



Capel Primary School

‘Learning today, for tomorrow’

SEN and Disability Policy

Policy Control	
Responsible Governor Team:	Learning & Development
Approved by Governors:	December 2017
Date due for review:	December 2018

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This policy is written in line with the requirements of:- Children and Families Act 2014
Special Educational Needs (SEN) Code of Practice 2014 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

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

Positive Behaviour Policy, Equalities Policy, Safeguarding Policy, Homework Policy and
Complaints Policy, , Feedback Policy & Teaching and Learning Policy

This policy was developed in consultation with governors, teachers, support staff and
parents and will be reviewed annually.

Definition of SEND

A child or young person has SEND 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:

- (a) Has a significantly greater difficulty in learning than the majority of others of the same
age; or
- (b) 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 (SEND Code of Practice 2014:4).

Definition of disability

Many children and young people who have SEND 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’. (SEND Code of Practice 2014:5)

1) What kinds of special educational need does the school make provision for?

At Capel Primary School we can make provision for every kind of frequently occurring
special educational need, without a Statement of Special Educational Needs / Education,

Health and Care Plan (EHC Plan), for instance: dyslexia, dyspraxia, dysfluency, speech and language needs, Autism, learning difficulties, behaviour difficulties and sensory and physical 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 a Statement of Special Educational Need / Education, Health and Care plan with the following kinds of special educational need: Communication and Interaction, Social, Emotional and Mental Health and Cognition and Learning. Decisions on the admission of pupils with a Statement of Special Educational Need / Education, Health and Care plan are made by the Local Authority.

The admission arrangements for pupils without a Statement of Special Educational Needs / Education, Health and Care Plan do not discriminate against or disadvantage disabled children or those with special educational needs.

2) What is the policy for identification and assessment of pupils with SEND?

At Capel Primary School we monitor progress continually and review outcomes of all pupils three times a year during Pupil Progress Meetings using the Assess, Plan, Do, Review Model. We use a range of assessments with pupils at various points, these could include the following:

Possible Assessments						
Cognition and Learning		Communication and Interaction		Social, Emotional and Mental	Physical and Sensory	
Year 1 phonics assessment	Term 6 Yr 1	Language Link	Term 1 in Yr R	Leuven Scale	Beam Assessment	Yr R
Read, Write Inc Assessment –	Termly – EYFS and KS1					
EYFS profile/Development Matters	Term 2 Term 4 Term 6					
Teacher step judgements	Term 2 Term 4 Term 6					
Reading Assessment Testbase – Years 3-6 PIRA – Years 1-6	Term 2 Term 4 Term 6					
Writing Assessment	Term 2 Term 4 Term 6					
Maths Assessment White Rose – Years 1-6 PUMA – Years 1-6	Term 2 Term 4 Term 6					

Testbase – Years 3-6				
Rising stars – KS2	Term 2 Term 4 Term 6			

Where progress is not sufficient, even if special educational need has not been identified, we put in place extra support to enable the pupil to catch up. Examples of extra support are literacy and numeracy booster groups, in class differentiation and nurture groups see Appendix 2.

Some pupils may continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness. For these pupils, and in consultation with parents, we will use the range of assessment tools to identify any learning difficulty, these could include the following:

Possible Assessments			
Cognition and Learning	Communication and Interaction	Social, Emotional and Mental	Physical and Sensory
<ul style="list-style-type: none"> • Reading Ages • Read, Write Inc Assessment – KS2 • Cognitive Profile System (CAPs) for KS1 • (LAPS) for KS2 • Dyslexic Screener • Dyslexia Portfolio • Sandwell • Numeracy Assessments (PUMA) • Reading PIRA • Neurodiversity checklist 	<ul style="list-style-type: none"> • Language Link • Language for Learning • Speech link 	<ul style="list-style-type: none"> • Leuven Scale • SDQ forms 	<ul style="list-style-type: none"> • Beam Assessment • Sensory Circuit Assessments

If required, following internal assessments, we have access to these external advisors:

- Local Inclusion Forum Team (LIFT)
- Educational Psychologists
- Broomhill Bank Outreach service
- Specialist Teaching Service
- Counselling services
- Early Help services
- Speech and Language Therapy
- Occupational and Physical Therapists

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 provision 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 a focused educational provision for the pupil, which is additional and different to what is normally available.

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 SEND is changed parents will be notified.

We will ensure that all teachers and support staff who work with the pupil are aware of the support to be provided and the teaching approaches to be used.

3) What are the school's policies for making provision for pupils with special educational needs whether or not they have EHC Plans, including:

3a How does the school evaluate the effectiveness of its provision for such pupils?

