less favourably than others
- Has an Accessibility Plan showing how they plan to improve access progressively over time.

### **Headmaster**

The headmaster has responsibility for the day-to-day management of all aspects of Chafyn's work, including provision for pupils with special educational needs and/or disabilities. The headmaster will keep the LGB fully informed on Special Educational Needs matters and the implementation of this policy in practice. The headmaster will work closely with the SENCO and the LGB member with responsibility for SEND.

In collaboration with the headmaster and the LGB, the SENCO determines the strategic development of the SEND policy and provision with the ultimate aim of raising the achievement of pupils with SEND.

### **The SENCO**

The SENCO takes day-to-day responsibility for the operation of the SEND policy and co-ordinates the provision for individual pupils, working closely with staff, parents, and external agencies. The SENCO provides relevant professional guidance to colleagues with the aim of securing high-quality teaching for pupils with special educational needs and/or disabilities.

Through analysis and assessment of pupils' needs, and by monitoring the quality of teaching and standards of pupils' achievements and target setting, the SENCO develops effective ways of overcoming barriers to learning and sustaining effective teaching.

The SENCO liaises and collaborates with class/subject teachers so that learning for all pupils is given equal priority.

The principle responsibilities for the SENCO include:

- Overseeing the day-to-day operation of the SEND policy.
- Co-ordinating provision for pupils with SEN and/or disabilities (including those who have EHCPs) and reporting on progress.
- Advising on the graduated approach to providing SEN support – Assess, Plan, Do, Review.
- Advising on the deployment of Chafyn's delegated budget and other resources to meet pupils' needs effectively.
- Monitoring relevant SEN CPD for all staff and ensuring all staff understand their responsibilities to pupils with SEN and/or disabilities and Chafyn's approach to identifying and meeting need.
- Overseeing the records of all pupils with SEN and/or disabilities and ensuring they are up to date and that teachers are given necessary information relating to a pupil's learning support needs and/or disabilities so that teaching practices are appropriate.





- Coordinating the LINK team to maintain the SEND register and other documentation relating to SEN support such as pupil profiles/IEPs etc.
- Liaising with parents of pupils with special educational needs and/or disabilities.
- Contributing to the in-service training of staff and identifying the need for additional staff training.
- Being a point of contact with external agencies, especially the local authority and its support services.
- Liaising with early years providers, other schools, educational psychologists, health, and social care professionals and independent or voluntary bodies as appropriate.
- Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned.
- Monitoring the impact of interventions provided for pupils with SEND.
- Leading on the development of high quality SEND provision as an integral part of the school improvement plan.
- Working with the headmaster and Chafyn's LGB to ensure that Chafyn meets its responsibilities under the Equality Act 2010, including with regard to reasonable adjustments and access arrangements.

#### **All Teaching and Non-Teaching Staff**

- All staff are aware of Chafyn's SEND policy and the procedures for identifying, assessing, and making provision for pupils with special educational needs and/or disabilities.
- Class/subject teachers are fully involved in providing high quality teaching, differentiated for individual pupils. This includes reviewing and, where necessary, improving, their understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.
- Class/subject teachers are responsible for the progress and development of all pupils including those with SEN and/or disabilities.
- Class/subject teachers are responsible for setting suitable learning challenges and facilitating effective special educational provision in response to pupils' diverse needs in order to remove potential barriers to learning. This process should include working with the SENCO to carry out a clear analysis of pupil needs, drawing on the teacher's assessment and experience of the pupil as well as previous progress and attainment.
- Class/subject teachers will ensure that any pupil on SEN Support is provided with the required support as outlined by the SENCO.
- Teaching assistants will liaise with the class/subject teacher and SENCO on planning, on pupil response and on progress in order to contribute effectively to the graduated response.

#### **Training and Development**

Training needs are identified in response to the needs of all pupils. Chafyn prioritises ongoing professional development by giving opportunities for staff to enhance and reflect on their teaching practices. Additionally, our SENCO provides constant peer-to-peer support and guidance, fostering a collaborative and supportive learning environment.





## Recording, Storing and Managing Information

Chafyn will record the progress of and any support for pupils with significant learning difficulties or disabilities or where they have an EHCP. This will be recorded by way of an IEP. This is drawn up in consultation with the pupil's teacher, the SENCO, the pupil, and their parents and on TEAMS.

The IEP may be amended as and when circumstances change and at the request of the pupil, parent, teacher, or SENCO.

The pupil (subject to their age and understanding), together with their parents and teachers, review the plan regularly and the child is encouraged to take ownership of it and to set their own targets.

Chafyn monitors progress of all students in the Early Years Foundation Stage ('EYFS'). The class teacher is responsible for coordinating SEN provision with the SENCO in the EYFS. The child's form teacher will discuss with parents any concerns they may have about a student's needs and/or progress, in accordance with this policy. Student records and SEN information may be shared on a "need to know" basis with relevant staff working closely with SEN students to enable them to better meet the individual pupil's needs.

Pupil SEN files are kept securely in a locked filing cabinet in the SENCO's office. Any electronic information is stored securely and confidentially on The Link TEAM.

## Complaints

Chafyn will listen to any concerns expressed by parents about their child's development and any concerns raised by children themselves. Parents must notify their child's class teacher or the SENCO if their child's progress or behaviour gives cause for concern.

