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## Policy Front Sheet

**Policy: Special Educational Needs  
Policy**

**Adopted: October 2017**

**Review Date: October 2018**

Full Governing Body approval needed.  
SEN Information report to be updated annually.

## Kilham CE VC Primary School Special Educational Needs Policy

The coalition government is reforming the way in which provision and support is made for children and young people with special educational needs and/or disabilities in England. New legislation (The Children and Families Act 2014) enacted on the 13th March comes into force from the 1st September 2014. A new SEN Code of Practice also accompanies this legislation.

More details about the reforms and the SEN Code of Practice can be found on the Department for Education's website: [www.education.gov.uk/schools/pupilsupport/sen](http://www.education.gov.uk/schools/pupilsupport/sen)

One significant change arising from the reforms is that Statements of Special Educational Needs, for those children with the most complex needs, have now been replaced with a new Education, Health and Care (EHC) Plan.

The SEND 'Local Offer' is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in East Riding of Yorkshire that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors. This information can be accessed via the school website, which also has a link to the East Riding of Yorkshire Councils 'Local Offer' information.

### **Mission Statement**

The Governors and staff of Kilham Church of England Primary School aim to provide the highest possible quality of education. We aim to develop the whole child within a safe, caring, family atmosphere and with an emphasis on high expectations, personal achievement, and an enjoyment of life lived through Christian values of friendship, community, peace and trust.

### **The SEN Aims of the School**

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 the identification of all pupils requiring SEN provision as early as possible in their school career
- To ensure that SEN pupils take as full a part as possible in all school activities
- To ensure that parents of SEN pupils are kept fully informed of their child's progress and attainment

- To ensure that SEN pupils are involved, where practicable, in decisions affecting their future SEN provision

### **Objectives**

- Staff members seek to identify the needs of pupils with SEN as early as possible.
- This is most effectively done by gathering information from parents, education, health and care services and early year's settings prior to the child's entry into the school.
- Monitor the progress of all pupils in order to aid the identification of pupils with SEN.
- Continuous monitoring of those pupils with SEN by their teachers will help to ensure that they are able to reach their full potential.
- Make appropriate provision to overcome all barriers to learning and ensure pupils with SEN have full access to the National Curriculum 2014. This will be co-ordinated by the SENCo and Headteacher and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.
- Work with parents to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEN procedures and practices and providing regular feedback on their child's progress.
- Work with and in support of outside agencies when the pupils' needs cannot be met by the school alone. Some of these services include; Yorkshire Education Support Service, Educational Psychology Service, Speech and Language Therapy, Children and Adult Mental Health Service CAMHS and the Primary Behaviour Partnership.
- Create a school environment where pupils can contribute to their own learning. This means encouraging relationships with adults in school where pupils feel safe to voice their opinions of their own needs, and carefully monitoring the progress of all pupils at regular intervals.
- Pupil participation is encouraged through school by wider opportunities such as school council, residential visits, school plays, sports teams and play-leaders in the playground.

### **Responsibility for the coordination of SEN provision**

The person responsible for overseeing & co-ordinating the provision for children with SEN is Mrs Atkinson. (SENCO)

### **Arrangements for coordinating SEN provision**

The SENCO will hold details of all SEN records for individual pupils.

### **All staff can access:**

- The SEN Policy;
- A copy of the full SEN Register.
- Guidance on identification of SEN in the Code of Practice
- Information on individual pupils' special educational needs, including pupil profiles, targets set and copies of their pupil passports (provision map).
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities

- Information available through East Riding of Yorkshire SEND Local Offer

In this way, every staff member will have complete and up-to-date information about all pupils with special needs and their requirements which will enable them to provide for the individual needs of all pupils.

This policy is made accessible to all staff and parents, initially via the school website in order to aid the effective co-ordination of the school's SEN provision.

### **Admission arrangements**

Please refer to our Admissions Policy: The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEN; those with Education, Health and Care Plans and those without specialist SEN provision.

We are committed to whole school inclusion. In our school we support children with a range of special educational needs. We will seek specialist SEN provision and training from SEN services where necessary.

### **Facilities for pupils with SEN**

The school complies with all relevant accessibility requirements; please see the school accessibility plan for more details.

