

Policy for Inclusion and Special Educational Needs

Capel-le-Ferne Primary School



Headteacher Anthony Richards
SENCO Amy Mercer

Our School Mission Statement

"Learning today for life tomorrow"

*Our Values: **Independence, Creativity, Confidence, Respect***

At Capel-le-Ferne we believe that learning should take place through our core values. We aim to build strong foundations so that our children can lead happy and successful lives in the 21st century world.

We aim to ensure that our children will acquire strong basic skills in reading, writing and numeracy at an early age. This will enable them to be able to apply these skills with confidence, and act as a base for them to broaden, deepen and enjoy their learning.

Our children will develop the ability to solve new problems and challenges creatively and with resilience. They will develop and express their own ideas, working as individuals, as part of a team and a community. They will be aware of how they can improve their own learning, showing high levels of independence.

Approved by Governing Body

19.11.25

Last reviewed on: November 2024

Next review due by: November 2026

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1. Aims

Capel-le-Ferne’s Policy for Inclusion and Special Educational Needs aims to:

- Ensure our school fully implements national legislation and Kent Local Authority’s guidance and expectations.

Sets out how our school will:

- Support pupils with SEND ensuring our best endeavours to provide the appropriate provision to enable positive outcomes.
- Provide an inclusive environment that enables pupils to access all aspects of school life alongside their peers.
- Provide pupils with the skills and attributes that enable them to become confident individuals who can successfully live fulfilling lives.
- Support pupils with SEND to realise their aspirations and achieve their best.
- Communicate with pupils with SEND and their parents or carers ensuring co-production and seek pupil and parent or carer voices to fully involve them in decision making and discussions to support their child’s provision.
- Communicate and explain the roles and responsibilities of key school and external professionals who are supporting the provision for pupils with SEND.

- Ensure the SEND Policy is understood and implemented consistently by all staff and is monitored by Governors.

At Capel-le-Ferne, all pupils, irrespective of need, have access to a broad and balanced curriculum. This is delivered through high-quality, inclusive teaching to ensure every pupil can make progress and achieve their full potential—socially, emotionally, and academically. When required to do so, the school will make reasonable adjustments to support pupils with SEND. The school set high expectations and aspirations for each individual pupil, working together with them, and their parents/carers to ensure that pupils with SEND become confident and independent children and young people who are able to successfully transition to the next phase of their education or adult life.

2. Legislation and Guidance

This policy is written in line with:

The regulation associated with:

- Children and Families Act 2014 – Part 3: [Children And Families Act 2014 Part 3](#)
- Special Educational needs and Disability (SEND) Code of Practice 2015:
- The Special Educational Needs and Disability Regulations 2014: [The Special Educational Needs and Disability Regulations 2014](#)
- Equality Act 2010: [Equality Act 2010](#)
- School Admission Code 2021 [School Admission Code 2021](#)
- The School Information Regulations: Updated 24/10/24

Maintained Schools: <https://www.gov.uk/guidance/what-maintained-schools-must-publish-online>

- Governance in Maintained Schools Handbook 2024: [Governance in Maintained Schools](#)

Kent Local Authority:

The Local Authority's local offer

The Local Authority's Offer can be found in the SEND Information Report <https://www.kent.gov.uk/education-and-children/special-educational-needs>

Countywide Approach to Inclusive Education (CATIE)

[A Countywide Approach to Inclusive Education \(kelsi.org.uk\)](#)

What does inclusion mean in Kent?

'As the champion of families, children, and young people our collective priorities are to be certain that all children and young people are engaged with and included in the provision of high-quality inclusive education. Ensuring that, whatever their circumstance or ability, our children have a sense of belonging, feel respected, are valued for who they are and develop the knowledge and skills required for adult life. In doing so, we strive to achieve a continuous improvement in standards, a significant narrowing of achievement gaps for vulnerable groups of learners and a wholly inclusive education system which ensures:

- **Equitable access for all.** Sufficient, appropriate, quality education provision is available for all children and young people in Kent.
- **No child is left behind.** All children and young people are supported to be engaged fully in their education.
- **Effective collaboration.** There is collaboration and multi-agency working providing a self-informing, sustainable system which supports the education of all.' (KCC: CATIE p 2-3)

Education Strategy – to be confirmed

Special Educational Needs Mainstream Core Standards (ordinarily available provision) : [Special Educational Needs Mainstream Core Standards](#)

The Mainstream Core Standards:

- Sets out the provision that the Local Area has agreed should be ordinarily available for Children and Young People with SEND
- Provides guidance and advice to support schools to meet the needs of and include Children Young People with SEND
- Provides clear guidance to schools on the statutory duties regarding the inclusion of Children and Young People with SEND
- Provides information to all stakeholders on the work of schools in relation to the inclusion of Children and Young People with SEND.

