

Chalfont St Peter Infant School
‘Learning Together and Celebrating Success’

Special Educational Needs and Disability (SEND) and Inclusion Policy

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SECTION A: School and childcare arrangements

This policy complies with the statutory requirement laid out in the [SEND Code of Practice 0 – 25 years \(January 2015 with 1 May 2015 updates\)](#) and gives due regard to the [Children and Families Act 2014](#), The [Equality Act 1 October 2010](#), [Statutory Guidance on Supporting Pupils at school with Medical Conditions December 2015](#) and the [Teachers' Standards 1 September 2012](#). It is in keeping with the School's aims and should be read in conjunction with the School's SEN Information Report (Local Offer) and the following policies:

Accessibility Policy and Plan
Equalities and Cohesion Policy
Supporting Pupils in school with Medical Needs Policy
Behaviour Policy
Admissions Policy
Child Protection Policy
Looked After Children Policy

Every teacher is responsible and accountable for every pupil and the outcomes they achieve, including those with SEND. Chalfont St Peter Infant School is committed to providing a high quality, challenging and appropriate education for all pupils and believes that every pupil is entitled to reach the highest level of personal achievement. We believe that educational inclusion embraces diversity and equal opportunities for all learners, regardless of their age, gender, ethnicity, religion, impairment, attainment or background. All children, including those with a Special Educational Need or Disability have access to an inclusive, broad and balanced academic and social curriculum, as well as an entitlement to be fully involved in all that the School offers. We are committed to removing barriers to learning and maximising inclusion commensurate with meeting individual needs, delivering the highest quality of education and providing an efficient use of resources for all children.

The named SENDCo is [Mrs Rebecca Ireland](#) who has a certificate for the National Award for SEN (NASENDCo)

The named person for Children Looked After Children is the Head teacher [Mrs Alison Whittall](#) who will liaise with Mrs Ireland.

A1 Definition

High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children. Some children need educational provision that is additional and different to this.

'A child or young person has a special educational need if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally available for others of the same age in a mainstream setting in England..... Health care provision or social care provision which educates or trains a child or young person is to be treated as a special educational provision.' [SEND Code of Practice 2015](#).

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A child under compulsory school age has SEND if he or she is likely to fall within the definition above when they reach compulsory school age or would do so if special educational provision was not made for them.

A pupil has a disability if he or she has: *'a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.'* [Equality Act 2010](#).

A pupil with a disability will also be considered to have a Special Educational Need if the disability prevents or hinders them from otherwise making use of educational facilities. Pupils with a disability do not necessarily have a Special Educational Need.

This definition includes children and young people with long term medical conditions such as asthma, serious allergies, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEN but where a child requires special educational provision over and above the adjustments, aids and services required by the [Equality Act 2010](#), they will additionally be covered by the SEND definition.

Aims and objectives:

The School's staff and governors recognise that all children have a right to access a broad, balanced, relevant and differentiated curriculum. We aim to create a happy, educationally exciting and positive environment in which all pupils can develop to their full potential and become confident, independent individuals.

We aim to:

- to identify, at the earliest possible opportunity, barriers to learning and participation for pupils with SEND
- ensure that our curriculum is responsive to all children whatever their individual need
- promote positive attitudes and individual confidence, ensuring all children experience success
- ensure equality of opportunity and to eliminate prejudice and discrimination against all children
- ensure that reasonable adjustments are made to the curriculum delivery, equipment and premises thus making them more accessible to pupils with special educational needs or disabilities
- appreciate and celebrate diversity
- identify, assess, record and regularly review pupils' Special Educational Needs and Disability
- to work in partnership with parents to plan and support all stages of their child's development
- ensure that the pupil voice is key in a graduated response to planning and reviewing provision
- to work closely with external support agencies where appropriate to support the needs of individual children
- to ensure that all staff have access to training and advice to support quality teaching and learning for all pupils.

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A2 Roles and responsibilities

Provision for pupils with Special Educational Needs and Disability is a matter for the school as a whole.