### **Allocation of resources for pupils with SEN**

All pupils with SEND will have access to Element 1 and 2 of a school's budget which equates to £6,000. Some pupils with SEND may access additional funding. For those with the most complex needs, additional funding (High level needs HLN) is retained by the local authority. The SENCO will refer individual applications to a multi-agency panel, which is administered by the Local Authority, who will determine whether the level and complexity of need meets the threshold for this funding. It would then be the responsibility of the SENCO, senior leadership team and governors to agree how the allocation of resources is used.

### **Identification of pupils needs**

Quality First Teaching

- Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored – this is done initially through regular 'Pupil Progress Meetings' as well as informal ongoing discussions.
- Once a pupil has been identified as possibly having SEN they will be closely monitored by staff in order to gauge their level of learning and possible difficulties. The informal 'School Concern' category may be used to highlight any such pupils.
- The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- The SENCO will be consulted as needed for support and advice and may wish to observe the pupil in class.
- Then the SENCO will determine which level of provision the child will need going forward.

- If a pupil has recently been removed from the SEN register they may also fall into this category as continued monitoring will be necessary.
- Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- The child is recorded by the school as being under 'school concern' due to concern by parent or teacher but this does not automatically place the child on the school's SEN register.
- Any concerns will be discussed with parents informally or during parent's evenings.
- Parent's evenings are used to monitor and assess the progress being made by children.

### **Identification, Assessment and Review**

#### **Categories of Special Educational Need**

The SEN Code does not assume that there are hard and fast categories of special educational need, but recognises those children's needs and requirements fall into four broad areas.

- Communication and interaction
- Cognition and Learning
- Behaviour, emotional and social development
- Sensory and/or physical

All teachers are responsible for identifying pupils with SEN 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 SEN can be identified. Whether or not a pupil is making progress, is seen as a significant factor in considering the need for SEN provision.

#### **Early Identification**

Early identification of pupils with SEN is a priority. The school will use appropriate screening and assessment tools, and ascertain pupil progress through:

- Evidence obtained by teacher observation/assessment
- Their performance in the National Curriculum judged against level descriptions for the New Curriculum 2014
- Pupil progress in relation to objectives in Reading, Writing and Maths (including 'age-related expectations')
- Foundation Stage Development Matters and Early Learning Goals
- SAT's and Optional SAT's test results. (Year 2-6)
- Parent questionnaires and parent meetings
- Pupil Tracking
- Assessing Pupil's progress
- SEN testing

Children considered to be at risk through the above may be given specific 'standardised' activities and tests as appropriate in order to gain more detailed assessment information.

### **SEN Provision**

On entry to the school in Foundation Stage 1 or 2 each child's attainment will be assessed using the Development Matters and the Foundation Stage Profile Strands. This will help to inform the school of a child's aptitudes, abilities, and attainments, and will be used to improve continuity in learning. If a child transfers from another Primary School, records will be requested. However, if records are not available then the child's progress will be ascertained using the methods described above. The records provided help the school to design appropriate differentiated learning programmes. For pupils with identified SEN the SENCo/Class teacher will use the records to:

- Provide starting points for an appropriate curriculum
- Identify the need for support within the class
- Assess learning difficulties
- Ensure on-going observations/assessments provide regular feedback on achievements/experiences, for planning next steps in learning
- Involve parents in a joint home-school learning approach

### **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

### **English as an Additional Language**

Particular care will be needed with pupils whose first language is not English. Teachers will closely follow their progress across the curriculum to ascertain whether any problems arise from uncertain command of English or from special educational needs. It will be necessary to assess their proficiency in English before planning any additional support that might be required.

### **Monitoring Pupil Progress**

Progress is the crucial factor in determining the need for additional support. Adequate progress is that which:

- Narrows down the attainment gap between pupil and peers
- Prevents the attainment gap widening
- Is equivalent to that of peers starting from the same baseline but less than the majority of peers
- Equals or improves upon the pupil's previous rate of progress
- Ensures full curricular access
- Shows an improvement in self-help and social or personal skills
- Shows improvements in the pupil's behaviour

Where it is determined that a pupil does have SEN, parents will be formally advised of this decision and the child will be added to the SEN register. The aim of formally identifying a

pupil with SEN is to help school ensure that effective provision is put in place and so remove barriers to learning.

Support provided consists of an assess, plan and review process - an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

### **Assess**

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.

### **Planning**

Planning will involve consultation between the teacher, SENCO and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with the SEN HLTA and plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCO.

### **Review**

Reviews of a child's progress will be made regularly. The review process will evaluate the impact and quality of the 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.

