



Capel-le-Ferne Primary School

SEND Policy and Information Report

November 2022

Date agreed by Governors	09.11.2022
Date of next review	Autumn 2023
Further information about policy	This policy is agreed on an annual basis.
"Learning today for life tomorrow" Our Values: Independence, Creativity, Confidence, Respect	

This policy is written in line with the requirements of:-

- Children and Families Act 2014
- SEN Code of Practice 2015
- SI 2014 1530 Special Educational Needs and Disability Regulations 2014
- Part 3 Duties on Schools – Special Educational Needs Co-ordinators
 - Schedule 1 regulation 51– Information to be included in the SEN information report
 - Schedule 2 regulation 53 – Information to be published by a local authority in its local offer
- Equality Act 2010
- Schools Admissions Code, DfE 1 Feb 2012
- SI 2012 1124 The School Information (England) (Amendment) Regulations 2012
- SI 2013 758 The School Information (England) (Amendment) Regulations 2013

Key Contacts and Information

SENCO: Amy McLaughlin

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01303 251353

SEND Governor:

Some sources of advice and support for parents:

[Kent SEND Hub for parents](#) - for information about the support your child can get in any Kent School

[Kent Mainstream Core Standards](#) - The Mainstream Core Standards document explains what schools (this includes academies and free schools) must do to support children and young people with SEND so that they are included in all aspects of school life (or are as included as they wish to be), make progress and are happy in school.

[Kent Resilience Hub](#) - for information about how to support your child's social and emotional mental health. There are also a wide variety of resources and webinars for parents.

<https://www.bdadyslexia.org.uk/> - for information about Dyslexia and Dyscalculia and the support available

<https://www.autism.org.uk/advice-and-guidance/what-is-autism> -for information about Autism and the support available.

https://www.bbc.co.uk/bitesize/articles/zw28qyc?utm_source=google&utm_medium=cpc&utm_campaign=adhd –for information about ADHD, advice and strategies to support your child.

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

- Anti-Bullying Policy
- Equality Action Plan
- Admissions Policy
- Child Protection and Safeguarding Policy
- Medical Care Policy
- Complaints policy.

Aims

Capel-le-Ferne Primary is committed to providing an appropriate and high quality education to all children. We believe that all children, including those identified as having special educational needs or a disability, have a common entitlement to a broad and balanced curriculum, which is accessible to them, and to be fully included in all aspects of school life. We believe that all children are equally valued in school. We will strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish. Capel-le-Ferne Primary School is committed to inclusion

and we aim to promote a sense of community and belonging. Part of the school's strategic planning for improvement is to develop cultures, policies and practices that include all learners. This does not mean that we will treat all learners in the same way, but that we will respond to and support learners in ways which take account of their learning needs and varied life experiences. We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, attainment and background.

Definition of SEN

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.

A child of compulsory school age or a young person has a learning difficulty 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 of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions. *SEN Code of Practice (2015, p 15)*

Definition of disability

Many children and young people who have SEN may also have a disability under the Equality Act 2010 – that is '...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'. This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial' *SEN Code of Practice (2015, p16)*

1) Which types of special educational needs does the school provide for?

At Capel-le-Ferne Primary we can make provision for every kind of frequently occurring special educational need without an Education, Health and Care Plan, for instance dyslexia, dyspraxia, speech and language needs, autism, ADHD, learning difficulties and behaviour difficulties. There are other kinds of special educational need which do not occur as frequently and with which the school is less familiar, but we can access training and advice so that these kinds of needs can be met.

The school also currently meets the needs of pupils with an Education, Health and Care plan with the following kinds of special educational need: Speech Language and Communication Needs, Autism Spectrum Disorder, Cognition and Learning, and Social, Emotional and Mental Health Difficulties. Decisions on the admission of pupils with an Education, Health and Care plan are made by the Local Authority.

The admission arrangements for pupils without an Education, Health and Care Plan do not discriminate against or disadvantage disabled children or those with special educational needs.

2) How does the school identify and assess the needs of pupils with SEN?

