

Cape Primary School

SEND Policy



Approved by: Full Governors **Date:** July 2026

Last reviewed on: July 2025

Next review due by: July 2027

Change Log:

Date	By Who	Comment
July 2026	W. Richmond	Updated the policy
July 2026	S. Baker	Moved onto new format

The child is at the centre...

'Children have a right to receive and impart information, to express an opinion and to have that opinion taken into account in any matters affecting them from early years... Their views should be given due weight according to their age, maturity and capability.'

United Nations Convention on the Rights of the Child (articles 12 and 13)

David Bantram OBE (2010) ... "SEND provision is most effective when schools keep their approach simple and concentrate on doing a few things well."

What are special educational needs?

Dr Adam Boddison, CEO Nasen(2016)

"...the most effective way to develop leadership, knowledge and provision of SEND, it should be recognised that this is a shared responsibility ...like safeguarding, there may be professionals leading on SEND, but it is everybody's responsibility."

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

Legislation

A adverse effect on his or her ability to carry out normal day-to-day activities.

- White Paper: published on 23 February 2026, outlines the government's ambition to ensure every child achieves and thrives.
- Green Paper 29/03/2022: a system where every child and young person can access the right support in the right place at the right time.
- Children and Families Bill (2013) - Royal Assent 13/03/13 •Children and Families Act (2014)
<http://www.legislation.gov.uk/ukpga/2014/6/contents/enacted>
- New Code of Practice (2014)
<https://www.gov.uk/government/publications/send-code-ofpractice-0-to-25>
- SEND regulations September 2014 (Clause 65) 65)

Regulations:

Illustrative Regulations for Committee Special Educational Needs (Information) Regulations - Clause 65
Citation and commencement

1. These Regulations may be cited as the Special Educational Needs (Information) Regulations and came into force on [1st September 2014].

Interpretation

2. In these Regulations—

"the Act" means the Children and Families Act 2014;

"transferring between phases of education" means transferring from— • •(i) relevant early years education to school;

(ii) infant school to junior school;

(iii) primary school to middle school;

(iv) primary school to secondary school;

(v) middle school to secondary school;

(vi) secondary school to a post-16 institution; or

(vii) one post-16 institution to another post-16 institution;

"preparing for adulthood and independent living" includes—

- (i) finding employment;
- (ii) finding accommodation and
- (iii) participation in society.

Prescribed information that must be included in SEN information report

3. For the purpose of section 65(3)(a) of the Act the SEN information which the governing body or proprietor of every school (other than a special school that is established in a hospital) must include in a report containing SEN information is set out in the Schedule.

Manner of publication of report

4. A school must publish its report containing SEN information available on its website.

Changes from Sept. 2014

Local authority and schools must publish their 'Local Offer.'

- The EHCP covers 0-25 age range while a child or young person is in Education or training
- Code of Practice is more explicit in focus on child or young person and parents having a role in decision making
- Increased focus on co-operation between Education, Health and Social Care
- The time scale for an EHC plan assessment is 20 weeks
- Focus on Outcomes
- Use of a graduated approach
- SEN Support is used before implementing an EHCP
- Categories are : Communication and Interaction (CI); Cognition and Learning (C&L); Social, Emotional and Mental Health (SEMH); and Sensory and/or Physical Needs (S/P).

Complaints

If you have any worries /concerns or a complaint, in the first instance, please speak to the Class Teacher and/or the SENCo. If you still feel the issue is unresolved, then please speak to a member of the Senior Leadership Team (SLT). If after speaking to the Class Teacher, SENCo and SLT parents still feel concerns have not been addressed then please follow the school complaints procedure by putting the concern in writing to the Chair of Governors.

School Provision

The aims of this policy are to create an environment that meets the special educational needs of each child in order that they can achieve their learning potential and engage in activities alongside pupils who do not have SEND;

- to request, monitor and respond to parents/carers and pupils views in order to evidence high levels of confidence and partnership to make clear the expectations of all partners in the process;
- to ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development;
- to ensure support for pupils with medical conditions, full inclusion in all school activities, by ensuring consultation with health and social care professionals;
- to identify the roles and responsibilities of all staff in providing for children's special educational needs;
- through reasonable adjustments to enable all children to have full access to all elements of the school curriculum;
- to work in cooperation and productive partnerships with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

Schools have funding from the Department for Education to help them to put in programmes and support for children with special educational needs and/or disability.