Any concerns or complaints about Chafyn's provision or organisation of SEND are managed in accordance with the School's Complaints Policy.

Parents have the right to appeal certain decisions about their child's special educational needs made by their Local Authority. Such an appeal is made to the SEND Tribunal. A decision made by a school cannot be appealed to the SEND Tribunal.

## Admissions

The School will treat every application from an SEN and/or disabled pupil in a fair, open-minded way. Chafyn welcomes all children who can make the most of the opportunities offered and can flourish in its caring environment. Chafyn's Admissions Policy aims to eliminate from the admissions process, as far as possible, any substantial disadvantages which may be encountered by applicants with disabilities.

Chafyn endeavours to ensure that it is able to fully support the needs of all prospective students. Parents of children with disabilities, SEN or learning difficulties are advised to discuss their child's requirements with Chafyn before Chafyn considers the application for a place. Parents are asked to provide a copy of a medical report or educational psychologist's report to support a request, for example, for large print material, extra time, use of laptops or other special arrangements.

Before an offer of a place is made, Chafyn will assess whether it is able to adequately cater for and meet any SEN and / or make reasonable adjustments in the case of disabilities (if known) through discussion and





meetings with parents, consideration of any professional reports and references from previous schools, assessment of the student at a taster day, and consideration of Chafyn's resources, as appropriate. An offer of a place may not be made if Chafyn determines, following consultation with parents, that they are unable to meet and provide for a child's needs. Chafyn will always consider its obligations under the Equality Act 2010.

### **Transition Arrangements**

Support for pupils with SEN includes the planning and preparation at key transitional phases of education. For students arriving at Chafyn we have a comprehensive package of transitional support that is put in. This includes:

- Transition days
- Visits and information shared between SENCOs
- Key staff exchange

### **Withdrawal**

From time to time the needs of a pupil may significantly change as they progress through Chafyn ~~the School~~. We will discuss with parents any such concerns regarding their child. Where, in the professional opinion of the headmaster, Chafyn is unable to meet the pupil's needs as they progress through Chafyn ~~the School~~ (including any learning support needs), parents may be asked to withdraw their child. Consideration will always be had to Chafyn's obligations under the Equality Act 2010, when reaching a decision concerning a pupil with a disability.

### **Bullying and Behavioural Issues**

All pupils are taught that any form of discrimination, bullying and harassment is prohibited and will not be tolerated. Pupils are taught through the importance of respecting each other and behaving towards each other with kindness, courtesy, and consideration. Chafyn's PSHE Policy, Behaviour and Discipline Policy and Anti Bullying Policy make clear the seriousness of bullying, victimisation, and harassment and that appropriate sanctions will be applied to any pupil who displays inappropriate behaviour.

Chafyn recognises that disabled pupils or those with SEN may be particularly vulnerable to being bullied. Chafyn's Anti-bullying Policy makes it clear that bullying behaviour of any kind is not acceptable and will be taken very seriously.

Chafyn also recognises that bullying (or other matters such as bereavement) can lead to learning difficulties or wider mental health difficulties. Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEN but where there are concerns, an assessment may be undertaken to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues.

### **Safeguarding**

Chafyn recognises that children with SEN and disabilities can face additional safeguarding challenges and additional barriers can therefore exist when recognising abuse and neglect in this group of children. These can include:





- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- the potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

Chafyn's Child Protection and Safeguarding Policy will be followed if there are any safeguarding concerns relating to a child.

### Access Arrangements

Chafyn is committed to promoting equality, diversity, and inclusion, and adheres to its legal obligations under *the Equality Act 2010*. We welcome applications from pupils with Special Educational Needs and Disabilities (SEND) and assess each application individually, considering both the specific needs of the applicant and the school's capacity to meet their needs.

To support a fair and informed admissions process, it is essential that parents/carers provide full and transparent disclosure of any known or suspected SEND, at the point of application using our SEND Admissions Form together with setting out any access arrangements that are required if the pupil is admitted. This should include up-to-date supporting documentation including professional assessments, medical reports, referrals, any existing Education, Health and Care Plans (EHCPs) and Individualised Education Plan (IEP).

The *SEND Code of Practice* emphasises the importance of early identification and collaborative planning to meet the needs of children and young people effectively. Accurate and timely documentation Chafyn to assess whether it can meet the applicant's needs and to plan for any reasonable adjustments or additional support required, under the *Equality Act (2010)*. Where necessary, Chafyn may request further information or consult with external professionals to ensure a thorough and informed decision. Failure to provide relevant information may affect the school's ability to support the pupil appropriately and could impact the outcome of the application, including withdrawing a pupil.

Although Independent settings are not required to comply with the *SEND Code of Practice: 0 to 25 years*, we see this as best practice.

If existing pupils require access arrangements following medical or educational diagnostic assessments these are to be submitted to the SENCO ~~lead~~ where provision can be discussed on a case-by-case basis. Refer to the SEND Financial Policy. Professional educational diagnostic assessments should be undertaken in consultation with the SENCO ~~lead~~ using an agreed assessor.







## Policy Review

This policy will be reviewed annually. It will be monitored by the SENCO and updated and revised if necessary, during the annual cycle.

United Learning Independent Schools/Academies/Both	United Learning Independent Schools
Reviewed	Annually
Date Policy Authorised	October 2025
Review date:	September 2026
Policy Owner	SENCO and DFO