**Stages of support** are:

**1. School Concern:** the class teacher identifies concerns and consults with parents and SENCO. (Not classed as being on the SEN register)

**2. School Support:** the SENCO takes the lead in gathering information and co-ordinating the provision in school and the pupil, teacher and SENCO may be supported by outside agency involvement

**1. School Concern** – as mentioned above, ‘School Concern’ is an informal category which allows us to highlight and carefully monitor a child’s progress within school assessment systems. Children on ‘School Concern’ are not officially on the SEN register.

**2. School Support** - is characterised by interventions that are different from or additional to the normal differentiated curriculum. School Support intervention can be triggered through concern, supplemented by evidence that, despite receiving differentiated teaching, pupils:

- Make little or no progress
- Demonstrate difficulty in developing English or Maths skills
- Show persistent emotional/behavioural difficulties which are not affected by behaviour management strategies
- Have sensory/physical problems, and make little progress despite the provision of specialist equipment
- Experience communication and/or interaction problems make little or no progress despite experiencing a differentiated curriculum

If the school decides, after consultation with parents, that a pupil requires additional support to make progress, the SENCO, in collaboration with teachers, will support the assessment of the pupil and have an input in planning future support. The class teacher will remain responsible for planning and delivering individualised programmes but a ‘Pupil Passport’ will be devised in conjunction with the SENCO outlining provision. Parents will be closely informed of the action and results.

School support can also be characterised by a sustained level of support and, where appropriate, the involvement of external services. External support services will advise on targets for a new IEP/Passport and provide specialist inputs to the support process.

External intervention will usually be triggered through continued concern, supplemented by evidence that, despite receiving differentiated teaching and a sustained level of support, a pupil:

- Still makes little or no progress in specific areas over a long period
- Continues to work at National Curriculum levels considerably lower than expected for a child of similar age
- Continues to experience difficulty in developing English/Maths skills

- Has emotional/behavioural problems that often substantially impede pen learning or that of the group, and this may be despite having an individualised behavioural management programme
- Has sensory or physical needs requiring additional specialist equipment or visits/advice from specialists
- Has communication or interaction problems that impede the development of social relationships, thus presenting barriers to learning

External support services will require access to pupils; records in order to understand the strategies employed to date, and the targets set and achieved. The specialist may be asked to provide further assessments and advice, and possibly work directly with the pupil. Parental consent will be sought for any additional information required. The resulting Pupil Passport/IEP will incorporate specialist strategies. These may be implemented by the class teacher but involve other adults. Where appropriate, the school may well request direct intervention/support from a specialist/teacher.

### **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.

### **Reviewing IEPs on a termly basis**

The school will endeavour to hold the reviews in an informal manner, and parents’ views on their child’s progress will actively be sought. Wherever possible or appropriate the school will involve pupils in this process.

### **Referral for an Education, Health and Care Plan**

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review.

The application for an Education, Health and Care Plans will combine information from a variety of sources including:

Parents  
Teachers  
SENCO  
Social Care  
Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can found via the SEND Local Offer:  
[www.eastriding.gov.uk/SEND](http://www.eastriding.gov.uk/SEND) or East Riding Voices in Partnership (ERVIP) on:  
[fish@eastriding.gov.uk](mailto:fish@eastriding.gov.uk) or telephone on 01482 396469

### **Education, Health and Care Plans [EHC Plan]**

- Following Statutory Assessment, an EHC Plan will be provided by East Riding of Yorkshire Council, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved developing and producing the plan.
- Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.
- Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

EHC plan will include details of learning objectives for the child. These are used to develop targets that are:

- Matched to the longer-term objectives set in the plan
- Established through parental/pupil consultation
- Set out in an IEP
- Implemented in the classroom
- Delivered by the class teacher with appropriate additional support where specified

### **Reviews of the EHC**

The care plan must be reviewed annually. The Headteacher will organise these reviews and

invite:

- The child's parent/carer
- The child, if appropriate
- The relevant teacher
- The SENCO
- A representative of the LEA
- Any other person the LEA considers appropriate
- Any other person the Headteacher consider appropriate

The aim of the review will be to:

- Assess the pupil's progress in relation to the IEP targets
- Review the provision made for the pupil in the context of the National Curriculum and levels of attainment in basic Reading/Writing/Maths and life skills
- Consider the appropriateness of the existing Plan in relation to the pupil's performance during the year, and whether to cease, continue or amend it
- Set new targets for the coming year