Local Offer

If your child has a special need or disability we will:

- Talk to you about your child's difficulties in learning or disability so we can understand their needs.
- Make an assessment of your child's learning so we know which skills they need to learn next.
- Ask the Special Educational Needs Coordinator (SENCo/Assistant SENCo) to support and advise teachers so that your child can learn in the best way for him/her.

- Have a range of programmes to help children who need extra support to read, write, learn maths or manage their behaviour/emotional needs.
- Check on progress at least once a term and invite you to a meeting to discuss that progress, as appropriate.
- Ask for advice from an educational psychologist, advisory teacher, speech and language therapist or health colleague if we are unsure how to help your child make progress.
- Tell you how to get in touch with SENDIASS Sandwell who can offer advice and support
- Inform you about how to make a complaint if you are not happy with what we are doing to support your child. Talk to you if we think we need to consider asking the local authority to make a Statutory Assessment of your child's needs because more advice/resources are needed to help your child to make progress.

Below is the web link to Sandwell SEN Department's 'Local Offer', which demonstrates the type of support parents can expect from maintained Sandwell schools.

<http://www.sandwell.gov.uk/send>

If you wish to discuss your child's needs or the Local Offer, please book an appointment to see the SENCo.

School Provision & Support:

Most pupils will have their needs met through quality first teaching and adaptive practices. Pupil's progress and achievements will be monitored by the Class Teacher and any pupil not making adequate progress will be given further targeted support as part of adaptive teaching. The effectiveness of this will be robustly monitored and reviewed as part of the schools SEND ongoing cycle of assessment for learning, alongside the half termly planning reviews.

If a pupil still needs further support to catch up then additional support to close the gap can then be offered through a WAVE 2 or 3 intervention. After following interventions to address concerns raised, and a pupil has been identified as requiring provision that is additional to, or different from, that made generally for others of the same age, or is showing a significantly greater difficulty in learning than the majority of others of the same age, then the pupil will be referred to the SENCo for an assessment of concerns raised. If it is identified that the pupil requires specialist support, then a referral to an outside agency will be sought. Once the agency have agreed that the child needs their specialist input, then the pupil will be placed on the SEN register under one of the four SEN categories. Other additional agencies may become involved in supporting the child.

From the point of referral to the SENCo, parents or carers will be informed and will be invited into school by the Class Teacher to discuss the additional support required and how best they can assist their child with their home-school learning.

The school is committed to early identification of special educational needs and disabilities and adopts a graduated response to meeting those needs in line with the Code of Practice.

Training

It is the responsibility of the Head teacher and the SENCO to ensure that staff have up-to-date training in specialist areas of need as necessary. This may be in the form of in-house training, for example by the SENCO, training run by local authority e.g. Inclusion Support, or may be through an independent provider. Currently we have staff in school who are trained in the following areas:

- Speech and Language Therapy programmes
- Physiotherapy and Occupational therapy programmes
- Behaviour, Social and Emotional difficulties
- Complex communication needs
- Autistic Spectrum Disorder
- Moderate learning difficulties
- Safety Intervention (CPI)
- A range of Wave 2 and 3 interventions
- First Aid
- EYFS language programmes

We also buy in specialist support from an Enhanced Speech and Language Therapist, and a Creative Therapist, once a week.

Categories of need:

1. Communication and Interaction - Specific learning difficulties such as dyslexia or a physical or sensory impairment such as hearing loss may also lead to communication difficulties. Speech, Language and Communication Needs (SLCN); Autism Spectrum Disorder (ASD); Asperger's Syndrome and Autism.
2. Cognition and Learning - Severe Learning Difficulties (SLD) Profound and Multiple Learning Difficulties (PMLD); Specific Learning Difficulty (SpLD). This includes a range of conditions such as dyslexia (difficulties with reading and spelling); dyscalculia(maths); dyspraxia (coordination) and dysgraphia (writing). A discrepancy between achievement and general intellectual ability may indicate that a child or young person has a SpLD.
3. Social, mental emotional health - A wide range and degree of mental health problems might require special provision to be made. These could manifest as difficulties such as: problems of mood (anxiety or depression), problems of conduct (oppositional problems and more severe conduct problems including aggression), self-harming, substance abuse, eating disorders or physical symptoms that are medically unexplained. Attention deficit disorder (ADD), Attention deficit hyperactive disorder (ADHD), Attachment disorder, Autism or pervasive developmental disorder. An anxiety disorder, a disruptive disorder or, rarely, schizophrenia or bipolar disorder.
4. Sensory and/or physical disability -Visual Impairment (VI), Hearing Impairment (HI), Multi-Sensory Impairment (MSI), Physical Disability.