The school are all working towards the ultimate goal of growing independent young people as they prepare for adulthood. All provision and support at Capel-le-Ferne works towards achieving the Kent Children and Young People Outcomes Framework



Our SEND policy should be read in conjunction with our school's /Academy's policies published on our website :

- SEN Information Report: [Capel-le-Ferne Primary - SEND](#)
- Safeguarding policy: [Capel-le-Ferne Primary - Policies](#)
- Behaviour Policy: [Capel-le-Ferne Primary - Policies](#)
- Equality Policy: [Capel-le-Ferne Primary - Policies](#)
- Accessibility Plan: [Capel-le-Ferne Primary - Policies](#)
- Attendance and punctuality policy: [Capel-le-Ferne Primary - Policies](#)

3. Definitions

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 to mainstream post-16 institutions'

(DFE/DOH 2015: 15-16)

Definition of Disability:

'Many children and young people who have SEN may have a disability under the Equality Act 2010- that is '...a physical or mental impairment which is a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.' This definition provides a 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'. This definition includes sensory impairments such as those affecting sight or hearing and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is sufficient overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires a special educational provision they will also be covered by the SEN definition' (DfE/DOH 2015: 16)

Special Educational Needs Register:

At Capel-le-Ferne Primary the SENCO will regularly review the SEN register as part of the Graduated Approach. The SENCO will work in co-production with parents/carers and if required key external professionals to ensure high quality SEN provision is in place, informing parents/carers of any changes that have been agreed. School staff will also be informed, and records updated accordingly on the appropriate school system. A diagnosis does not

necessarily mean that a pupil will be placed on the SEN register if the universal and targeted provision the pupil is accessing is enabling them to make good progress.

Special Educational Needs (SEN) support

'SEN support means support that is additional to, or different from, the support generally made for other children of the same age in a school. It is provided for pupils who are identified as having a learning difficulty or a disability that requires extra or different help to that normally provided as part of the school's usual curriculum offer. A pupil on SEN support will not have an education, health and care plan.'

<https://explore-education-statistics.service.gov.uk/find-statistics/special-educational-needs-in-england>

Education, health and care (EHC) plans

A local authority may issue an EHC plan for a pupil who needs more support than is available through SEN support. This will follow a statutory assessment process whereby the local authority considers the pupil's special educational needs and any relevant health and social care needs; sets out long term outcomes; and specifies provision which will deliver additional support to meet those needs.

<https://explore-education-statistics.service.gov.uk/find-statistics/special-educational-needs-in-england>

Monitoring (Additional Needs) Register

In line with the SEND Code of Practice (2015), the school recognises that some pupils may require additional monitoring and support at certain times, even if they do not currently meet the threshold for SEN Support. To ensure early identification and effective tracking, the school maintains a Monitoring (Additional Needs) Register alongside the SEND Register.

This register enables staff to monitor pupils who have additional needs that may affect their learning or wellbeing, but who are making expected progress with quality-first teaching and universal provision.

Pupils on the Monitoring Register may include those who:

- have recently been removed from the SEND Register;
- have English as an Additional Language (EAL);
- have medical needs that impact access to learning;
- have a diagnosis but currently require no additional support;
- are Service Children;
- experience a high level of mobility;
- belong to a specific vulnerable group;
- require access arrangements for assessments or examinations;
- are looked-after or previously looked-after children.

The purpose of the Monitoring Register is to ensure that these pupils are closely tracked and reviewed regularly, allowing staff to respond swiftly if additional support becomes necessary. Where a pupil's needs change, they may be moved onto or removed from the SEND Register following the *assess-plan-do-review* process, in line with the Code of Practice.

4. Inclusion and Equal Opportunity

At Capel-le-Ferne Primary School, we are committed to ensuring that all pupils, regardless of their special educational needs or disabilities, are included in every aspect of school life. We strive to remove barriers to learning and participation so that every child can achieve their full potential and enjoy a rich and balanced educational experience.

The school endeavours to provide, review, and develop high-quality inclusive opportunities that meet the needs of all learners. We recognise that pupils learn in different ways and may require different levels of support throughout their school journey.

Inclusive Teaching and Learning

High-quality teaching is the first step in responding to pupils who may have special educational needs. Class teachers are responsible and accountable for the progress and development of all pupils in their class, including those who receive additional support from teaching assistants or specialist staff.

We ensure that all pupils have access to a broad and balanced curriculum, adapting our approaches to suit individual learning styles and needs. These adaptations are guided by the Kent Mainstream Core Standards and are designed to be meaningful and effective for each child.

Adaptations may include:

- Adjusting teaching strategies (e.g., providing longer processing time, pre-teaching key vocabulary, or reading instructions aloud);
- Adapting resources and staffing to support engagement and independence;
- Using recommended aids such as laptops, coloured overlays, visual timetables, or enlarged text;
- Providing scaffolding within lessons to promote understanding;
- Implementing targeted interventions such as *Daily Supported Reader*, *Destination Reader*, *Super Sonic Phonics*, *Speech and Language Link*, *Precision Teaching*, *Maths Plus 2*, *Fizzy and Clever Hands*, *Sensory Circuits*, *Emotional Literacy*, *Zones of Regulation*, *Anger Gremlin*, *Anxiety Gremlin*, *Colour Monster*, and other bespoke programmes.

