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Special Educational Needs and Disabilities Information Report

October 2019

Outline

The Special Educational Needs (Information) Regulations which came into force on 1st September 2014 set out the requirement for governing bodies to publish a Special Educational Needs 'Information Report' containing a range of information regarding SEND provision. The content of this report is described specifically and therefore the wording of the regulations is used as headings for each section to ensure compliance.

The SEND information report must be published on the school's website, and must include:

- The school's SEN policy and details of how it is implemented
- The kinds of SEN that are provided for
- Policies for identifying pupils with SEN and assessing their needs, including the name and contact details of the SENCO
- Arrangements for consulting parents of children with SEN and involving them in their children's education
- Arrangements for consulting young people with SEN and involving them in their education
- Arrangements for assessing and reviewing pupils' progress towards outcomes, including the opportunities available to work with parents and young people as part of this assessment and review
- Arrangements for supporting pupils moving between phases of education and preparing for adulthood
- The approach to teaching pupils with SEN
- How adaptations are made to the curriculum and the learning environment of pupils with SEN
- Additional support for learning that is available for pupils with SEN
- The expertise and training of staff to support pupils with SEN, including how specialist expertise will be secured
- How the effectiveness of the provision made for pupils with SEN is evaluated
- How pupils with SEN are enabled to engage in activities available with those in the school who do not have SEN
- Support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying
- How the school involves other bodies, including health and social care bodies, local authority (LA) support services and voluntary sector organisations
- Arrangements for handling complaints from parents of children with SEN about the provision made at the school
- How equipment and facilities to support children and young people with SEN will be secured
- Contact details of support services for parents of pupils with SEN
- Named contacts within the school for when young people or parents have concerns
- The school's contribution to the local offer and where the LA's local offer is published

It must also set out:

- The arrangements for the admission of pupils with disabilities
- The steps you have taken to prevent pupils with disabilities from being treated less favourably than other pupils
- The facilities you provide to help pupils with disabilities to access the school

The SEN information report should include information on how to find the school's accessibility plan.



Introduction - What is 'Special Educational Needs?' – The School's Policy

A child is said to have a special educational need (SEN) if they have a significantly greater difficulty in learning than the majority of children of the same age or a disability which hinders them from making use of educational facilities which calls for "special educational provision to be made for them which is additional to and different from the educational provision made generally for children of their age". School implements an SEND Policy which outlines practical routines and procedures used in school and is reviewed annually.

1. The kinds of special educational needs for which provision is made at the school.

Kilham CE Primary School is a mainstream school and we strive to provide the best learning opportunities for all children. Our core values promote an inclusive school community. We recognise that all children are individuals who have different learning needs and we work hard to ensure all children are given the right balance of support and challenge. As a mainstream, non-specialist school we do not have provision for any specific area of SEN.

2. Information, in relation to mainstream schools and maintained nursery schools, about the school's policies for the identification and assessment of pupils with special educational needs.

All teachers are responsible for identifying pupils with SEND and, in collaboration with the SENCO, will ensure that those pupils requiring different or additional support are identified at an early stage. **Assessment** is the process by which pupils with SEND can be identified. A significant factor in considering the need for SEND provision is whether or not a pupil is making **progress**. Early identification of pupils with SEN is a priority. Parents are informed at the earliest opportunity in order to convey any concerns and enlist their active help and participation. Our school uses appropriate screening and assessment tools to ascertain pupil progress. These concerns and assessments are passed onto the SENCO and Headteacher through regular staff meetings and the daily conversations that take place amongst staff in our small school. Evidence of progress can be obtained by teacher observation/assessment in a variety of ways.

Contact details of the school's SENCO (named contact): Our Special Educational Needs Coordinator (SENCO) is Elaine Atkinson, TEL: 01262 420214, email: Kilham.primary@eastriding.gov.uk. Address: Kilham CE Primary School, Millside, Kilham, Driffield, East Riding of Yorkshire, YO25 4SR.

3. The arrangements for consulting parents of children with special educational needs about, and involving such parents in, the education of their child.