All teachers at Capel-le-Ferne Primary School are responsible for identifying pupils with SEN and, in

collaboration with the SENCO, will aim to ensure that those pupils requiring different or additional support are identified at an early stage.

At Capel-le-Ferne Primary we monitor the progress of all pupils at least three times a year to review their academic progress. Assessment is the process by which many pupils with SEN can be identified; whether or not a pupil is making adequate progress is seen as a significant factor in considering the need for SEN provision.

Our school will use appropriate screening and assessment tools, and ascertain pupil progress through:

- Evidence obtained by teacher observation/ assessment
- Performance judged against age expected National Curriculum objectives
- Universal assessments such as Year One phonics screening, Key Stage 1 SATs and Key Stage 2 SATs
- Standardised screening diagnostic tests and/or assessment tools such as Reading tests and Verbal/Non-verbal assessments, Speech and Language link assessments
- Reports or observations from other members of staff or external professionals
- Records from previous schools or preschool settings
- Information from parents
- Behaviour logs

Pupil progress and attainment is discussed in pupil progress meetings, where concerns are raised by the class teacher with members of the Leadership Team. Where progress is not sufficient, this will not necessarily imply that the pupil has a special educational need, but we will consider additional support to enable the pupil to catch up and close the attainment gap between themselves and their peers. This additional support is available to any child.

Some pupils may continue to make inadequate progress, despite high-quality teaching and targeted support. For these pupils, we will undertake more detailed assessments and consult with parents in trying to determine any specific areas of difficulty. At Capel-le-Ferne we also have access to external advisors and professionals who are able to undertake more specialised assessments, such as Speech and Language Therapists, Specialist Teachers, Occupational Therapists or Educational Psychologists. These specialised assessments will only be sought with parental consent.

The purpose of this more detailed assessment is to understand what additional resources and different approaches are required to enable the pupil to make better progress. These will be shared with parents, put into a SEN support plan and reviewed regularly, and refined / revised if necessary. At this point we will have identified that the pupil has a special educational need because the school is making special educational provision for the pupil which is additional and different to what is normally available and they will be added to the SEN register.

3) What are the school's arrangements for assessing and reviewing the progress of pupils with special educational needs?

If the pupil is able to make good progress using this additional and different resource (but would not be able to maintain this good progress without it) we will continue to identify the pupil as having a

special educational need. If the pupil is able to maintain good progress without the additional and different resources he or she will not be identified with special educational needs. When any change in identification of SEN is changed parents will be notified.

Tracking procedures ensure that every pupil in the school has their progress reviewed at least three times per year. In addition to this, pupils with special educational needs may have more frequent assessments undertaken by school staff or external professionals. If these assessments do not show adequate progress is being made, the SEN support will be reviewed and adjusted.

The SEN Code of Practice (2015, 6.17) describes inadequate progress as:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between rate of progress
- Widens the attainment gap

For pupils with an Education, Health and Care Plan there will be an annual review of the provision made for the child, which will enable an evaluation of the effectiveness of the special provision.

4) The school's approach to teaching pupils with special educational needs

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered *SEN Code of Practice (2015, 6.37)*

In Capel- le-Ferne Primary the quality of teaching is judged to be good.

We follow the Mainstream Core Standards <https://www.kent.gov.uk/education-and-children/special-educational-needs/send-strategy/send-mainstream-core-standards> advice developed by Kent County Council to ensure that our teaching conforms to best practice. In meeting the Mainstream Core Standards the school employs some additional teaching approaches, as advised by internal and external assessments e.g. one to one tutoring / precision teaching / mentoring, small group teaching, use of ICT software learning packages. These are delivered by additional staff employed through the funding provided to the school as 'notional SEN funding'

For your child this would mean:

- The teacher has the highest possible expectations for your child and all pupils in their class.
- All teaching is built on what your child already knows, can do and can understand.
- Different ways of teaching are in place so that your child is fully involved in learning in class. This may involve things like using more practical learning strategies.
- Lessons are differentiated well, and any additional adults in the class are directed well to support the learning, whilst working in ways which will promote independence.