All interventions and provisions are part of our contribution to Kent County Council's Local Offer.

Evaluating the Effectiveness of Support

We monitor and evaluate the impact of our provision through:

- Termly reviews of pupil progress towards agreed outcomes;
- Evaluation of intervention impact after 6 and 12 weeks;
- Pupil and parent questionnaires and feedback;
- Ongoing monitoring by the SENCO;
- Use of provision maps to track progress and support;
- Annual reviews for pupils with Education, Health and Care (EHC) Plans.

Access to Resources

Where a pupil's needs require additional or adapted resources, the school will provide these as part of our best endeavours duty. This may include:

- Additional or specialist learning materials;
- Adaptations to in-class support;
- Further staff training;
- Advice and guidance from external professionals or agencies.

The school works collaboratively with outside specialists (e.g., Educational Psychologists, Speech and Language Therapists, Occupational Therapists, Specialist Teachers) to ensure pupils receive the right support to access their learning.

Inclusion in the Wider School Community

All pupils at Capel-le-Ferne Primary School are encouraged and supported to take part in the full range of school activities, including curriculum lessons, extra-curricular clubs, trips, and residential visits.

Where necessary, the school will make reasonable adjustments and use available resources to ensure that pupils with SEND can participate safely and meaningfully. Parents and carers may be consulted to support planning for individual access arrangements, particularly for trips and visits.

No pupil is ever excluded from an activity because of their special educational need or disability. The school's inclusive ethos ensures that all children are valued, respected, and supported to thrive within our community.

How do we use the Graduated Approach (Assess–Plan–Do–Review) to Review and Improve Provision?

At Capel-le-Ferne Primary School, we use the graduated approach to ensure that all pupils with SEND receive the right support at the right time. This approach is a four-part cycle of Assess, Plan, Do, Review (APDR), which allows us to continually evaluate and adapt provision to meet each pupil's individual needs.

Assess

If a pupil is not making expected progress, we carry out a thorough assessment to identify their strengths and areas of difficulty. This process includes:

- Evidence obtained through teacher observation and classroom assessment;
- Performance measured against age-expected National Curriculum objectives, Accelerated Reader Star Reading tests, and KS2 NFER standardised assessments;
- Universal assessments, such as Year 1 Phonics Screening, Key Stage 1 and 2 SATs, and EYFS Baseline;
- Standardised diagnostic tests and assessment tools, including reading tests, verbal/non-verbal assessments, Speech and Language Link assessments, and Dyslexia screening;
- Progress against small-step targets set on personalised plans;
- Reports or observations from other school staff or external professionals;
- Records from previous schools or preschool settings;
- Information provided by parents and carers.

We also seek input from pupils themselves and consult external professionals where appropriate. It is important to note that a lack of progress does not automatically indicate a special educational need, but may prompt additional support to help the pupil close the attainment gap with their peers.

Plan

Once we have a clear understanding of a pupil's needs, we work collaboratively with parents, carers, and the pupil to decide on desired outcomes. We then create a detailed plan of the support required to help the pupil achieve these outcomes. This plan is recorded and shared with all relevant staff to ensure a coordinated approach.

Do

The support plan is implemented by the class teacher, with guidance and oversight from the SENCO. Teaching assistants or other support staff may provide additional help, depending on the pupil's needs. Staff monitor the impact of the support on the pupil's progress on a daily basis, ensuring interventions are effective and appropriate.

Review

The impact of the support is evaluated regularly. Staff review whether the planned outcomes have been met and use this information to refine the provision. If necessary, the APDR cycle is repeated, using our improved understanding of the pupil's needs to adjust or enhance support.

By following the graduated approach, we ensure that every pupil receives timely, targeted, and personalised support, in line with the SEND Code of Practice (2015), enabling them to achieve their full potential in a safe, inclusive, and supportive learning environment.

5. Roles and Responsibilities – in conjunction with SEN Information Report

Capel-le-Ferne Primary work strategically in line with the Special Educational Needs Code of Practice 2015 by adopting a systematic, whole-school approach to identifying, supporting and monitoring pupils with special educational needs and disabilities. We maintain a designated SENCo who coordinates the support for pupils, liaises with teachers and external professionals, and ensures that “special educational provision” — that is, provision which is additional to or different from that ordinarily available — is made in a timely and effective way. We make sure that all staff are aware of each child’s needs, interventions and planned outcomes, and we regularly review progress through provision mapping, pupil-centred reviews and data tracking. To communicate this practice clearly: we ensure that all staff receive ongoing training and updates at staff meetings and INSET; governors are kept fully informed through the termly SEND report to the Governing Body and via the link governor for SEND; and parents are involved from the earliest stage through the publication of our SEND Information Report on the school website, face-to-face meetings, annual reviews (where applicable), and regular newsletters and website updates which outline how we support children with SEND and how parents can engage in that process.