Wave 2 and 3 interventions are delivered to those children that require them. Within this process, advice and support from outside agencies is also obtained, as appropriate to the need.

Other Agencies:

Cape Primary School works with other outside agencies such as:

Inclusion Support; Sandwell SEN; Birmingham SENAR; Speech/Physio/Occupational Therapists; Creative Therapy; CAMHs; Murray Hall; Reflexions; KRUNCH; Paediatricians; SENDIASS; School Nurses; Health Visitors; Diabetes nurses; Barnardos; Strengthening Families/TAF teams; CIC/LACE; Social Care SCT and Sandwell Family Hubs/Community Navigators.

If your child requires support from an outside agency you will be consulted beforehand.

Some of these agencies require parents to refer. If we feel this may be necessary we will ask you to contact the agency, but can support you in doing so; our Family Support Workers can help parents to do this.

In addition to the support provided in school, parents and carers can access information from the following organisations:

Telephone: 0121 569 8240/0121 569 2777

Email: sen_team@sandwell.gov.uk

Address:

Sandwell Metropolitan Borough Council

Inclusive Learning Services

Freeth Street

West Midlands

B69 3DE

Open 9:00am - 5:00pm Monday to Friday

Sandwell SEND Information and Advice Support Service (SENDIASS)

Wednesbury Family Hub

Dorset Road

Wednesbury

Telephone - 0121 289 2566

<https://www.sandwellsendiass.co.uk/>

sandwellsendiass@barnardos.org.uk

Sandwell Asian Family Support Service (SAFSS), Windmill Community Centre, Messenger Road, Smethwick B66 3DX Telephone: 0121 558 2198 website: <https://www.safscare.org>

Contact A family

Offer relevant, up-to-date and validated information on hundreds of medical conditions.

<http://www.cafamily.org.uk/medical-information/>

Admissions policy for children with SEND:

The Cape Primary School adheres to the Local Authority's policy for admissions.

How does the school support transition?

Transition from school to another Primary setting

Where possible the school will hold a transition meeting, where information about the child is exchanged

Involvement of Inclusion Support during the transition (where necessary)

In class observation/meeting with the child (where appropriate)

Keep Sandwell LA informed as to any movement of children with SEND into or out of the school

Out of borough transitions for Sandwell children will go through Sandwell SEN. Children who live out of borough will follow their LA's Transition Policy.

Transition from school to Secondary Settings:

School will liaise with secondary school SEND Leaders and Mentors through meetings to discuss provision required, transference of all SEND records promptly

Follow carefully designed transition programme (with input from Inclusion Support team) for specific pupils

Organise additional visits for the child to the new setting to ensure a smooth transition (if needed)

Transition to new classes:

Every child will have a visits to their new class teacher in their new classroom at the end of every academic year to enable children to become familiar with their new teacher, LSP and physical environment.

Some children will require more planning time to ensure transition is smooth. The SENCO will hold further meeting with the Class Teacher and parents before the new academic year.

Transition from EYFS to KS1 and KS2:

Children who require additional transition when entering various phases throughout the school may be offered additional activities, which will support them in their transition. They may also have additional visits to the new environment, new class and additional access to the Class Teacher.

EHC Plans

SIMPLIFIED EHC PROCESS FLOW CHART

Please note Sandwell LA are not currently adhering to legal time frames. EHCP plans are being issued after 20 weeks.

1 WEEK

Request for Assessment (schools)

Evidence to ensure that co-ordinated assessment criteria are met to include: evidence of EP involvement and implementation of recommendations, one-page-profile, last provision plans (Passports, provision map etc) and parental agreement of request

Decision to Assess

Referral checked against criteria.
If met, Caseworker allocated & the request documentation, provision plans and one-page-profile forwarded to appropriate professionals.

If not met,
Signpost to Local Offer with support.