Your child's teacher will monitor their progress and may decide your child has a gap or gaps in their

learning and needs some additional support to help them make the best possible progress. In this case an intervention may be planned as an individual or within a group. Such an intervention may be:

- Bespoke support for the individual need, an established intervention programme from the DFE (Department for Education), Local Authority or specialist teaching and learning services, mentoring through social groups or a key adult within the school if they need to talk.
- The intervention may be run in the classroom alongside mainstream lessons or in a quieter location beyond the classroom.
- The intervention may be led by a Qualified Teacher, Teaching Assistant, our Pastoral Team, or an external professional.

As part of our budget we receive 'notional SEN funding'. This funding is used to ensure that the quality of teaching is good in the school and that there are sufficient resources to deploy additional and different teaching for pupils requiring SEN support. The amount of support required for each pupil to make good progress will be different in each case and a full list of the interventions we can offer is on our whole school provision map. In a minority of cases, a very high level of resource is required. The funding arrangements require schools to provide up to £6000 per year of resource for any pupil with high needs, and above that amount the school can apply to the Local Authority for High Needs Funding.

5) How does the school adapt the curriculum and learning environment for pupils with special educational needs?

At Capel- le-Ferne Primary we follow the advice in the Mainstream Core Standards on how to adapt the curriculum and the learning environment for pupils with special educational needs. We also incorporate the advice provided as a result of assessments, both internal and external, and the strategies described in statements of special educational needs / Education, Health and Care Plans.

Where external advisors recommend the use of equipment or facilities which the school does not have, we will purchase it using the notional SEN funding, High Needs Funding, or seek it by loan. For highly specialist communication equipment the school will seek the advice of the KCC Communication and Assistive Technology team

6) How does the school evaluate the effectiveness of the provision made for children with SEN?

Reviews of the SEN support will be informed by assessment information from teachers which will show whether adequate progress is being made (through formative and summative assessment and through pupil progress meetings), in addition to the views of the pupil, parents and other adults supporting the child's learning. The SEN Code of Practice (2015, 6.17) describes inadequate progress as:

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- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between rate of progress
- Widens the attainment gap

Every pupil in the school has their progress reviewed at least three times per year. In addition to this, pupils with special educational needs may have additional assessments undertaken by school staff or external professionals in order to evaluate the effectiveness of the provision. The effectiveness of

provision may be evaluated from a review of records and tracking systems other than those based on attainment, such as behaviour logs and wellbeing scales. If these assessments do not show adequate progress is being made, the SEN support will be reviewed and adjusted. Additional external advice may be sought through the Local Inclusion Forum Team (LIFT) with parental consent. For pupils with an Education, Health and Care Plan there will also be an annual review of the provision made for the child, which will enable an evaluation of the effectiveness of the special provision.

7.) How does the school enable pupils with special educational needs to engage in activities of the school (including physical activities) together with children who do not have special educational needs?

All clubs, trips and activities offered to pupils at Capel-le-Ferne Primary are available to pupils with special educational needs either with or without a statement of special educational needs / Education, Health and Care Plan. Where it is necessary, the school will use the resources available to it to provide additional adult support to enable the safe participation of the pupil in the activity

8) What types of support are available for improving the emotional and social development of pupils with special educational needs?

At Capel-le-Ferne Primary we understand that an important feature of the school is to enable all pupils to develop emotional resilience and social skills, both through direct teaching for instance emotional literacy, emotional regulation, and anxiety gremlin and indirectly with every conversation adults have with pupils throughout the day.

For some pupils with social, emotional and mental health needs, we also can provide access to 'time to talk' or emotional literacy sessions with a member of the Pastoral Team; time out with a member of the senior leadership team; time out spaces for pupils to use when upset or agitated; direct 1:1 work to address social skills; an external referral to School Health to access counselling; or referrals to other external agencies through the Early Help route or Children and Young People's Mental Health Service (CYPMHS). We also provide a 'nurture club' facility during recreational times for children who require access to structured activities in a small setting with higher adult to child ratios.

Pupils who are in the early stages of emotional and social development as a result of their special educational needs will be supported to enable them to develop and mature appropriately. This will usually require additional and different resources, beyond those required by pupils who do not need this support.