Governors

The School's governors, together with the Head teacher, have a legal responsibility for overseeing all aspects of the School, including provision for children with Special Educational Needs and Disability, and for doing their best to ensure that the necessary provision is made for any pupil who has Special Educational Needs and Disability. Their role is to support the School's general policy and approach to provision for children with Special Educational Needs and Disability and establish the appropriate staffing and funding arrangements.

The named governor for SEND is [Mrs Susan Wallis](#).

The Governing Body plays an important role and has responsibility for:

- ensuring policies and practice adhere to legislation including the SEND Code of Practice 0-25 (2015) and the Children and Families Act (2014)
- taking active steps to avoid discrimination or prejudice against pupils in their admissions arrangements and in relation to exclusions
- ensuring that Chalfont St Peter Infant School is a fully inclusive school, offering equality of opportunity to all children
- ensuring that the necessary provision is made for children with a Special Educational Need or Disability
- ensuring that all who are likely to teach a child are informed if the Local Authority advises the Governing Body that a child with additional needs is to be admitted to the School, this may be through the Headteacher.
- ensuring members are knowledgeable about the School's SEND provision; including funding, equipment and how personnel resources are employed
- ensuring that SEND provision is an integral part of the School Development Plan and the School's self-evaluation process.

SENDCo

The Special Educational Needs and Disability Coordinator is [Mrs Rebecca Ireland](#); she works closely with all staff, parents and outside agencies ensuring the best possible provision for children with Special Educational Needs.

The SENDCo is responsible for:

- overseeing the day-to-day operation of the School's SEND policy
- developing and disseminating good practice
- coordinating provision for children with SEND
- supporting the involvement of parents/carers of pupils with SEND from an early stage and liaising with parents in conjunction with the class teacher
- advising on a graduated approach to providing SEND support, liaising with and advising other staff members

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- helping to identify children with Special Educational Needs and Disability, assessing and planning for progress
- ensuring that parents have copies of SEND Provision Maps which are written by class teachers
- maintaining the School's Special Needs and Disability register
- maintaining records on pupils with SEND, which may include documents of a confidential nature
- writing professional reports when required, including application for Education Health Care Plans, Statutory Assessment or a request for specialist placement
- co-ordinating and managing Annual Reviews
- acting as Designated teacher for Looked After pupils with SEND
- advising on the deployment of the School's delegated budget and other resources to meet the needs of pupils effectively
- liaising with feeder and transfer schools, Educational Psychologists, health and care professionals, and other professionals as appropriate
- being a key point of contact with external agencies, especially the Local Authority and its support agencies
- writing and reviewing the SEND Local Offer
- liaising with potential and next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- overseeing the deployment of Learning Support Assistants
- supporting the professional development of Learning Support Assistants
- keeping abreast of current research and trends with regard to SEND through CPD and network/liaison groups
- liaising regularly with the SEND governor.

The SENDCo keeps the Governing Body fully informed of SEND issues, providing an annual SEND Information Report. The content of the report is specified at Section 6.79 of the [Code of Practice 2015: 0 to 25 years](#).

Teaching Staff and Learning Support Assistants

Teachers are responsible and accountable for the progress and development of pupils in their class, including where pupils access support from LSAs or specialist staff.

Class teachers are involved in the development of the School's SEND policy and implement the procedures for identifying, assessing and making provision for pupils with SEND, including planning for differentiation. The identification of SEND is built into the overall approach to monitoring the progress and development of pupils. Class teachers are responsible for working with children on a daily basis and closely monitor children involved in interventions. Teachers work closely with Learning Support Assistants to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

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The SEN Code of practice 2015: 0-25, identifies that teachers are responsible for:

- the early identification of pupils who are failing to make adequate progress
- setting high aspirations and expectations for pupils with SEND so that they achieve their best and become confident individuals living fulfilling lives
- working with pupils with SEND on a daily basis
- regular monitoring and reviewing of the progress and development of the pupils in their class; including where pupils access support from Learning Support Assistants or specialist staff
- high quality teaching, differentiated for individual pupils
- setting realistic learning/behavioural outcomes, which form part of the pupils Provision Map; short term targets should also be set and reviewed where appropriate
- familiarising themselves with the children's strengths, weaknesses, Special Educational Needs and disabilities through training, personal reading, information contained in the Class file, seeking advice from the outside agencies, the SENDCo and parents
- retaining responsibility for pupils when they are working away from the main class and work closely with LSAs or specialist staff to plan and assess the impact of support/interventions and how they can be linked to classroom teaching
- keeping a record of interventions and strategies used for all pupils failing to make adequate progress
- gathering information and working in partnership with parents by keeping them informed at every stage
- ensuring that SEND Provision Maps are reviewed with parents and the pupil where appropriate, on a termly basis
- allocating and monitoring support provided by the Class/SEN LSA and ensuring the efficient delivery of SEND provision
- sharing appropriate information or professional reports with staff members who work with pupils in their class
- contributing to Annual Reviews of EHC Plans and seek advice from the SENDCo regarding pupils causing concern when necessary
- liaising with, and passing on, information regarding pupils with SEND to the feeder Junior schools.

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A3 Co-ordinating and managing provision

The SENDCo meets with class teachers to give support and advice. SEND policy and provision are discussed regularly at staff meetings in order to raise the achievement of children with SEND. Special Needs provision is an integral part of the School Development Plan. The SENDCo oversees the provision with reference to Provision Maps.

The SENDCo meets regularly with the Learning Support Assistants, teachers and the School's SEN Specialist to review progress and give advice, and monitors the placement of support throughout the School. This is dependent on the Special Needs and Disability requirements and this placement may change as the needs of the children change. There is opportunity for informal daily contact between staff to discuss concerns.

Parents/carers are kept informed by class teachers and encouraged to be involved in the support of their child whenever possible. The SENDCo also liaises with parents/carers of pupils with SEND. Pupils with Education, Health and Care Plans have an Annual Review which is attended by all the professionals who support the child.

Chalfont St Peter Infant School strives to be a fully inclusive school and acknowledges the range of issues to be taken account of in the process of development. All pupils are welcome, including those with Special Educational Needs and Disability, in accordance with the LA Admissions Policy. According to the Education Act 1996, (Section 316), the School will admit a child with a Health and Care Plan subject to the wishes of their parent/carer unless this is incompatible with the efficient education of other children, and there are no reasonable steps that can be taken to prevent the incompatibility.

A4 Specialisms and special facilities

Children's specific needs are discussed with parents/carers when admission to school is requested. The previous school and support agencies may be contacted, should this be appropriate. All staff have responsibility for teaching children with learning difficulties/disabilities and should any specialist advice be required, this will be arranged.

The School has access for wheelchairs and suitable toilet facilities are available. Where a child has a disability, the SENDCo and class teachers make sure that all adults are informed about effective management strategies and other children are made aware as appropriate. Advice is sought from outside agencies regarding how best to provide for the child's needs. Arrangements are made to allow as much independence as possible, but with support available as and when necessary.

The SENDCo and SEN Governor liaise regularly to discuss provision within the school for all children with SEND.

Specialist training among the staff

Staff training is undertaken in various aspects of SEND according to the needs of the children; to ensure that the provision made and support given to pupils is appropriate and effective.

The training needs of the staff including Learning Support Assistants are reviewed as part of the CPD process in school.

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SECTION B: Identification, assessment and provision

B1 Allocation of resources

Delegated funding for pupils with an EHC Plan is mainly used to pay salaries for staff who support these pupils.

Other devolved funding is allocated to support the needs of other pupils with SEND.

Pupil Premium money is carefully allocated in line with the School's Pupil Premium statement. (See the school website).

Additional school funds support the management of SEND provision by purchasing resources and training staff to meet the changing needs of the SEND pupils.

The Local Authority may provide top-up funding if applied for through the Higher Needs Block Funding form.

B2 Identification, assessment and review

The progress of the children is assessed at regular intervals by staff as part of the School's tracking process. Where progress is slow, the first response is high quality targeted teaching. Slow progress and low attainment do not necessarily mean that a child has SEND. All those working with children are alert to emerging difficulties and respond early. In deciding whether to make special educational provision, the SENDCo considers all the information gathered from within the School about the pupil's progress, alongside national data and expectations of progress.

