Chelmsford County High School for Girls

Special Educational Needs & Disabilities (SEND) Policy

Approved by the Academy Board: 10th June 2026

CHELMSFORD COUNTY HIGH SCHOOL

SPECIAL EDUCATIONAL NEEDS & DISABILITIES POLICY

Key Contacts and Responsibilities:

Heidi Pocock - SENDCo
Stephen Lawlor – Headteacher
Fiona Harrison – Deputy Headteacher (Pastoral)

Joanna Kazik – SEND Link Trustee

This policy is written in line with the requirements of the Children and Families Act 2014 and the Equality Act 2010. It should be read in conjunction with the Policy on Supporting Pupils with Medical Conditions, the Disability Accessibility Policy, the Behaviour & Discipline Policy, and the Equalities Policy.

CONTEXT

Chelmsford County High School is a selective grammar school with academically able students whose special educational needs and disabilities (SEND) are registered under one of the following four categories, as defined by the Code of Practice, 2014:

1. Communication and Interaction
2. Cognition and Learning
3. Social Emotional and Mental Health Difficulties
4. Sensory and/or Physical needs

The needs of students at Chelmsford County High School tend to be most pronounced in Categories 1 and 3.

Specific needs within the school include:

- Autistic Spectrum Conditions
- Attention Deficit and Hyperactivity Disorder
- Tourette's Syndrome
- Sensory and Auditory Processing disorder
- Social Emotional and Mental Health Concerns, including acute Anxiety and Obsessive-Compulsive Disorders
- Dyslexia and /or Dyspraxia
- Auditory or Visual Impairment
- Medical conditions resulting in reduced timetables or school absence

Students may have SEND throughout, or at any stage during, their school career.

All students at Chelmsford County High School, including those with SEND, should receive High-Quality Teaching (HQT). This means that there is appropriate adaptation and adjustment within lessons to enable all students to make progress.

In consultation with the individual student, and families as necessary, the SENDCo may suggest additional strategies to teachers in order to promote the best progress possible; the teacher will then plan and monitor progress accordingly.

SEND POLICY OBJECTIVES

The whole staff body, Leadership, Pastoral, Teaching, and Support Staff, work together with families and a variety of external agencies to fulfil the following objectives:

- to provide a caring environment within which all students can learn and develop to their full potential;
- to ensure that all students have access to a broad, balanced and, where necessary, differentiated curriculum;
- to have high academic, behavioural, and social expectations for all students;
- to see students as individuals with differing interests, knowledge, and skills;
- to value the contribution and achievements of all, enabling students to experience success and thereby raise self-esteem;
- to always take into account the views of the student, in line with recommendations in the SEND Code of Practice.

IDENTIFICATION OF STUDENTS WITH SEND

The SENDCo will work with all staff to ensure that students who may need 'additional to' or 'different from' support are identified as soon as possible.

- The school will identify and register students as having SEND when it is taking action that is 'additional to' or 'different from' 'high-quality teaching' (as defined by Essex Provision Guidance, 2021 or advice from other Local Authorities where students may come from).
- Students who have specific learning difficulties, or who are not making adequate progress, may be identified as having SEND.
- The registration of SEND will be determined by the SENDCo (with advice taken by external agencies where necessary).
- Initial assessment of SEND on transition to CCHS is through information provided by feeder primary/secondary schools and/or families.
- Information relating to individual needs provided by families is always investigated and acted upon where necessary.
- It is the responsibility of every single teacher to use their professional judgement and data to identify, and report to the SENDCo, any concerns they have about an individual student's progress and achievement, both academically and socially.
- Students who have been identified as having SEND, and whose progress cannot be ensured by HQT alone, are registered in need of Additional SEND Support or as having an EHCP.
- The SENDCo takes a graduated approach to the assignment of SEND bands allocating one of 4 designations within the school SIMS database:
    - School Focus (SF): Students (usually in Years 7-9) who are not on the official SEND register but who have identified as having emerging needs, are being carefully monitored, and who have a Normal Way of Working (NWW) document to support teaching strategies in class.
    - School Focus plus (SF+) Students (usually Year 9 upwards) who have identified needs, a NWW document, and exam access arrangements in place.

- SEND K: Students whose name are on the SEND register, and who usually have a formal diagnosis of SEND or medical need. All these students will have a NWW and many will have examination access arrangements in place.
- SEND E: Education, Health and Care Plan (EHCP) students with more substantial SEND for whom significant provision is needed and for whom the school is in receipt of funding to enable this provision.

All K and E code students have termly One Plan meetings with the SENDCO, or other member of the Pastoral Team if appropriate.