The school will ensure that pupils, parents and carers have:

- Access to impartial information, advice and support throughout their time in the school to help them make informed decisions and choices about their future.
- Are effectively supported to understand their rights and decision-making processes and choices regarding their plans and support.
- An understanding of their individual plans, outcomes, provision and support and the reasons why some changes may not be possible

(Area SEND inspections: framework and handbook updated April 2024)

5.1 SENCO

At Capel-le-Ferne Primary our SENCO is Amy Mercer. Contact details 01303251353 or amy.mercer@capel-le-ferne.kent.sch.uk

They have six years’ experience in this role and have worked as a class teacher before this role.

They achieved the Award in Special Educational Needs Co-ordination in 2022.

The SENCO has an important role to play with the headteacher and governing body with regards to the strategic oversight and implementation of Capel-le-Ferne Primary School’s SEN policy and development.

They will:

- Oversee the day-to-day responsibility and implementation of the SEND policy.
- Ensure all statutory requirements are adhered to throughout the year

- Co-ordinate provision for children with SEN using the graduated approach – Assess, Plan, Do, Review to review and monitor provision for all pupils with SEN.
- Communicate and provide all staff with the key SEN and medical information, advice, guidance, and strategies to support pupils with SEN ensuring high quality provision across the school/academy.
- Collaborate with teachers, support staff, parents and carers regarding all aspects of their child(ren)'s provision including interventions and outcomes.
- Offer professional guidance to staff to secure high quality inclusive provision in the classroom and throughout the school day.
- Collaborate with curriculum leaders to remove barriers to learning.
- Develop and lead whole school continued professional development to ensure high quality provision for all pupils with SEN.
- Liaise with the relevant Designated Teacher where a looked after child or young person has SEN
- Liaise with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 regarding reasonable adjustments and access arrangements.
- Be the key point of contact for external agencies, especially the local authority and its support services
- Ensure the school keeps up-to-date records of all pupils with SEN.
- Ensure any pupils who has a part time timetable is agreed with parent/carers, is registered on the KELSI website and a clear re-integration strategy is planned in conjunction with the parent/carers and pupil.
- Hold status in order to have capacity and authority to make change.
- Ensure genuine coproduction and collaboration with the wider community.
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- To keep up to date with key national and local SEN development.
- Attend key meetings organised by the local authority such as The Countywide SENCO Forum to ensure they have up-to-date strategic and operational information.
- Is fully involved in all aspects of transition planning whether phased or in year regarding pupils with SEND, following expectations set out in the District Plans and Kent Transition Charter. Ensuring parents/carers are fully informed throughout the transition period.
- Work closely with other colleagues and SENCOs in their Community of Schools.

5.2 Headteacher

The headteacher will:

- Work closely with the SENCO and SEN link governor to determine the strategic development of the SEN policy and provision across the school.
- Work with the SENCO and governors to ensure the school adheres to all legislative and statutory guidance keeping up to date with all key national and local policies and expected SEN practice.
- Ensure the SENCO has sufficient time and resources to effectively carry out their role.
- Work closely with the SENCO to carry out their duties employing the Graduated Approach, using their 'best endeavours' and when required making reasonable adjustments to ensure the school/academy is providing high quality SEN provision.
- Have overall responsibility for the provision for pupils with SEN, their progress, and outcomes.
- Have the responsibility for monitoring the school's notional SEN budget and any additional funding allocated by the LA to support individual pupils or SEN provision for groups of pupils.

5.3 SEND Governor

Our Governing Body have a legal responsibility to pupils with SEN as defined in the Children and Families Act 2014 and SEND Code of Practice 2015.

The SEN governor will:

- Help to raise awareness of SEN issues at governing board meetings.
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing body following monitoring visits.
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school.

Maintained School

7.2.2 Children with special educational needs and disabilities (SEND)

Governing bodies have legal duties in relation to pupils with SEND that are set out in the [Children and Families Act 2014](#) and the [SEND code of practice](#).

Governing bodies should have an individual responsible for specific oversight of the school's arrangements for children with SEND.

The [SEND code of practice](#) assists the governing body and the link or lead governor in supporting and promoting discussions with regards to outcomes for learners with SEND.

DfE: Maintained schools guidance guide: updated 2 October 2024 [Maintained Schools Handbook](#)

The SEND Governor is responsible for the strategic oversight of the arrangements and provision for pupils with SEN.

The SEND Governor will:

- Carry out monitoring visits on behalf of the Governing Body to ensure high quality and effective provision is in place and in line with the SEND Code of Practice statutory and Local Authority guidance and expectations.
- Report to and raise awareness of SEN issues raised during monitoring visits and meetings at Governing Body meetings.
- Work closely with the SENCO and Headteacher to ensure the strategic review and development of the SEND Policy, SEN Information Report and provision in the school.

Our SEN Governor is Paul Owen

5.4 Teachers

All teachers are teachers of pupils with special educational needs. Our SENCO provide a vital strategic role and provides significant advice and support to teachers, but the responsibility for the learning and progress of all children lies with the teacher.