Each review of the SEN Support Provision Plan or Personalised Plan will be informed by the views of the pupil, parents and class teachers and the assessment information from teachers which will show whether adequate progress is being made.

The SEN Code of Practice (2014, 6.17) describes inadequate progress thus:

- 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 or without a Statement of Special Educational Needs / 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. *The collation of all annual review evaluations of effectiveness will be reported to the governing body.*

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

Every pupil in the school has their progress tracked three times per year. In addition to this, pupils with special educational needs may have more frequent assessments, if appropriate as advised in Section 2 using these it will be possible to see if pupils are increasing their level of skills in key areas. Parents are invited to three meetings a year

with both their child's class teacher and the SENCo to review agreed short step targets and consider next steps.

If these assessments do not show adequate progress is being made the Provision Map/SEN Support Personalised Plan will be reviewed and adjusted.

3c What is the school's approach to teaching pupils with special educational needs?

High quality first 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 SEND Code of Practice (2014, 6.37)

At Capel Primary School the quality of teaching was judged to be good in our last Ofsted inspection and the schools most recent self-evaluation evidences that this has been sustained this.

We follow the Mainstream Core Standards:

<http://www.kelsi.org.uk/special-education-needs/special-educational-needs/the-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. Examples of what can provide are:

- One to one tutoring
- Precision teaching
- Speech and language support
- Small group teaching in specific areas of need
- Use of ICT software learning packages
- Lego Group to help children develop an understanding of group work and social skills
- Circle Time/Time to Talk
- BEAM to develop and refine motor skills and coordination
- Clever Fingers to develop pupils' fine motor skills
- Colourful Semantics to support pupils' in developing language and vocabulary in addition to grammatical structure
- Sensory Circuits to support pupils' sensory processing and sensory integration

These are delivered by trained Support Staff through the funding provided to the school as 'notional SEN funding' (which is decided by the local authority)

3d How does the school adapt the curriculum and learning environment for pupils with special educational needs?

At Capel Primary School 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.

As part of our requirement to keep the appropriateness of our curriculum and learning environment under review the Governors have in recent years made the following improvements as part of the school's accessibility planning:

- Interactive whiteboards
- Improved lighting in classroom
- Development of corridor space to further support intervention groups
- Reorganised classrooms to support SEND pupils with Sensory and Physical difficulties
- Laptops Specific SEND equipment such as sit and move cushions, pencil grips etc.
- Accessibility ramp into the reception classroom and internal ramps into the key stage 1 classrooms
- SEND Governor training
- Teacher and teaching assistant training in specialised areas of SEND
- Development of classroom spaces for improved access and learning space

At Capel we have identified that the following aspects of the school need to be improved:

- Adapting current spaces to enable additional intervention spaces

3e What additional support for learning is available to pupils with special educational needs?

As part of our budget we receive 'notional SEN funding', which is decided by the local authority. 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 SEND support. The amount of support required for each pupil to make good progress will be different in each case. There is a full list of what we can offer as an appendix to this policy. In very few cases a very high level of resource is required. The funding arrangements require schools to provide up to £6000 per year of resource for pupils with high needs, and above that amount the Local Authority should provide top up to the school. This top up is referred to as High Needs Funding and information regarding this can be accessed via the KELSI website.

3f 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 Primary School 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 and in conjunction with risk assessments we may ask parents if they are able to attend.

3g What support is available for improving the emotional and social development of pupils with special educational needs?

At Capel Primary School 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 e.g. personal social and health education, Circle Time and indirectly with every conversation adults have with pupils throughout the day.

For some pupils with the most need for help in this area we also can provide the following support social stories external referrals to enable access to a counsellor, mentor time with member of staff, external referral to Children and Young People's Services (CYPMHS) and time-out space for pupil to use when upset or agitated.

Pupils in the early stages of emotional and social development because 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 that required by pupils who do not need this support.

4 Who is the Special Educational Needs Co-ordinator (SENCO) at Capel Primary School?

The SENCO at Capel Primary School is Sarah Chivers, who is a qualified teacher who is currently undertaking the National Award for SEN Co-ordination. She is supported by Vicki Haffenden, HLTA (higher level teaching assistant).

The SEND team is available on 01892 833919 or scondie@capel-tonbridge.kent.sch.uk.

5 Where can I find 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?

A full list of staff training over the last 5 years is attached as an appendix to this policy.

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: LIFT, Broomhill Bank, Educational Psychologist, Speech and Language therapist, occupational therapists, physiotherapist, dyslexia specialists, Virtual Schools and the Specialist Teaching Service. The cost of training is covered by the notional SEN funding.