9) Information about the expertise and training of staff in relation to children and young people with special educational needs and how specialist expertise will be secured

All teachers and teaching assistants have awareness training for the following four areas of need as part of a rolling programme of Continued Professional Development, based on materials from the Department for Education's Inclusion Development Programme and additional external sources:

- Teaching and Supporting Pupils with Autism Spectrum Conditions
- Teaching and Supporting Pupils with Speech, Language and Communication Needs
- Teaching and Supporting Pupils with Dyslexia
- Teaching and Supporting Children with Social, Emotional and Mental Health Difficulties

Where a training need is identified beyond this we will find a provider who is able to deliver it. Training providers we can approach are, Specialist Teaching and Learning Service, Educational Psychologist, Speech and Language therapist, Occupational Therapists, Physiotherapists. The cost of training is covered by the notional SEN funding.

10) The arrangements for consulting parents of children with special educational needs about, and involving them in, their education

All parents of pupils at Capel-le-Ferne are invited to discuss the progress of their children on three occasions a year and receive a written report three times per year. In addition we are happy to arrange meetings outside these times. As part of our normal teaching arrangements, all pupils will access some additional teaching to help them catch-up if the progress monitoring indicates that this is necessary; this will not imply that the pupil has a special educational need. All such provision will be recorded, tracked and evaluated on a Provision Map which will be shared with parents three times per year.

If following this normal provision improvements in progress are not seen, we will contact parents to discuss the use of internal or external assessments which will help us to address these needs better. From this point onwards the pupil will be identified as having special educational needs because special educational provision is being made and the parent will be invited to all planning and reviews of this provision. Parents will be actively supported to contribute to assessment, planning and review.

In addition to this, parents of pupils with Education, Health and Care Plan will be invited to contribute to and attend an annual review, which, wherever possible will also include other agencies involved with the pupil. Information will be made accessible for parents.

11) The arrangements for consulting young people with special educational needs about, and involving them in, their education

When a pupil has been identified to have special educational needs because special educational provision is being made for him or her, the pupil will be consulted about and involved in the arrangements made for them as part of person-centred planning. Parents are likely to play a more significant role in the childhood years with the young person taking more responsibility and acting with greater independence in later years.

12) The arrangements made by the governing body relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school

The normal arrangements for the treatment of complaints at Capel-le-Ferne are used for complaints about provision made for special educational needs. We encourage parents to discuss their concerns with the class teacher, and then if an issue persists or is not resolved to a satisfactory conclusion, escalate to a more senior member of staff. The Complaints Policy should be followed where the issue can't be resolved informally.

If the complaint is not resolved after it has been considered by the governing body, then a disagreement resolution service or mediation service can be contracted. If it remains unresolved after this, the complainant can appeal to the First-tier Tribunal (Special Educational Needs and

Disability), if the case refers to disability discrimination, or to the Secretary of State for all other cases.

There are some circumstances, usually for children who have a Statement of SEN where there is a statutory right for parents to appeal against a decision of the Local Authority. Complaints which fall within this category cannot be investigated by the school.

13) The school's arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparing for adulthood and independent living

We work closely with the educational settings attended by pupils prior to starting at Capel-le-Ferne Primary School, in order to seek any information that will make the transfer as smooth as possible. We meet with key workers from preschool settings, Health Professionals and Early Years Specialist Teachers where relevant in order to plan for the smooth transition for children with SEND identified at preschool. If a pupil joins the school during the academic year, we will contact their previous school in order to obtain any pertinent information which will enable us to successfully meet the child's needs.

We also contribute information to a pupils' onward destination by providing information to the next setting. The SENCO meets with respective secondary school SENCOs to provide information of a child's SEN and key strategies and support, in the summer term prior to the child transferring to the secondary phase of education. Where appropriate, we also work closely with local secondary schools in order to provide opportunities for additional visits for children with SEND to contribute to the smooth transition from primary to secondary school.