'High quality teaching, differentiated for individual pupils, is the starting point in responding to pupils who have or may have SEN. Additional intervention and SEN 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.'(DfE/DoH SEND Code of Practice 2015: 25)

Every teacher is responsible for:

- The progress and development of every pupil in their class
- Instilling high aspirations for every pupil.
- Delivering a broad balanced curriculum embedding high-quality inclusive teaching strategies and resources
- Working closely with teaching assistants or specialist staff to plan, monitor, track and assess the impact of support and interventions, and how they can be transitioned and embedded in the classroom.
- Working with the SENCO to review each pupil's progress and development, and decide on any changes to provision.
- Ensuring they follow this SEN policy.

At Capel-le-Ferne Primary School, the class teacher is responsible and accountable for the progress and development of all pupils in their class, including those with SEND. High-quality teaching is the first step in responding to the individual needs of each pupil.

We ensure that all pupils have access to a broad and balanced curriculum, adapted where necessary to support learning. There is no 'one size fits all' approach: adaptations are made on a case-by-case basis to ensure they are meaningful and effective. These adaptations are guided by the Kent Mainstream Core Standards and informed by assessments, observations, and consultation with pupils, parents, and relevant professionals.

Typical Adaptations for Pupils with SEND

Adaptations we may use to support pupils with SEND include, but are not limited to:

- **Adapting teaching approaches:** allowing longer processing times, pre-teaching key vocabulary, reading instructions aloud, breaking tasks into smaller steps;
- **Adjusting resources and staffing:** providing visual prompts, adapted worksheets, laptops, coloured overlays, visual timetables, or larger font;
- **Scaffolding lesson materials:** providing prompts, examples, or step-by-step guidance to support understanding and independence;
- **Targeted interventions:** delivering structured programmes such as *Daily Supported Reader*, *Destination Reader*, *Super Sonic Phonics*, *Speech and Language Link*, *Precision Teaching*, *Maths Plus 2*, *Fizzy*, *Clever Hands*, *Sensory Circuits*, *Sensory Breaks*, *Emotional Literacy*, *Emotional Regulation*, *Zones of Regulation*, *Anger Gremlin*, *Anxiety Gremlin*, *Colour Monster*, and other bespoke interventions as appropriate.

These interventions form part of the school's contribution to **Kent County Council's Local Offer** and are used alongside high-quality teaching to support pupils to achieve their full potential.

Monitoring and Evaluation

The effectiveness of teaching adaptations and support staff deployment is monitored by the **class teacher, SENCO, and leadership team** through:

- Termly pupil progress meetings and SEND clinics;
- Evaluation of intervention impact;
- Regular observations and feedback from staff;
- Reviewing outcomes on personalised plans and provision maps.

Through this structured approach, **Capel-le-Ferne Primary School ensures that all pupils with SEND receive personalised, meaningful support** while maintaining access to the full curriculum alongside their peers. Further details of our SEND provision can be found in our **SEND Information Report (Section 8)**.

Expectations of Teaching Assistants and Support Staff

Teaching assistants (TAs), play a crucial role in supporting pupils with SEND both **in lessons and throughout the school day**. Their responsibilities include:

- Supporting the teacher in delivering planned adaptations and interventions;
- Working with individuals or small groups to reinforce learning, as guided by the class teacher and SENCO;
- Providing targeted support to help pupils develop independence and self-regulation skills;
- Monitoring pupil responses and progress, feeding back to the teacher and SENCO to inform future planning;
- Supporting pupils during non-classroom activities, including playtimes, lunch, transitions, and extra-curricular activities, to ensure access and inclusion;
- Using specialist strategies and resources recommended by external professionals or outlined in personalised plans.

5.5 Parents and carers

Parents and carers should inform the school/academy if they have any concerns about their child's progress socially, physically, emotionally, or academically or if there are any changes to provision that have been advised by key external professionals working with their child following an appointment.

Parents/ carers are actively involved in all aspects of the decision-making process through meetings or agreed forms of communication and are afforded every opportunity to contribute discussions regarding their child's SEN provision.

- Invited to termly meetings to review the provision that is in place for their child
- Asked to provide information about the impact of SEN support outside school and any changes in the pupil's needs
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil
- Given an annual report on the pupil's progress, alongside provision plans in Terms 2, 4 and 6
- The school will take into account the views of the parent or carer in any decisions made about the pupil

5.6 The pupil

Seeking the voice of the pupil is an important aspect of ensuring the SEN provision is highly effective for every pupil with SEN. Pupils are given every opportunity to express their view and provide information to support review meetings as part of our Graduated Approach in year meetings and for pupils with an EHCP the statutory Annual Review. However, the voice of the pupil can be sought at any time throughout the school year.

Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support.

This might involve the pupil:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending review meetings
- Giving feedback on the effectiveness of interventions
- The pupil's views will be taken into account in making decisions that affect them, whenever possible.

6. SEN Information Report

Our SEN policy works in conjunction with our SEN Information report [Capel-le-Ferne Primary - SEND](#) which sets out how this policy is implemented in the school.

The SEN Information Report is updated annually or if necessary, when changes to the information may be required during the academic year.

7. Admissions and Accessibility

Capel-le-Ferne Primary is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions and admissions processes.