Our current systems for communicating with parents include parent's evenings twice a year and an annual written report. Our school circumstances allow us to have daily conversations with most parents if necessary, when any concerns can be shared. Ongoing monitoring of a child's progress, for example through a home-school reading record, may also be used as a line of communication. It is our intention that our relationships with parents and carers are open, honest and transparent – any issues will be communicated to parents and carers as soon as we are aware of them. In the same spirit of open communication, parents of children with special educational needs will be consulted in an ongoing manner. More formal consultation will take place as part of any SEN pupil review meetings.

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

Children's views are taken into consideration in both an ongoing manner as well as part of a termly review are added to the child's 'Pupil Passport'. Pupils also complete an annual report form to summarise their year in school and to set themselves goals and targets for the forthcoming year.

5. Arrangements for assessing and reviewing pupils' progress towards outcomes, including the opportunities available to work with parents and young people as part of this assessment and review

Assessment:

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Review:

Reviews of a child's progress will be made regularly. The review process will evaluate the impact and quality of any support and interventions. It will also take account of the views of the pupil and where necessary their parents. The class teacher, in conjunction with the SENCO will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil.

6. The school's arrangements for supporting pupils with special educational needs in a transfer between phases of education or in preparation for adulthood and independent living.

Communication through the regular forum of Driffield Headteachers leads the transition of Pupils with SEND within the cluster from one school to another. Communication with any other setting regarding the transition of pupils would obviously be a priority if such a transition was to occur. Extra transition visits are arranged to Driffield School on transfer from Key Stage 2, and to other schools as necessary, in addition to the usual transition activities. These are often accompanied by Teaching Assistants.

7. The School's Approach to teaching pupils with SEN – Range of Provision

The Range of Provision

The main methods of provision made by the school are:

- Full-time education in classes , with additional help and support by the class teacher through a differentiated curriculum
- Periods of withdrawal to work with a Teaching Assistant
- In-class support with Teaching Assistant/adult assistance

8. How adaptations are made to the curriculum and the learning environment of pupils with SEN - including additional support for learning that is available for pupils with SEN

In the first instance, an initial response to adapting the curriculum and learning environment would take the form of 'quality first teaching' – in other words, the level of teaching/learning provision a good class teacher would be expected to provide. However, in some cases, this will not be sufficient in order for the child to access all parts of the curriculum, in which case, our next response is to create a 'Pupil Passport'.

Individual Education Plans – 'Pupil Passports'

An Individual Education Plan (IEP), Group Education Plan (GEP) or Individual Behaviour Plan (IBP) with targets and appropriate action will be discussed and devised for pupils on the SEN register. Individual Education Plans take the form of a '**Pupil Passport to Success**' which contain the following information:

- Pupil profile
- Focus of support (including short-term SMART targets)
- Support given/extra provision – including length/frequency ('provision map').
- Any teaching strategies used
- Date for review
- Success criteria
- The outcomes of any consultation/review

The IEP/Passport will record only that which is different from or additional to the normal differentiated curriculum, and will concentrate on three or four individual targets that closely match the pupil's needs. The IEPs will be discussed with the pupil and the parent.

Regarding the learning environment – any changes to classroom appearance and displays would take any child's SEN into account. Further accessibility or other environment issues would be considered as necessary. (See school access plans and equality information).

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

We have links with a wide range of outside agencies who offer specific guidance and support to our school and families. These include:

- Educational Psychologist
- Therapists including those for Speech and Language, Occupational and Physio
- Advisors including those for Hearing Impairment, Visual Impairment and Physical Disabilities
- Primary Behaviour Service
- Health Services including School Nurse and Child and Adolescent Mental Health Service (CAMHS)
- Social Care
- Outreach services

We seek support from outside agencies for staff and families whenever it is needed. We have an experienced, qualified SENCO overseeing provision within our school and an effective team of teaching assistants. Staff training is ongoing to ensure the school is kept up to date with any changes and priorities. The training needs within our school reflect the needs of the staff and children we work with. Our SENCO meets regularly with colleagues from other local schools.