ASSESSMENT, MONITORING, AND REVIEW PROCEDURES FOR STUDENTS WITH SEND

- Whole school data will be used by all subject teachers, Year Leaders, and the SENDCo to assess, monitor and review the progress of students with SEND in all curriculum areas. Taking into account referrals and information from staff, families, students themselves, and external agencies as appropriate, the SENDCo will determine the support strategies needed and produce a Normal Way of Working document (NWW) to support teaching strategies in class and the implementation of exam access arrangements.
- All students on the official SEND register (SEND K or SEND E) have a One Plan. This is a record of the termly child-centred meetings at which the student, family, and the school discuss progress and set near and short-term objectives to support academic and social development. This One Plan will be reviewed 3 times a year in accordance with the SEND code of Practice: 0-25 years, Jan 2015 section 6.65.
- One Planning is characterised by the principle that planning should start with the individual and should have regard to the views, wishes and feelings of the child, the family, their aspirations, the outcomes they wish to seek, and the support they need to achieve them, as outlined in the SEND Code of Practice: 0-25 years, 2014, Sections 6.64 – 6.71.
- EHCPs are allocated to students with 'High Need', where 'additional to' and 'different from' interventions are more complex and/or enduring and may require more detailed assessment by external agencies. The One Planning process remains in place, but also includes a statutory Annual Review, which may involve external agencies to help determine additional funding needs and resource access in light of expert assessments.
- Permission is sought from families to place the student's name on the SEND Register which is accessible to all teachers.
- It is the responsibility of all teachers to familiarise themselves with, and respond to, the individual needs of students on the SEND register in their charge.
- The SENDCo and other appropriate staff will liaise with the receiving school/ college/university when a student with SEND is due to transfer.

EXTERNAL AGENCIES

- The School works with the School Inclusion Partner, the Essex Educational Psychology Service, the Specialist Teacher teams, and qualified exam access assessors to ensure appropriate provision. Occasionally, one-to-one interventions with students are provided by the Educational Psychologist.
- The Deputy Headteacher-Pastoral, SENDCo, Year Leaders, and School Counsellor make referrals and liaise, as appropriate, with CAMHS and the School Nursing Team.
- The School will also work with LAs other than Essex when students live outside Essex.

CO-ORDINATION OF PROVISION FOR STUDENTS WITH SEND

It is the responsibility of teaching staff and Year Leaders to:

- familiarise themselves with the needs of students on the SEND register;
- implement the support strategies suggested by the SENDCo and other appropriate members of staff to ensure all students make progress;
- monitor the progress of individual students to identify those who need 'additional to' or 'different from' support;
- ensure the students in their care have full access to the curriculum and engage as fully as possible in school life.

It is the responsibility of the SENDCo to:

- receive referrals from Subject Teachers, Form Tutors, Year Leaders, families, and self-referrals from any student experiencing difficulties accessing both the curriculum and more generally the full school life at Chelmsford County High School;
- co-ordinate support for students either using staff and systems within school (Subject Teachers, Form Tutors, Year Leaders, learning mentors, targeted help by subject specific mentors) or by organising support from external agencies (such as Educational Psychology Services, Specialist Teacher Teams, Integrated Support Services and CAMHS, Hearing Support Team, School Counsellor and School Nurse);
- update the SEND register;
- disseminate information on specific disabilities and conditions;
- hold One Planning meetings and Annual Reviews as necessary, and keep One Plans/EHCPs up-to date, and staff informed;
- keep up-to-date with new initiatives, research and procedures by attending meetings and undertaking training, as necessary;
- work in partnership with families, maintaining good levels of communication;
- liaise with primary/secondary schools and universities to plan towards smooth transitions for students with SEND;
- in liaison with Year Leaders and Tutors, use the school cycle of assessments and interviews to monitor student progress socially and academically;
- liaise with the SEND Line Manager and Link Trustee;
- hold meetings for teachers of specific students with SEND, as necessary;
- ensure that SEND students are included in lessons and organise their occasional withdrawal for 1:1 work with external agencies/the SENDCo /School Counsellor;
- liaise with the Examinations Officer and other members of staff to ensure appropriate examinations adjustments for students with SEND are identified early and established as a student's Normal Way of Working for internal examinations;
- liaise with the examinations access assessor and Examinations Officer to apply for appropriate adjustments for external examinations for students with SEND and maintain the evidence records to support these applications;
- report at least annually to the Trustees.

It is the responsibility of the SEND Link Trustee, in co-operation with the Headteacher, to monitor:

- the effectiveness of the School's work on behalf of children with SEND;
- appropriate staffing levels and policy determination for SEND.