All barriers to learning will be considered at this stage. It is not automatically presumed that if a pupil is failing to make progress, they have a Special Educational Need. Consideration is also given to the following:

- Attendance and punctuality
- Health and welfare
- EAL
- Pupil Premium entitlement
- Looked After Children.

Where more specific assessment is deemed to be necessary, the SENDCo may then involve other professionals from outside the school. The information gathering will include an early discussion with the pupils and their parents/carers. Chalfont St Peter Infant School recognises that parents/carers know their children best and we ensure that we listen to and understand when parents express concerns about their child's development. Consideration of whether special educational provision is required starts with the desired outcomes, including the expected progress and attainment and the views and wishes of their parents.

When a child is identified as needing SEND support, school employs a graduated approach of Assess-Plan-Do-Review adopting the recommended model for Special Educational Needs and Disability as set out in the SEND Code of Practice.

The four key actions are:

- Assess:** the class teacher and SENDCo should clearly assess a pupil's needs before identifying a child as needing SEND support.
- Plan:** parents/carers must be notified wherever it is decided that a student is to be provided with SEND support.

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- Do:** the class or subject teacher should remain responsible for working with the child on a daily basis and retain responsibility for the pupil's learning and progress.
- Review:** the effectiveness of the support should be reviewed in line with an agreed date.

A register of pupils with SEND is kept as a legal requirement.

Criteria for identifying SEND may include:

- a child's early history and/or parental concern
- low entry profile
- a pupil's lack of progress measured against others given the same baseline, despite receiving a differentiated curriculum
- inability to diminish differences between the pupil's attainment and that of their peers
- inability to match or better the previous rate of progress
- requiring greater attention in class due to behavioural/learning difficulties
- requiring specialist material/equipment or support for sensory/physical problems
- diagnosis by a medical professional
- assessment reports provided by external agencies e.g. Paediatrics, SALT, OT, Physiotherapy.

The SENDCo and Class Teacher, together with specialists, and involving the pupils and parents/carers, consider a range of teaching approaches, appropriate equipment, strategies and interventions in order to support the child's progress. Outcomes are agreed and progress reviewed regularly.

Where, despite the School providing SEND support, a child has not made expected progress, school and parents/carers may consider requesting an Education, Health and Care assessment by the Local Authority. The LA will expect to see evidence of the action taken by the school as part of SEND support.

Reviews of children with SEND support are held each term. They provide an opportunity for parents to share their concerns and, together with the child and teacher, agree aspirations for the pupil.

Regular monitoring and recording of progress against short and long-term outcomes, using the graduated approach, is the responsibility of the Class Teacher.

Provision

Provision for children with SEND is additional to or different from those provided as part of the School's usual differentiated curriculum and strategies. It is a graduated response to children's individual needs. Such provision is recorded on the SEND Support Plan.

Categories of Special Educational Need and Disability

Children's needs and requirements fall into four broad areas, but individual pupils may well have needs which span two or more areas. For example, a pupil with general learning difficulties may also have communication difficulties or a sensory impairment.

Area of Need	Difficulty
Communication and Interaction	Speech, language and communication

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	difficulties or disorders. Autistic Spectrum Disorder (ASD)
Cognition and Learning	Significant learning difficulties in relation to pupils of the same age Moderate Learning Difficulties (MLD) Severe Learning Difficulties (SLD) Specific Learning Difficulties (SpLD) e.g. dyslexia, dyspraxia, dyscalculia
Social, Emotional and Mental Health	Behaviour reflecting underlying mental health difficulties e.g. anxiety or depression Attention Deficit Disorder (ADD) Attention Deficit Hyperactivity Disorder (ADHD) Attachment Disorder
Sensory and/or Physical	Hearing or visual impairment Physical disability Multi- sensory impairment

Although the School can identify Special Educational Needs and make provision to meet those needs, we do not offer diagnoses. Parents are advised to contact their GP if they believe their child may have ASD, ADHD, or a similar disability.

If, despite high quality targeted SEND support, a pupil does not make expected progress, the SENDCo may request a statutory assessment by the Local Authority for an Education, Health and Care Plan. The appropriate forms will be completed by the SENDCo and submitted to Buckinghamshire Council.