10. How the effectiveness of the provision made for pupils with SEN is evaluated

The Headteacher completes rigorous self-evaluation of all school activities which is updated on a termly basis. He also reports to the Curriculum, Assessment and Pupil Welfare Committee each term and meets regularly with the Governor responsible for SEND, Mrs Baker. Mrs Baker regularly meets with the SENCO, Mrs Atkinson, and explores the numbers of children identified as having SEND, their progress, attainment and welfare, she then reports back to the full governing body. Other evaluation activities, such as OFSTED inspections and East Riding of Yorkshire Council monitoring inspections and audits, also help evaluate the effectiveness of our provision.

The achievement of SEND pupils is a regular topic of conversation between the Headteacher and SENCO, and all pupils at Kilham School are assessed and tracked on a half-termly basis. The current systems for outlining intervention programmes and extra support – the use of ‘Pupil Passports’ – mean that progress towards individual pupil targets is assessed on a termly basis and shared with parents/carers.

Teachers work hard to ensure work is adapted for children, providing appropriate support and challenge. Assessments are made continually to ascertain children’s current understanding and programmes of work devised to build on that. We aim to deliver a stimulating and exciting curriculum in a multi-sensory way that engages all children and where necessary, children are supported by a teaching assistant. We also aim to make sure our learning environment meets all our children’s needs. At Kilham CE Primary School, we also have a trained ‘Emotional Literacy Support Assistant’ to offer support in social, mental and social development.

11. How pupils with SEN are enabled to engage in activities available with those in the school who do not have SEN

The SEN Aims of the School outline how we aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the Special Educational Needs Code of Practice.

- To ensure that all pupils have access to a broad and balanced curriculum
- To provide a differentiated curriculum appropriate to the individual's needs and ability
- To ensure that SEN pupils take as full a part as possible in all school activities
- To ensure that SEN pupils are involved, where practicable, in decisions affecting their future SEN provision

In living out these aims, we would endeavour to either adapt an activity or provide support in order for the activities to be accessed.

12. Support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying

At Kilham CE Primary School, our first response to improving emotional and social development is to deploy our trained 'Emotional Literacy Support Assistant' to offer support in social, mental and social development. This would take the form of small group, individual or whole class work in order to provide appropriate support. The school has a School Council to facilitate pupil voice, and has effective behaviour and anti-bullying systems in place.

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

Links to support services

The school continues to build strong working relationships and links with external support services in order to fully support our SEN pupils and aid school inclusion. Sharing knowledge and information with our support services is key to the effective and successful SEN provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SENCO who will then inform the child's parents.

14. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.

If parents are unsure about any of the support or provision being made for their child, they should not hesitate to contact the school office to make an appointment with their child's class teacher, our SENCO or the Headteacher. If parents feel their concern is not resolved through this process, they should refer to our Complaints Procedure which can be found on our school website.

15. Information about how equipment and facilities to support children and young people with special educational needs will be secured.

Specialist equipment and facilities to support children will be secured through close working with the above agencies.

16. The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with section 32.

For more information on support services please visit ERYC's 'Families Information Services Hub (FISH)', at www.fish@eastriding.gov.uk or telephone FISH on (01482) 396469. More general support services information can be accessed from East Riding of Yorkshire Council, County Hall, Beverley, East Riding of Yorkshire, HU17 9BA, Telephone 01482 887700, www.eastriding.gov.uk

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

East Riding of Yorkshire Council, County Hall, Beverley, East Riding of Yorkshire, HU17 9BA, Telephone 01482 887700, www.eastriding.gov.uk

18. The arrangements for the admission of pupils with disabilities

Entry into school follows the East Riding of Yorkshire 'Primary School Admissions' procedures: **Children with Statements of Special Educational Needs or Education, Health and Care Plans** Applications received relating to children with Statements of Special Educational Needs or an Education, Health and Care Plan will be dealt with in accordance with the Special Educational Needs and Disability Code of Practice. Where a school is named in a child's Statement of Special Educational Needs or in the child's Education, Health and Care Plan, the school has a duty to admit the child.

19. The steps you have taken to prevent pupils with disabilities from being treated less favourably than other pupils

As a school we constantly strive to ensure that all pupils, including those with disabilities, are treated equally. Our behaviour policies, admissions policies, SEN policies are all implemented in such a way as to ensure this happens.

20. The facilities you provide to help pupils with disabilities to access the school – please see the school's 'Accessibility Plan' on the school website.