6 WEEKS

Education, Health & Care Assessment

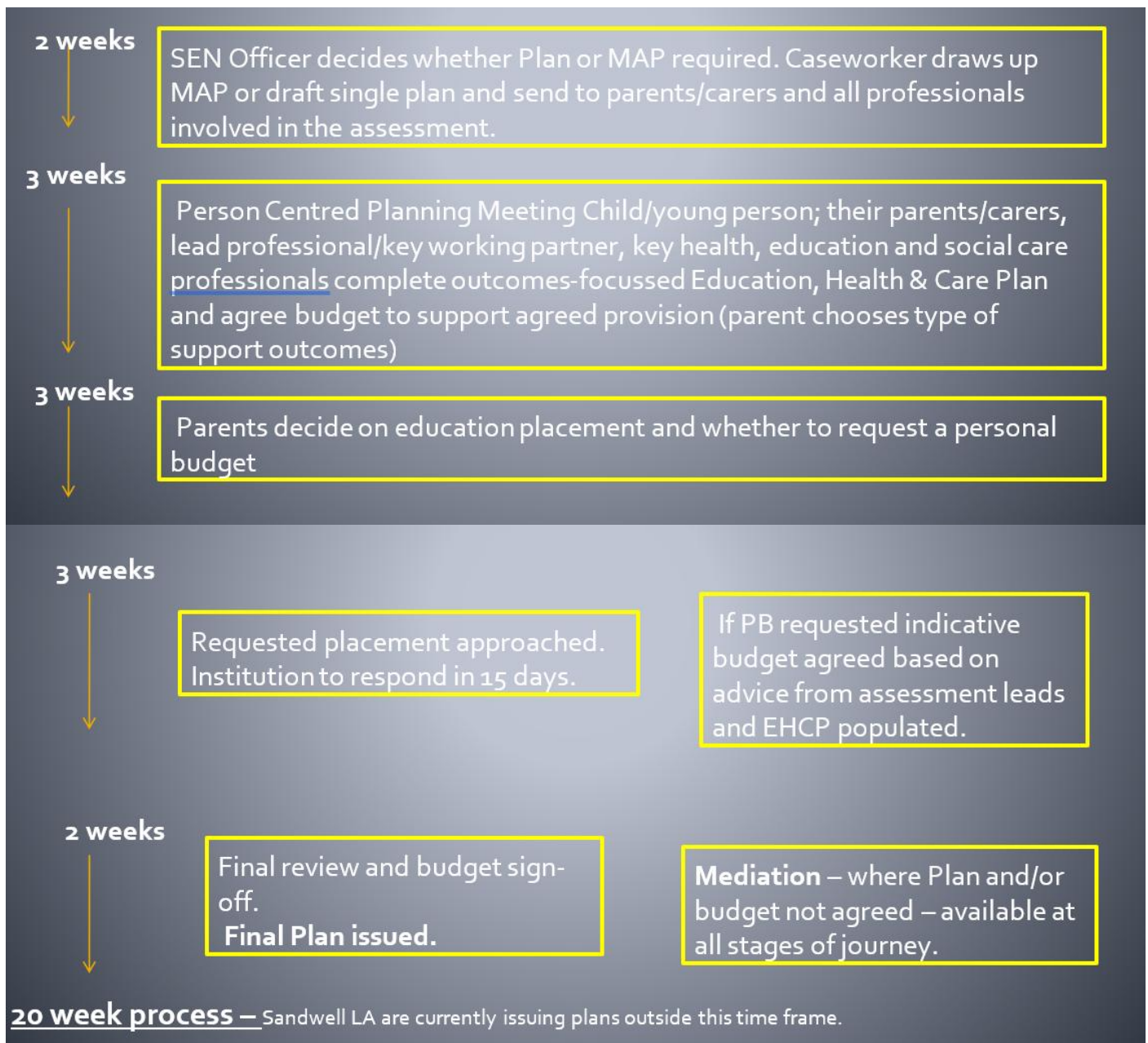
Assessment Process: On receipt of an online referral - Professionals check whether existing reports are sufficient for assessment process. If NO a formal assessment to be carried out including co-ordinated assessment discussion with parents; if YES go to co-ordinated assessment discussion.

NB: Co-ordinated assessment discussion is NOT necessarily a separate meeting but could be the end of the formal assessment.

Co-ordinated assessment discussion (can be single or multi agency):

Lead professional in each agency co-ordinate agency assessment and advice and meet with parents/carers/young person to agree outcomes. **Advice to include: clear description of need/diagnosis; impact of need on the individuals ability to access education; SMART Outcomes long (school phase), medium (key stage), short (year).**

Advice sent to Caseworker to inform production of Education, Health & Care Plan or MAP of support.



Annual Review:

An annual review is a statutory requirement for all pupils with a Statement of Educational Needs or Education and Health Care Plan (EHCP)

Pupils with an EHCP have progress and support reviewed annually. The review will involve and include parents, carers, the child and all other professionals who have worked with the child. All persons involved in supporting the child will be invited to submit a written report available for discussion at the annual review, thus enabling future needs and support to be evaluated. The child's voice will also be represented at the Annual Review.

A report, detailing all information, will then be written by the SENCo and sent through electronic gateway to the Local Authority SEN Department.