#### **Access to the curriculum, information and associated services**

- Pupils with SEN will be given access to the curriculum through the specialist SEN provision provided by the school as is necessary, as far as possible, taking into account the wishes of their parents and the needs of the individual.
- Every effort will be made to educate pupils with SEN alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCO will consult with the child's parents for other flexible arrangements to be made.
- Regular training and learning opportunities for staff on the subject of SEN and SEN teaching are provided both in school and across the family of schools. Staff members are kept up to date with teaching methods which will aid the progress of all pupils including those with SEN.
- In class provision and support are deployed effectively to ensure the curriculum is differentiated where necessary. We make sure that individual or group tuition is available where it is felt pupils would benefit from this provision.
- We set appropriate individual targets that motivate pupils to do their best, and celebrating achievements at all levels.

#### **Inclusion of pupils with SEN**

- The Headteacher oversees the school's policy on inclusion and is responsible for ensuring that it is implemented effectively throughout the school.

- The school curriculum is regularly reviewed to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom.
- The school will seek advice, as appropriate, around individual pupils, from external support services through the termly pupil progress meetings, Early Support Unit and the Early Help and Advice Team.
- Advice will be sought from the Inclusion Behaviour Team for children who have behavioural concerns. Where a behavioural incident warrants exclusion, schools have a duty to inform this service. (See Behaviour Policy)

### **Evaluating the success of provision**

In order to make consistent continuous progress in relation to SEN provision the school encourages feedback from staff, parents and pupils throughout the year. This is done in the form of an annual parent and pupil questionnaire, discussion and through progress meetings with parents.

Pupil progress will be monitored on a termly basis in line with the SEN Code of Practice.

SEN provision and interventions are recorded on the child's 'Passport', which will be updated when the intervention is changed. These are updated by the SENCO/class teacher and are monitored by the SENCO. These reflect information passed on by the SENCO at the beginning of an academic year and are adapted following assessments. These interventions are monitored and evaluated termly by the SENCO and information is fed back to the staff, parents and governors. This helps to identify whether provision is effective.

### **Complaints procedure**

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the Headteacher, who will be able to advise on formal procedures for complaint.

### **In service training (CPD)**

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEN.

The SENCO attends relevant SEN courses, Family SEN meetings and facilitates/signposts relevant SEN focused external training opportunities for all staff.

We recognise the need to train all our staff on SEN issues and we have funding available to support this professional development.

The SENCO ensures that training opportunities are matched to school development priorities and those identified through the use of provision management.

### **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.

### **Working in partnerships with parents**

Our school believes that a close working relationship with parents is vital in order to ensure early and accurate identification and assessment of SEN leading to appropriate intervention and provision continuing social and academic progress of children with SEN personal and academic targets are set and met effectively.

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SENCO may also signpost parents of pupils with SEN to the local authority Parent Partnership service where specific advice, guidance and support may be required.

If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child. The school's SEN Governor (Mr Richard Zerny) may be contacted at any time in relation to SEN matters.

### **Links with other schools**

The school works in partnership with the other schools in the School's Learning Alliance and local cluster of schools. This enables the schools to build a bank of joint resources and to share advice, training and development activities and expertise.

Kilham CE Primary School invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEN. The SENCo is the designated person responsible for liaising with the following:

East Riding Education Psychology Service  
Behaviour Support Service  
Medical officers  
Physiotherapists  
Hearing impairment services  
Visual impairment services  
Speech and Language Service  
Early Help and Advice Team (Safeguarding)  
Language and Learning Support Service  
Specialist Outreach Services

In addition important links are in place with the following organisations:

- The LEA
- Specialist Services
- Education Welfare Officer
- Driffield SEN cluster

In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency.

### **Transition**

Year 5 reviews will indicate the provision required in Senior School. Transfer arrangements will be discussed with all concerned at the end of Y5, the beginning of Y6 to give parents/carers time to consider all options and enable the receiving school to plan appropriately for the next school year. It also gives parents the opportunity to liaise with Secondary colleagues. At Year 6 reviews the SENCO of the Senior School will be invited to attend. In Year 6 the child's care plan will be amended by February so that arrangements for transfer can be completed by the beginning of March.

With due regard for the time limits set out in the Code, the Headteacher will write a report of the Education, Health and Care Plan meeting and send it, with any supporting documentation, to the LEA. The school recognises the responsibility of the LEA in deciding whether to maintain, amend, or cease the plan.

October 2017