Capel-le-Ferne Primary School follows the local authority scheme for admission to our primary school. More information can be found in our Admissions section on our website or SEND Information Report and our accessibility plan and policy [Capel-le-Ferne Primary - SEND](#)

8. Our school/academy approach to SEN provision

Our Approach

At Capel le Ferne Primary School, we embed the principles of the Graduated Approach as outlined in the SEND Code of Practice: 0-25 years and use the Mainstream Core Standards as our baseline expectation for all pupils.

- **High-Quality First Teaching (Universal):** All teachers plan inclusive lessons which recognise that pupils have different starting points and learning styles. Differentiation is built in as standard practice to ensure that the majority of pupils can access the curriculum and make good progress.
- **Targeted Support (Early Intervention):** If monitoring – through assessments, class tracking and teacher observations – indicates a pupil is making slower progress than peers or entering a wider gap in attainment, we respond quickly with additional support. This might include small-group interventions, scaffolded tasks, nurture or focus groups, or specific literacy/numeracy booster work.
- **SEN Support (Additional and Different Provision):** When it becomes clear that the support required is *additional to and different from* what is ordinarily provided (in line with the Code of Practice) we place the pupil on the school's SEN support register. The SENCo co-ordinates the development of a personalised provision plan with the class teacher, pupil and parent/carer, setting clear outcomes and reviewing progress regularly.

- **Review & Specialist Interventions:** If progress remains limited despite consistent support, we bring in specialist assessments and external agencies (for example speech and language, educational psychology, occupational therapy) in partnership with parents/carers. The provision plan is refined accordingly and the cycle of Assess → Plan → Do → Review is repeated more frequently.

Embedding the Mainstream Core Standards

We use the Mainstream Core Standards to ensure that our classroom practice and interventions meet the needs of all pupils, including those with SEND. This means that:

- All staff are familiar with the standards and know what “quality first teaching” looks like.
- Class teachers remain responsible for the progress of every pupil, including those with identified SEND.
- Our monitoring, tracking and intervention processes reference the Standards’ “Accessible Teaching and Learning” expectations (for example: scaffolding, using alternative presentation/recording methods, promoting independence).
- We work continuously to ensure that pupils with SEND have access to the full curriculum and can participate in all aspects of school life, with any necessary adaptations.

Early Identification Protocol

The following outlines our process for early identification of needs:

1. **Monitoring & Screening:** At each assessment point (termly or half-termly as appropriate) class teachers review progress of all pupils against age-expected outcomes and pupil-specific targets. They also observe behaviour, engagement, attendance and any broader emerging needs.
2. **Concerns Raised:** If a teacher, parent/carer or pupil raises a concern (about learning, communication, social/emotional, behaviour, physical or sensory need) then the class teacher meets with the SENCo to discuss and gather additional evidence (e.g., past progress, work samples, observations, attendance records, behaviour logs).
3. **Initial Interventions:** The teacher – often with support from the SENCo – initiates a short-term targeted intervention (for example 6–12 weeks) using differentiated tasks or small-group work, with a clear start, review and outcome. Parents/carers are informed and involved at this stage.
4. **Formal Assessment & Provision Plan:** If the pupil continues to make less than expected progress (or the gap is widening) despite quality targeted support, the SENCo arranges deeper diagnostic assessment (school-based or via external agencies). A personalised provision plan is written (in consultation with pupil, parent/carer and teacher) and reviewed termly (or more often if required).
5. **SEN Support Entry:** The pupil may be placed on the SEN register if it is decided that they have SEND and require provision that is additional and different. The cycle of Assess → Plan → Do → Review continues, and if necessary, the SENCo initiates referrals for statutory assessment (such as for an EHCP).

6. **Ongoing Review & Reporting:** Progress towards outcomes is monitored regularly, and results are shared with parents/carers, class teacher, SENCo and governors. Adjustments are made if outcomes are not being met. Transition planning supports movement between year groups and key stages.

The school will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Teachers will make regular assessments of progress for all pupils and identify those whose progress:

- 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 the child and their peers.
- Widens the attainment gap.

DfE/DOH SEND Code of Practice: 2015, 6.17

This may include progress in areas other than attainment, for example, social, emotional and mental health needs.

When deciding whether special educational provision is required, the school will start with the desired outcomes, including the expected progress and attainment using the school's graduated approach, and the views and the wishes of the pupil and their parents. The school will use this to determine the support that is needed and whether the school can provide it by adapting the universal offer, or whether something different or additional is needed.

8.1 The kinds of special educational need for which provision is made

At Capel-le-Ferne, provision is made to support pupils with additional needs, whether or not they have an Education, Health and Care Plan (EHCP). This is done in conjunction with the Continuum of Provision and Need and through the Graduated Approach.

We will make our 'best endeavours' to meet the needs of pupils with an EHCP who have the following types of special educational need: Cognition and Learning Difficulties, Communication and Interaction needs, Sensory and/or Physical Needs, and Social, Emotional, and Mental Health (SEMH) needs.