The progress and provision for all pupils with an EHC Plan will be closely monitored, reviewed and coordinated by the SENDCo. Annual Reviews for pupils with an EHC Plan will be managed by the SENDCo at least every twelve months unless circumstances dictate otherwise.

Chalfont St Peter Infant School has a caring, nurturing ethos, where the emotional and social development of all its pupils is held in high regard. Pupils with social, emotional and mental health needs are supported through various avenues, including:

- Zones of Regulation
- therapy dog
- Circle Time & PSHE lessons
- being encouraged to share their feelings and concerns with the class teacher or LSA
- nurture groups
- social skills groups
- in a small number of cases, pupils are referred to CAMHS for specialist support.

The School endeavours to make sure there is a positive portrayal of disabled people through displays and resources in the school. It is understood that children with SEND are at an increased risk of being bullied. Any incidents of bullying or derogatory name-calling relating to a child's SEND are treated seriously under the School's Anti-Bullying Policy.

Circle Time and the PSHE curriculum are used to raise awareness of issues relating to disability equality in school and in the wider community.

All teachers and Learning Support Assistants modify teaching and learning appropriately and make reasonable adjustments for pupils with disabilities, which may include allowing

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additional time for children to complete specific tasks. In their planning, teachers ensure that they provide children with disabilities the opportunity to develop skills in practical aspects of the curriculum.

Teachers ensure that work for disabled children:

- takes account of their pace of learning and the equipment required
- takes account of the effort and concentration needed in oral work, or when using vision aids for example
- is adapted or offers alternative activities in those subjects where children are unable to manipulate tools or equipment, or use certain materials
- includes approaches that allow hearing-impaired children to learn about sound in Science and Music, and visually-impaired children to learn about light in Science. Strategies to allow visually impaired pupils to use visual resources and images in Art and Design Technology are also explored
- uses assessment techniques that reflect their individual needs and abilities.

The School is committed to providing an environment that allows disabled children full access to all areas of learning. Information on access is included in the Accessibility Policy/Plan.

All children with a Special Educational Need or Disability are encouraged to take part in extra-curricular activities or clubs and have equal opportunity to go on school visits and journeys.

Supporting pupils with Medical Conditions

Where children with SEND also have medical needs, their provision is planned and delivered in a co-ordinated way with the healthcare plan. School has regard for the statutory guidance supporting pupils at school with medical conditions (DfE, 2014). See the Supporting Pupils with Medical Conditions Policy.

B3 Curriculum access and inclusion

Chalfont St Peter Infant School strives to be an inclusive school, engendering a sense of community and belonging through its

- inclusive ethos
- broad and balanced curriculum for all pupils
- systems for early identification of barriers to learning and participation
- high expectations and suitable targets for all children.

B4 Evaluating success

Parents/carers, staff and pupils meet regularly, both formally and informally, to plan outcomes, revise provision and celebrate success.

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

- monitoring of classroom practice by SENDCo and the School's SEN specialist
- analysis of pupil tracking data and test results – for individual pupils and cohorts
- value-added data for pupils on the SEND register
- monitoring of procedures and practice by the SEND Governor
- school self-evaluation
- the School Development Plan.

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B5 Complaints procedures

If a parent/carer is concerned about SEND provision for their child, initial contact should be made with the Class Teacher. A meeting will be arranged, which may include the Head teacher and/or SENDCo, to discuss the concern. The Special Educational Needs and Disability Information, Advice and Support Service or SENDIAS is available to support parents in meetings concerning their child's progress and welfare.

In the event of a formal complaint concerning SEND provision, parents/carers are advised to contact the Head teacher and follow the Buckinghamshire LA procedure in the first instance. Parents/carers may also contact the Governing Body.

SECTION C: Partnership within and beyond the school and childcare

C1 Staff development

The School is committed to gaining further expertise in the area of Special Needs education. Current training includes school-based whole school INSET, training sessions for Learning Support Assistants and Mid-Day Supervisors, SENDCo and Learning Support Assistant meetings, attendance at Liaison Group meetings and the reading and discussion of documents on SEND. Staff meetings are arranged to respond to the specific needs of the school.