14) How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils

The governing body have engaged with the following bodies:-

- Membership of LIFT for access to specialist teaching and learning service
- Engagement in the Early Help and Intervention process
- Access to local authority's service level agreement with Speech and Language Therapy Services / Occupational Therapy Services / Physiotherapy Services for pupil with requirement for direct therapy or advice
- School Health and Nursing Service
- Counselling
- Communication and Assistive Technology Team
- Membership of professional networks for SENCO
- Voluntary organisations signposted such as Kent Autistic Trust, Includes Us 2, NAS.

15) The contact details of support services for the parents of pupils with special educational needs and disabilities and children and young people with SEND up to age 25 (Code of Practice 2015, 6.39)

Information Advice and Support Kent (IASK) provides a free and confidential, information, advice and support service, for parents of a disabled child or child with special educational needs and to children and young people up to age 25 who have a special educational need or disability.

Trained staff can provide impartial legally based information and support on educational matters relating to special educational needs and disabilities, including health and social care. The aim is to empower parents, children and young people to fully participate in discussions and make informed choices and decisions. Also to feel confident to express their views and wishes about education and future aspirations.

They can be contacted on

HELPLINE: 03000 41 3000

Office: 03000 412412

E-mail: iask@kent.gov.uk

www.kent.gov.uk/iask

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17) Who do I talk to if I have concerns about the provision made at Capel-le-Ferne Primary school?

You can talk to your child's class teacher or the SENCO about any concerns you may have about your child's SEN. The SENCO at Capel-le-Ferne is Amy McLaughlin, who is a qualified teacher and has been accredited by the National Award for SEN Co-ordination and also holds BA Hons in Primary Education.

Amy McLaughlin is available on 01303 251353 or amy.mclaughlin@capel-le-ferne.kent.sch.uk

The class teacher is responsible for:

- Identifying, planning, delivering and monitoring any differentiated learning or additional support your child may need (this could be things like targeted work or additional support) and making the SENCO aware of any concerns as necessary.

- Setting and reviewing pupil progress targets and creating provision maps or personalised plans outlining the support your child is receiving, and sharing and reviewing these with parents at least three times per academic year. They will personalise teaching and learning for your child as identified on the provision map or personalised plan.
- Checking on the progress of your child against national curriculum attainment expectations and against their personalised targets as identified on provision maps or personalised plans.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.
- Being the main point of contact for you, the parents, for example at the end of the school day or through any agreed home contact, if this is in place for your child. You can also make an appointment via the school office to meet with the class teacher if this would be helpful.

The SENCO is responsible for:

- Developing and reviewing the school's SEND policy/information report
- Coordinating all the support for children with SEND and writing the whole school provision map
- Ensuring that you are
 - involved in supporting your child's learning
 - kept informed about the support your child is receiving
 - involved in reviewing how they are doing
- Providing specialist support and advice for teachers and support staff in the school so that they can help children with SEND in the school to achieve the best progress possible.
- Referring your child to external specialists for further advice and support, as required.
- Liaising with external specialists that may advise on specific programmes for your child or offer staff training e.g. Speech and Language Therapy, Educational Psychology, School nursing services, Outreach support from Specialist Teaching Services etc.
- Updating the school's SEND register (a system for ensuring that all the SEND needs of pupils in this school are known) and ensuring records of your child's progress and needs are kept.
- Writing individual medical care plans for specific conditions and arranging appropriate training to meet the identified needs on the medical care plan
- Planning for transition in your child's education between key stages and schools.

The Headteacher is responsible for:

- The day to day management of all aspects of the school, including the provision made for children with SEND, and the arrangements for medicines and healthcare plans.
- Ensuring that your child's needs are met through the appointment of qualified staff within the school, including a qualified SENCO
- Updating the Governing Body about issues relating to SEND.

The SEND Governor is responsible for:

- Supporting the school to evaluate and develop quality and impact of provision for pupils with SEND across the school

18) What to do if I have a complaint?

Please see heading 12.

19) Information on where the local authority's local offer is published.

The local authority's local offer is published on <https://www.kent.gov.uk/education-and-children/special-educational-needs> parents without internet access should make an appointment with the SENCO for support to gain the information they require.