6 How will equipment and facilities to support children and young people with special educational needs will be secured?

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, or seek it by loan. For highly specialist communication equipment the school will seek the advice of the Kent County Council Communication and Assistive Technology team.

7 What are the arrangements for consulting parents of children with special educational needs about, and involving them in, their education?

All parents of pupils at Capel Primary School are invited to discuss the progress of their children on three occasions a year and receive a written report once a year. In addition we invite parents/carers of pupils with SEN to three additional meetings with both their child's Class Teacher and the SENCo. In addition to this 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 maps which will be shared through consultations and reports.

If, following this normal provision, improvements in progress are not seen, we will contact parents to discuss the use of internal/external assessments and/or observations which will help us to address these needs better. From this point onwards the pupil may be identified as having special educational needs. Should special educational provision be made, 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 a Statement of Special Educational Needs / 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.

8 What are 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.

9 What are 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 Primary School are used for complaints about provision made for special educational needs. We encourage parents to discuss their concerns firstly with the class teacher, then the SENCo or Head teacher to resolve the issue before making the complaint formal to the Chair of the governing body.

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/Education Health Care Plan 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.

10 How does the governing body involve 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:-

- Free membership of the Local Inclusion Forum Team for access to specialist teaching and learning service
- A service level agreement with the Education Psychology Service – three days per year
- 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
- Membership of professional networks for SENCO e.g. SENCO forum and SENCO collaboration, NASEN.
- Community paediatricians and school nursing

11 What are 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 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

12 What are the school's arrangements for supporting pupils with special educational needs in transferring between phases of education?

At Capel Primary School we work closely with the educational settings used by the pupils before they transfer to us in order to seek the information that will make the transfer as seamless as possible. We arrange visits and or phone calls to local pre-schools and additional transition meetings as necessary. External professional services will be involved as appropriate.

We also contribute information to a pupils' onward destination by providing information to the next setting. Details of pupils' level of SEN is shared with secondary schools and extra transition visits and meetings are arranged as necessary to ensure a smooth transfer.

13 Where is the local authority's local offer published?

The local authority's local offer is published on:

<http://www.kent.gov.uk/education-and-children/special-educational-needs>

and parents without internet access should make an appointment with the SENCo for support to gain the information they require.

Parent Consultation Period: Autumn 2014

Approved by the Governing body on: March 2017

Next Review in: February 2018

Appendix 1 Staff training

Cognition & Learning	Communication & Interaction	Social, Emotional & Mental Health	Sensory & Physical
Moderate Learning Difficulties Severe Learning Difficulties Profound and Multiple Learning Difficulties Specific Learning Difficulties	Speech and Language Difficulties Autistic Spectrum Disorders	Attachment disorder Attention Deficit Disorder Attention Deficit Hyperactive Disorder	Hearing Impairment Visual Impairment Multi-Sensory Impairment Physical Disability
Downs Syndrome in the Curriculum	ASD – Early Bird	ADHD (ST)	BEAM
Dyslexia	Comic Strip/Social Stories	Attachment Disorder(I)	Hearing Impairment
Dyscalculia	Communication Matters	Emotional coaching	Physical
General Learning Difficulties	English as an Additional language	Mental Health & Wellbeing	Sensory Circuits
	Language for Learning	Wellbeing and Involvement	Visual Impairment
	Social Communication		
	Speech & Language		
	ASD Awareness Training		
	Colourful Semantics		

Appendix 2 – Possible interventions

Cognition & Learning	Communication & Interaction	Social, Emotional & Mental Health	Sensory & Physical
Moderate Learning Difficulties Severe Learning Difficulties Profound and Multiple Learning Difficulties Specific Learning Difficulties	Speech and Language Difficulties Autistic Spectrum Disorders	Attachment disorder Attention Deficit Disorder Attention Deficit Hyperactive Disorder	Hearing Impairment Visual Impairment Multi-Sensory Impairment Physical Disability
Beanstalk (reading)	Language Link	Counselling (Fegans)	BEAM
Handwriting	Language for Learning	Lunch Club	Funky Fingers
Number Sense	Speech Link	Nurture	Sensory Circuits
Phonics	Social Skills – Social Stories	Time to Talk	Clever Fingers
Reading Comprehension	Lego Group	Lego Group	Speed Up!
Read Write Inc.			
Speed Up!			
Clued Spelling			
Success@Arithmetic			
Working Memory			
Writing			
First Class Number			
Colourful Semantics			
Maths Masters			
Reading - Inference			
Toe by Toe			
Write from the Start			

Education Health Care Plan