C2 Links with other agencies, organisations and support services

The School is able to call upon the expertise of a wide range of support services. These services are consulted after consultation with the SENDCo, and with the full agreement of parents/carers. For assessment and advice from most of these services a request form must be completed and additional information may be required e.g. the Service's own checklist, and information about strategies already in use.

The SENDCo holds contact addresses and request forms for other agencies and support services.

The SENDCo has access to the following services and referrals are made if appropriate:

- Bucks Educational Psychology Service
- Pupil Referral Unit (PRU)
- Child and Adolescent Mental Health Service (CAMHS)
- Speech and Language Service (Children's Therapies)
- Specialist Teaching Service
- Social Care
- School Nurse Team
- Physiotherapy and Occupational Therapy service (Children's Therapies)
- Safeguarding Team.

There are also a range of support services provided by Buckinghamshire Council, the NHS and local charitable organisations that can be accessed. Written parental/carer consent is always sought prior to a referral being made.

C3 Partnership with parents

Our School believes that good communication between parents/carers and staff is essential so that parents/carers can share their knowledge and expertise about the child. This is

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important in enabling children with Special Educational Needs and Disability to achieve their potential.

Parents/carers are always welcome to visit the school to discuss any concerns about their child with the class teacher, at a mutually agreed time. There is opportunity for parents/carers to discuss their child's needs, progress and strengths at teacher consultation evenings and Special Needs Review meetings. Parents are involved in the initial identification of their child's needs and are always part of the review process to monitor provision and progress. Wherever possible, parents are involved in any strategies instigated, and we aim to support parents with their child's difficulties if necessary. Parents/carers are consulted and permission sought before involving outside agencies in the assessment of a child's progress or behaviour. Information about the Parent Partnership Service is given to parents so they may use it if they wish, and information is available for parents of children with learning difficulties/disabilities in school.

C4 The voice of the child

All children are encouraged to participate in discussions about their learning and to feel that their views are valued right from the start of their education. In Chalfont St Peter Infant School we encourage pupils to participate in their learning by contributing their views or attending for at least part of review meetings, depending on their level of maturity, to share their wishes and feelings with families and staff. This is difficult for some children, so it is important to recognise success and achievements as part of the review process as well as addressing any difficulties. Pupils are encouraged to take part in the reviews and be part of the evaluation of their successes and needs.

C5 Transfer Arrangements

The SENDCo and class teachers liaise over the internal transfer of pupils with SEND. Placements are considered carefully in order to meet a child's particular needs, and pupils visit their new class before transfer.

Year 2 children transferring to local Junior/Primary Schools have the opportunity to visit the new school. Representatives from the Junior/Primary Schools visit the School to meet the children. The SENDCo and Year 2 teachers liaise over the transfer procedure and when transfer is local, meetings are arranged between the appropriate staff. At all times of transition, SEND information is gathered together and records transferred to the new teacher or school.

For pupils with Education, Health and Care Plans, documentation should be amended by the LA in light of recommendations agreed at the Annual Review in the year of transfer to ensure that time is available to make necessary transfer arrangements regarding needs and provision. The SENDCo of the receiving school will be invited to the final Annual Review of pupils with Education, Health and Care Plans where the particular school has been named.

C6 Monitoring and Review

The implementation of this policy will be monitored by the SEND Governor. This policy will be reviewed annually or earlier if documentation changes.

The success of the School's SEND and Inclusion Policy and provision, is evaluated through:

- monitoring classroom practice
- analysis of pupil tracking data and test results for individual pupils and cohorts
- monitoring of procedures and practice by the SEND governor
- the School Development Plan.

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Progress is achieved if the School:

- closes the attainment gap between pupils with SEND and their peers
- prevents the attainment gap growing wider
- ensures progress at a similar rate to that of children of the same age starting from the same attainment baseline, although this may be less than that of the majority of pupils their age
- ensures access to the full curriculum
- encourages improvement in self-help, social or personal skills
- promotes improvement in a pupil's behaviour.