Decisions regarding the admission of pupils with an EHCP are made by the Local Authority.

8.2 The identification and assessment of pupils with special educational needs

In line with this SEND Code of Practice (DfE/DoH 2015) pupils at Capel-le-Ferne Primary are identified as either having no SEN, having SEN with support, or having a SEN with an Educational Health and Care Plan.

At Capel-le-Ferne Primary School, pupils' progress is closely monitored throughout the year as part of our assessment and reporting cycle. We assess all children three times per year, approximately every 12 weeks, and review progress at interim meetings every six weeks. However, pupils with SEND may be assessed more frequently, particularly at the beginning

and end of specific interventions, where this is appropriate to measure impact and inform next steps.

Teachers carry out regular assessments to track progress and identify pupils who despite using high quality inclusive teaching strategies are:

- Working significantly slower than their peers who have the same starting point.
- Are unable to maintain or improve their progress rate
- Are unable to close the attainment gap in line with their peers or the gap is widening.

This may also include progress and development in areas other than academic attainment such as social, emotional, and physical.

To support pupils, the school use a range of assessments to review and monitor the broader developmental needs and progress of all pupils such as reading assessments [benchmarking, STAR assessments, Phonics screening, further school specific assessment tools]. These tests will enable the early identification of difficulties that a pupil may present. Information collected from the testing will inform the appropriate intervention and provision to support progress and outcomes.

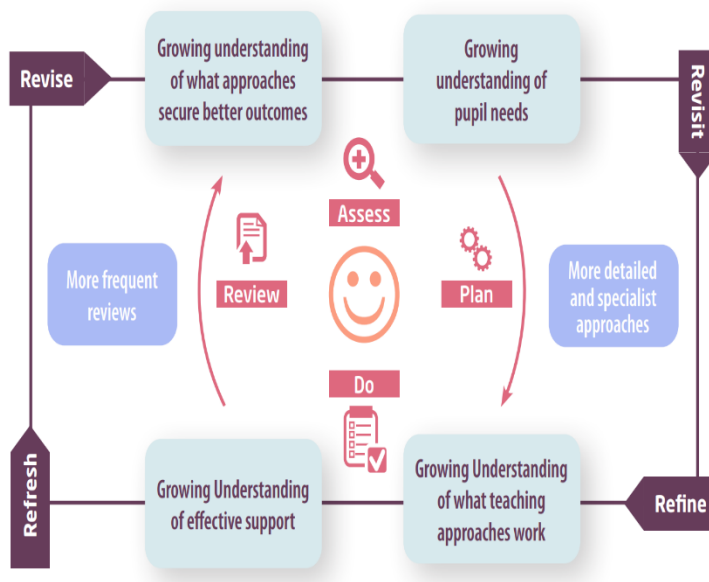
Our school will use appropriate screening and assessment tools, and ascertain pupil progress through:

- Evidence obtained by teacher observation/ assessment
- Performance judged against age expected National Curriculum objectives, Accelerated Reader Star Reading Tests and within KS2 NFER standardised assessments
- Universal assessments such as Year One phonics screening, Key Stage 1 / Key Stage 2 SATs/ EYFS baseline • Standardised screening diagnostic tests and/or assessment tools such as Reading tests and Verbal/Non-verbal assessments, Speech and Language link assessments and Dyslexia screening.
- Progress against small step targets set on personalised plans.
- Reports or observations from other members of staff or external professionals.
- Records from previous schools or preschool settings.
- Information from parents.

Pupil progress and attainment is discussed in pupil progress meetings and SEND clinics, 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. We will follow the ‘graduated approach’ to meeting your child’s SEND needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



Assess	If your child is not making the expected level of progress, we will make an assessment to find out what strengths and difficulties your child has. We will ask for you and your child’s input, as well as getting help from external professionals where necessary.
Plan	In discussion with you and your child, we will decide what outcomes we are hoping to achieve. We will make a plan of the support we will offer your child to help them meet those outcomes. We will make a record of this and share it with you and all relevant school staff.
Do	We will put our plan into practice. The class teacher, with the support of the SENCO, will be responsible for working with your child daily, and making sure the support we put in place is having the impact we intended.
Review	We will assess how well the support we put in place helped the pupil to meet the outcomes we set. We will use our improved understanding of your child’s needs to improve the support we offer; this may mean the Plan, Assess, Do, Review cycle continues.

Teachers at Capel-le-Ferne are responsible for classroom provision delivering a well sequenced and resourced curriculum and use high quality inclusive teaching strategies which are scaffolded, with adaptations made to meet a pupil’s needs.

When teachers identify an area where a pupil is making slow progress or where they have concerns, they will follow the school's early identification of need's protocols as set out in section 7. Teachers will inform parents/carers at an early stage to make them aware and discuss the further supporting strategies that the teacher will use to help the pupil.

However, if progress does not improve the teacher will inform the SENCO to have an initial discussion about whether this lack of progress may be due to a special educational need. In this instance, the SENCO will, in consultation with the pupil's parents/carers, discuss further support.

As a school, we are able to access a range of external support services to meet the needs of our pupils. This includes Speech and Language Therapy (SALT) through The Balanced System, specialist teaching support through local community groups, and input from the Educational Psychology Service. We are also able to refer to external agencies for further assessments, including referrals for Autism Spectrum Condition (ASC) and Attention Deficit Hyperactivity Disorder (ADHD), as well as Occupational Therapy (OT) and Early Help services to provide additional family and pastoral support.

The purpose of a more detailed assessment will identify what additional resources and/or different approach is required to enable the pupil to make better progress. These will be shared with parents/carers, written into SEN provision plans, which are regularly reviewed, refined, and revised. At this point the SENCO will have identified that the pupil has an additional need because the school is making provision for the pupil which is additional and different to what is normally available. Teachers will be informed throughout the process and training will be delivered to ensure the provision is of a high quality.

It is important to note as stated in the SEND Code of Practice (DfE/DoH,2015 6.23) that slower than expected progress and lower attainment does not automatically mean a pupil would be recorded as having SEN.

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, the school will continue to identify the pupils having special educational need. If the pupil is able to make good progress without the additional or different resources, they will not be identified as having special educational needs. When any change of identification of SEN is amended, parents/carers will be notified.

The school will ensure that all teachers and support staff working with pupils who have special educational needs or additional needs are fully aware of the provision required for each individual pupil. This is achieved through class profiles, weekly bulletins, transition conversations, the sharing of SEND information, monitoring and medical registers, as well as pupil progress and SEND meetings.

8.3 Consulting with Parents

In line with the SEND Code of Practice (2015), we are committed to working in close partnership with parents and carers to ensure that their views, knowledge, and insights are central to the support we provide for their child.

We will provide reports three times a year on each child's progress. A member of staff who knows the child well will offer parents and carers the opportunity to meet three times a year to:

- Set clear outcomes for the child's progress.
- Review progress towards those outcomes.
- Discuss the support in place to help the child make progress.
- Identify the responsibilities of the school, the family, and the child in achieving these outcomes.

The SENCO may also attend these meetings to provide additional support and ensure that appropriate provision is maintained.

We recognise that parents and carers are the experts in understanding their child's needs and aspirations. Therefore, we aim to ensure that they have a full understanding of how we are meeting their child's needs and to provide opportunities for them to share their insights on what works best for their child.

We actively encourage regular communication between school and home, so that we can build a holistic picture of how the SEND support provided is impacting the child both in and out of school. If a child's needs or aspirations change, parents are encouraged to inform the school immediately so that support can be reviewed and adapted accordingly.

If concerns arise between review meetings, parents and carers should contact the class teacher, who is available at the end of each school day, or arrange an appointment via the school office on **01303 251353** or **office@capel-le-ferne.kent.sch.uk**.

Notes from review meetings will be added to the pupil's school records, and parents will be provided with a copy for their own reference.

9. Assessing, Monitoring, Reviewing and Evaluating Progress towards Outcomes

At Capel-le-Ferne, we use a structured and collaborative approach to assess, monitor, review, and evaluate pupils' progress towards their outcomes, following the graduated approach. Our aim is to ensure all pupils, including those with SEND, make progress socially, emotionally, and academically.

Teachers and support staff use their professional experience and knowledge of each pupil to make informed decisions about progress, provision, and next steps. This includes consideration of:

- The teacher's assessment and experience of the pupil;
- The pupil's previous progress, attainment, and behaviour;
- Assessments from other teachers, where relevant;
- The pupil's development compared to their peers and national data;
- Collaboration with parents/carers to seek their views and experiences, and to agree next steps;
- The pupil's own views and aspirations;

- Advice from external support services, where appropriate;
- Ensuring pupils are prepared for their next steps and onward pathways.

All staff who work closely with a pupil are fully informed of their needs, provision plan outcomes, key strategies, and approaches to support them throughout the school day. Any changes to provision are communicated promptly through Capel-le-Ferne's SEN protocols, as detailed in the SEN Information Report.

This policy and the SEN Information Report are reviewed annually by Amy Mercer and updated to reflect any changes to information or statutory guidance. Both documents are approved by the governing body/trustees and are available on the school's website for reference.

10. Complaints about SEND Provision

If you have a complaint about the provision made for your child, we encourage parents to discuss their concerns with the SENCO or Headteacher in the first instance. They will then be referred to the school's complaints policy: [Capel-le-Ferne Primary - Policies](#)

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupils themselves.

There are some circumstances, usually for children who have an EHC 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.

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupils themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEND Code of Practice](#).

If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

[Mediation support and appeals - Kent County Council](#)

[SEND Code of Practice](#)

Complaints Policy: [Capel-le-Ferne Primary - Policies](#)

10. Glossary and SEND Acronyms

- **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.
- **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND
- **Graduated approach** – an approach to providing SEND support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEND in the local area
- **Outcome** – target for improvement for pupils with SEND. These targets do not necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SENCO** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support pupils with SEND
- **SEND information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEND
- **SEND support** – special educational provision which meets the needs of pupils with SEND
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages