



POLICY FOR SPECIAL EDUCATIONAL NEEDS & DISABILITIES

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KIRKLEVINGTON PRIMARY SCHOOL

POLICY FOR SPECIAL EDUCATIONAL NEEDS & DISABILITIES

All children have a human right to be educated alongside their peers. At Kirklevington Primary School, we aim to provide the best possible support to enable a child with Special Educational Needs to reach his/her full potential. In meeting these responsibilities Kirklevington Primary School follows the Special educational needs and disability Code of Practice 0-25 years 2014, Children and Families Act 2014, Disability Discrimination Act 2001, Equality Act 2010 and guidance from the Local Authority.

We are a Gold Award winning Rights Respecting School and this policy is underpinned by our continued commitment to UNICEF and the UN Convention of Rights of the Child. This policy links directly to the following articles of the UN Convention of the Rights of the child. Children's rights and responsibilities:

Article 2 (Non-discrimination): The Convention applies to all children, whatever their race, religion or abilities; whatever they think or say, whatever type of family they come from. It doesn't matter where children live, what language they speak, what their parents do, whether they are boys or girls, what their culture is, whether they have a disability or whether they are rich or poor. No child should be treated unfairly on any basis

Article 3 (Best interests of the child): The best interests of children must be the primary concern in making decisions that may affect them. All adults should do what is best for children. When adults make decisions, they should think about how their decisions will affect children. This particularly applies to budget, policy and law makers.

Article 12 (Respect for the views of the child): When adults are making decisions that affect children, children have the right to say what they think should happen and have their opinions taken into account.

Article 23 (Children with disabilities): Children who have any kind of disability have the right to special care and support, as well as all the rights in the Convention, so that they can live full and independent lives.

Article 29 (Goals of education): Children's education should develop each child's personality, talents and abilities to the fullest.

Definition of Special Educational Needs

Kirklevington Primary School follows the Special Educational Needs Code of Practice 2014 definition:

Children have special educational needs if they have a *learning difficulty* that calls for **special educational provision** to be made for them.

Children have a *learning difficulty* if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age.
- Have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the local education authority.
- Are under compulsory school age and fall within the definitions above or would so do if special educational provision was not made for them.

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The Equality Act 2010 defines a disabled person as a person with a disability. A person has a disability for the purposes of the Act if he or she has a physical or mental impairment and the impairment has a substantial (more than minor or trivial) and long-term (a year or more) adverse effect on his or her ability to carry out normal day-to-day activities.

Kirklevington Primary School staff are aware that children with disabilities/long term health conditions do not necessarily have SEN and that their support may be covered by the requirements of the statutory guidance Supporting Pupils with Medical Conditions (September 2014).

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

For children of two or over, special educational provision is that which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LA, other than special schools, in the area.

Principles and Values

In providing for those pupils defined as having Special Educational Needs (SEN) at Kirklevington Primary School we seek to:

- ensure that all pupils are valued equally
- promote a positive self image and self worth of all children in the school
- ensure that the classroom management, teaching and differentiation of work is appropriate to the individual needs of the child and that all children make progress.
- to ensure that appropriate resources, both human and physical are provided in order to enable children with Special Educational Needs to access the curriculum
- to regularly review and evaluate children's progress and to work in close partnership with parents/carers and children
- ensure that Special Educational Needs are identified and assessed as early as possible
- to raise awareness of staff, pupils, parents and Governors of the needs identified
- ensure pupil's needs are met as soon as practicable
- to review and update SEN files on a regular basis
- ensure that all children have access to relevant, broad and balanced curriculum
- work proactively with the LEA and other agencies, including Social Services, parent support groups, psychologists and medical services, in identifying, assessing and meeting Special Educational Needs
- maintain and develop a range of expertise within the school by training all staff with regard to SEN
- promote an awareness of physical, emotional, behavioural and social needs of children in our primary school
- to ensure that as far as possible within financial constraints appropriate resources, both human and physical are provided to enable children with Special Educational Needs to access the curriculum
- use guidelines provided by the LEA and refer to the Code of Practice
- monitor, review and evaluate policy and provision on a regular and systematic basis

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Admission Arrangements

Kirklevington Primary School strives to be a fully inclusive school. It acknowledges the range of issues to be taken account of in the process of development. All pupils are welcome, including those with Special Educational Needs, in accordance with the LEA Admissions Policy. In line with the Education Act 1996, (Section 316), if a parent wishes to have their child with an Education, Health and Care plan (EHC plan) educated in a mainstream setting, the LA must provide a place unless this is incompatible with the efficient education of other children, and there are no reasonable steps that can be taken to prevent the incompatibility.

Partnerships

At Kirklevington Primary School, we believe that to successfully meet the needs of children with SEN, it requires strong partnerships between all those involved – LEA, parents/carers, children, staff and other agencies. We realise the importance of a clear understanding of the roles and responsibilities, including clarity of information and good communication.

Partnerships with Parents/Carers

When a child is in care, the carers are accorded the same rights and responsibilities as reasonable parents.

At Kirklevington Primary School, we value and accept the positive role and contribution parents/carers can make. The school informs parents when special needs are first identified and will keep parents informed of any changes, encouraging them to participate from the outset and throughout their child's educational time at the school. We make every effort to work in full co-operation with parents, recognising and respecting their roles and responsibilities. Parents are encouraged to work with the school and other professionals to ensure that their child's needs are identified properly and met as early as possible. In order that parents play an active part in their child's development, the school endeavours to provide relevant information so they can reinforce learning in the home.

At Kirklevington Primary School, we endeavour to support parents so that they are able to:

- recognise and fulfil their responsibilities as parents and play an active and valued role in their child's education
- have knowledge of their child's entitlement within the SEN Framework
- understand procedures and documentation
- make their views known about how their child is educated
- have access to information, advice and support during assessment and any related decision-making process about special educational provision

Parents are encouraged to seek help and advice from the LEA and Parent Partnership Service, which should provide support, information and relevant training.

At Kirklevington Primary School we acknowledge the difficulties parents can face when their child is going through Statutory Assessment for the Education Health and Care Plan process; therefore, we endeavour to provide extra support as the child goes through this process.

Parents are informed of the Special Educational Needs Policy implementation and any changes to the policy in the Annual Report. This policy is available to parents on request.

Parents' consultation evenings are used to inform parents of their child's progress at each termly review. Parents are involved in the school-based response for their child. The purpose of any

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intervention or programme of action is explained. Parents are welcome to discuss their child's difficulties at any time but preferably by prior appointment. No outside agency will be involved without the parent's knowledge.

The Voice of the Child

The Code of Practice recommends pupil participation with regard to all aspects of their SEN. At Kirklevington Primary School we strive to show sensitivity, honesty and mutual respect in encouraging pupils to share concerns, discuss strategies and see themselves as equal partners with the school.

At Kirklevington Primary School, we encourage pupils to participate in their learning by involving them in decision making, where possible, right from the start of their education. The ways in which children are encouraged to participate reflect the child's evolving maturity. Children are involved in setting their own targets and are given feedback on the progress they are making towards them. Participation in education is a process that will necessitate all children being given the opportunity to make choices and to understand that their views matter. Confident young children, who know that their opinions will be valued and who can practice making choices, will be more secure and effective pupils during the school years.

Roles and Responsibilities

Provision for pupils with Special Educational Needs is a matter for the school as a whole. In addition to the Governing Body, Executive Head Teacher, Head of School and SENCO, all members of staff have important responsibilities to make appropriate provision for children with Special Educational Needs.

The Governing Body

The Governing Body, with the Executive Head Teacher, Head of School and staff at Kirklevington Primary School, have agreed this policy and the procedures for meeting the needs of those pupils with Special Educational Needs. The Governors determine the staffing and funding arrangements and generally oversee the school provision and work.

The Governor with responsibility for SEN monitors the school's work closely on behalf of the children with SEN.

The Governing Body of Kirklevington Primary School endeavours to follow the guidelines as laid down in the Education Act 1966 and included in the Code of Practice 2014 in order to:

- do its best to ensure that the necessary provision is made for any pupil who has Special Educational Needs
- ensure that where the 'responsible person' – the Executive Head Teacher, Head of School or the appropriate Governor – has been informed by the LEA that a pupil has Special Educational Needs, those needs are made known to those who are likely to teach them
- ensure that all teachers are aware of the importance of identifying and providing for those pupils who have Special Educational Needs
- ensure that a pupil with Special Educational Needs joins in the activities of the school, together with pupils who do not have special needs, so far as is reasonably practical. This should be compatible with the child receiving the special educational provision their learning needs call for and the efficient education of the pupils with whom they are educated, as well as the efficient use of resources.

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Executive Head Teacher and Head of School

The Executive Head Teacher and Head of School have responsibility for the strategic vision for the school this includes provision for children with Special Educational Needs. They will keep the Governing Body fully informed on Special Educational Needs issues. They will work closely with the SEN Co-ordinator.

Role of the SENCO

The SENCO, Mrs Patterson, takes day-to-day responsibility for the operation of the SEN policy and co-ordinates the provision for individual children, working closely with staff, parents and carers and other agencies. The SENCO meets regularly with all staff through year group team meetings. The SENCO provides relevant professional guidance to colleagues with the aim of securing high quality teaching for children with SEN.

Through analysis and assessment of children's needs, and by monitoring the quality of teaching and standards of pupil's achievements and setting targets, the SENCO develops effective ways of overcoming barriers to learning and sustaining effective teaching.

The SENCO collaborates with Curriculum Co-ordinators so that the learning for all children is given equal priority.

At Kirklevington Primary School the principle responsibilities for the SENCO include:

- overseeing the day-to-day operation of the SEN policy
- co-ordinating provision
- liaising with, and advising, teachers
- managing the roles of teaching assistants
- overseeing the records of all children with Special Educational Needs
- the administration of reviews and SEN Register
- overseeing and contributing to support plans
- liaising with parents of children with SEN
- contributing to the in-service training of staff
- liaising with external agencies, including the LEA support and Educational Psychology Services, Health and Social Services and voluntary bodies. administration of any relevant SEN paperwork
- tracking SEN pupil progress and providing data for the LA
- analysing SEN data
- reporting to SLT and Governors
- Planning and supporting transition for children with SEN and liaising with relevant staff in other schools
- Working with the head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.

All Teaching and Non-Teaching Staff

All staff are involved in the development of the school's SEN policy and be fully aware of the procedures for identifying, assessing and making provision for pupils with SEN.

Class teachers are fully involved in providing for the needs of the children in their care, in the monitoring of children causing concern, ensuring Quality First Teaching and for those in the SEN support/ EHCP categories, writing support plans, tracking progress in interventions, updating provision maps and collecting additional information for the SENCO and other agencies.

Class teachers are responsible for setting suitable learning challenges, responding to pupil's diverse needs, for overcoming potential barriers to learning and for monitoring progress.

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Teaching Assistants employed to support the child with special needs have appropriate responsibility for the child's specific needs during their time with that child. The TA should liaise with the class teacher and SENCO on planning, pupil response and on progress.

Staff Development

Staff regularly discuss Special Educational Needs issues. At Kirklevington Primary the SLT identify training needs and ensure staff development. The SENCO attends relevant training and support meetings in order to provide support for other staff. SEN provision is an integral part of the School Development Plan. Staff training needs are identified through the school's appraisal process. All staff are encouraged to be pro-active in identifying and addressing training needs. However, the SENCOs and SLT will also ensure that training needs are addressed across the school.

All new staff take part in an induction process which includes disseminating all relevant information on SEN children in their care, auditing areas for future development and identifying training needs.

Early Years

At Kirklevington Primary School we believe that children are entitled to have their needs identified, assessed and addressed at the earliest possible stage. If the school is aware that a child has Special Educational Needs before they enter school, every effort will be made to liaise with the early education setting, other agencies and the parents to enable the school to develop a Support Plan and provide additional support if necessary and practicable.

If a child is identified as having a Special Educational Need after Baseline Assessment, the school will endeavour to:

- use information from the child's previous educational experience to provide starting points for the development of an appropriate Curriculum for the child
- identify and focus attention on the child's skills and highlight areas for early action to support the child within the class
- use Curriculum and Baseline Assessment processes to allow the child to show what they know, understand and can do, as well as to identify any learning difficulties
- ensure that ongoing observation and assessment provide regular feedback to teachers and parents about the child's achievements and experiences and that these form the basis for planning the next stages of learning
- involve parents in developing and implementing a joint approach at home and in school

Kirklevington Primary School is open and responsive to expressions of concern by parents, and takes account of any information that parents provide about the child.

Record-keeping

At Kirklevington Primary School we acknowledge the importance of keeping records to meet the needs of individual pupils. The following procedures are followed:

- class teachers have responsibility for keeping records of concerns, intervention and progress in the class
- the SENCO is responsible for ensuring that comprehensive records are kept properly and available as needed
- if the school refers a child for EHC Assessment to the LEA, a record of the child's work, including the resources or special arrangements already used are made available
- Kirklevington Primary School uses the LA Support Plan for children at SEN Support Stage. On transfer to another educational establishment, the school provides full pupil records to the

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receiving school, even if the receiving school does not lodge a request. Such records include all the information held by the SENCO, including Support Plans. Support Plans are shared with parents termly and signed by parents, staff and children (where appropriate)

- copies should be kept in the school for future reference
- a record of the child's progress and behaviour (if appropriate) is kept in the child's SEN file

Monitoring Children's Progress

At Kirklevington Primary School, the progress of all pupils is monitored throughout the school by the class teacher, who should keep records. Where the teacher is concerned about a child's progress, the following procedures should be followed. Progress is shared with SLT during Pupil Progress meetings and any concerns are highlighted as soon as possible.

Pre-SEN Category: Teacher Concerns

In order to meet the needs of individual children and gain additional support from other agencies, it is necessary for the class teacher to monitor the progress of the pupil closely in the first instance, before providing a range of intervention strategies and support to meet the needs of the child.

The child's parents should be kept informed of the teacher's concerns and be encouraged to contribute their knowledge and understanding of the child and raise any concerns they may have.

Details of observations, knowledge of a child's strengths and weaknesses, intervention strategies used and concerns expressed are recorded.

Using this evidence, the class teacher might come to feel that the strategies in use are not resulting in the child learning as effectively as possible. In these circumstances the SENCO should be consulted.

The starting point will be a review of the strategies used and the way these might be developed. This review might lead to the conclusion that the pupil requires help over and above that which is normally available within the class. Consideration should then be given to helping the pupil through SEN Support.

The child's name will be placed on the school's Special Educational Needs Register. At this point the school has a duty to inform the child's parents that special educational provision is being sought for the child because the child might have SEN.

Progress

When there is evidence that current rates of progress are not adequate, it is necessary to take some additional, or different, action to help the pupil learn more effectively. Whatever the level of pupils' difficulties, the main test of how far their learning needs are being met is whether they are making adequate progress.

Adequate progress can be defined in a number of ways; it might, for instance be progress that:

- closes the attainment gap between the child and the peer group
- prevents the attainment gap growing wider
- is similar to that of peers starting from the same baseline, but less than that of the majority of the peer group
- matches, or betters, the child's previous progress
- demonstrates an improvement in self-help, social or personal skills
- demonstrates an improvement in the child's behaviour.

SEN Support Category

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When a class teacher or the SENCO identifies a child with SEN, the class teacher should provide interventions that are additional to, or different from, those provided as part of the school's usual differentiated curriculum.

Code of Practice Triggers

The triggers for intervention through SEN Support could be the teacher's or others' concerns. This must be underpinned by evidence about a child who, despite receiving differentiated learning opportunities:

- makes little progress even when the teaching approaches are targeted to areas of weakness
- shows signs of difficulty in developing literacy and mathematical skills, which result in poor attainment in some Curriculum areas
- presents persistent, emotional or behavioural difficulties that are not ameliorated by the school's behaviour management techniques
- has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment
- has communication and/or interaction difficulties and continues to make little or no progress despite the provision of a differentiated curriculum.

If a child's class teacher, in consultation with the parents concludes the child might need further support to make progress:

- the teacher should seek help from the SENCO
- the teacher, together with the SENCO, considers the reasons for the concern, referring to any information already in school
- additional information is sought from the parents
- the school liaises with other agencies, for example, Health or Social Services, Behaviour Support Service, Educational Psychologist, if they are involved with the child
- the SENCO should take the lead in:
 - assessing further the strengths and weaknesses of the child
 - planning future support for the child in discussion with colleagues
 - monitoring and reviewing subsequently the action taken
- the child's class teacher should remain responsible:
 - for working with the child on a daily basis
 - planning and delivering a Support Plan
- parents are always consulted and kept informed of the action taken to help the child, and the outcome of this action
- the information collected about the child and details of extra help given should be incorporated into the child's records.

Nature of Intervention

It is Kirklevington Primary School's responsibility at this stage to provide any support. The SENCO and the class teacher should decide on the action needed to help the child to make progress, consulting the Executive Head Teacher or Head of School, if extra resources are required.

External agencies may be approached to undertake assessments for children at this stage. Assessments are used to inform target setting and provision of appropriate programmes of work.

Intervention strategies could include:

- deployment of extra staff to enable one-to-one or small group tuition (this will depend on the financial resources and staff availability)

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- provision of different learning materials or special equipment
- staff development and training
- SENCO time spent on devising the nature of planned intervention
- occasional advice from the LEA.

Support Plan

All children on the Register at the SEN Support Stage are entitled to a Support Plan. It is the responsibility of the child's class teacher to draw up and review the plan at this stage.

Strategies employed to enable the child to make progress should include information about the short-term targets set by or for the child, the teaching strategies to be used, the provision to be put in place, the review date, success and/or exit criteria, and outcomes (recorded at the review)

The Support Plan should record only what is different from, or additional to, the differentiated Curriculum. It should be written crisply and focus on three or four targets that match the child's needs.

Support Plan Review

Support Plans should be reviewed at least termly though certain children might benefit from more frequent reviews. The review meeting should be organised by the class teacher. Parents are invited to the reviews, usually held at parent's evenings, and their views on the child's progress should be sought. Where possible, the child should also take part in the review process and be involved on setting targets. If a child is not at the review, their views should be considered in any discussion, where appropriate.

External Support Service Intervention

The school and parents might decide to request help from the external services. Kirklevington Primary School approaches specialist consultants when it acts on behalf of a child through SEN Support. These consultants usually see the child in school, if that is practicable, so that they can give advice to teachers on new Support Plans with fresh targets and accompanying strategies. The support could include assessment and writing reports or advice as well. The kinds of advice and support vary according to the needs of the child.

Where the school seeks help from external support agencies, the following points are taken into consideration.

- the support agencies need to see the child's records to establish which strategies have been employed and which targets have been set and achieved
- the support agencies can advise on new and appropriate targets for the child's Support Plan and accompanying strategies
- the targets set might require specialist assessment arrangements to gauge progress. If so, outside specialists, for example Educational Psychologists could be required for this
- the SENCO class teacher. Literacy and Numeracy Co-ordinators and the external specialists consider a range of teaching approaches appropriate equipment and teaching materials including ICT
- the external specialist might act in an advisory capacity, assess the child or be involved in teaching the child directly
- in some instances, improved management based on advice from health professionals might reduce the child's Special Educational Need considerably
- the strategies specified in the Support Plan should be implemented as far as possible in the classroom setting

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- the delivery of the interventions drawn up in the IEP are still the responsibility of the class teacher
- if the SENCO and the external specialist consider that the information gathered about the child is insufficient, and that more detailed advice should be obtained from other outside professionals, then the consent of the parents is sought
- the SENCO should note in the child's records:
 - what further advice is being sought
 - the support to be provided for the child pending receipt of the advice

Education Health Care Plans

The Special Educational Needs of the majority of children in Kirklevington Primary School should be met effectively through SEN Support. However, in a small number of cases, where the child remains a significant cause for concern after intervention. The school may apply for an Educational Health Care Plan Assessment.

The EHCP assessment is conducted as a multidisciplinary approach across, Education, Health and Social Care so, the assessment is conducted in close collaboration with the parents, school and other agencies. The school is aware that assessment doesn't always lead to an EHCP. Parents are informed of services available to help them through this process.

The LEA seeks evidence from the school that strategies and programmes implemented over a period of time have been unsuccessful. The LEA needs information about the child's progress over time and clear documentation on the child's Special Educational Needs and the action taken to deal with these needs.

Evidence needed for EHCP's

Kirklevington Primary School should provide:

- the school's action through SEN Support
- support plans for the pupil
- record of regular reviews and their outcomes
- the pupil's health, including medical history where relevant
- National Curriculum Levels or other assessment information
- evidence of progress over time
- attainments in Literacy and Mathematics
- educational and other assessments, for example from an advisory specialist, support teacher or Educational Psychologist
- the views of the parents and child
- evidence of the involvement of other professionals
- Any involvement of Social Services or Education Welfare Service

The description of the child's learning difficulty and progress, with information about the specialist provision made, forms the basis on which the LEA can consider whether a an EHCP is necessary.

In the meantime – and whilst any assessment is being made – the child should be supported through SEN Support.

Immediate Referrals

Within the Code of Practice, provision has been made for immediate referrals for those children who demonstrate such significant difficulties that school considers it impossible or inappropriate to carry out in full the chosen assessment procedures. A child, for example, could have a severe sensory or

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other impairment that, without specialist intervention beyond the capacity of the school, will lead to increased learning difficulties. At Kirklevington Primary School, such immediate referrals to the LEA are made as the need arises.

When the LEA has completed its assessment of a child, it will decide whether to issue an EHCP. The EHCP should specify clearly the provision necessary to meet the needs of the child.

Kirklevington Primary School endeavours to provide education in line with the recommendations, including appropriate facilities and equipment, staffing arrangements and Curriculum, any modifications to the application of the national Curriculum and any appropriate exclusions from the application of the National Curriculum and changes needed to maintain a broad and balanced curriculum.

All children with an EHCP should have short-term targets set out in a Support Plan.

Where the LEA declines to provide an EHCP, Parents have a right of appeal against the decision to the SEN tribunal.

Annual Review

All EHCPs must be reviewed at least annually when parents, the LEA, the school and other professionals involved consider the progress the pupil has made over the previous twelve months and whether any amendments need to be made to the Special Educational Provision.

The timing of the review should reflect the circumstances of the child, for example, if leaving Primary school.

The purposes of the review are:

- to assess the child's progress towards meeting the objectives specified in the statement
- in the case of the first annual review, to assess the child's progress towards the targets in the Support Plan
- to review special provision made for the child
- to consider the appropriateness of the Statement in the light of the child's performance
- to consider if the statement is to be maintained

Annual Review Procedures

At Kirklevington Primary School, the Executive Head Teacher and Head of School have delegated responsibility for the administration of Annual Reviews to the SENCO. The Executive Head Teacher or Head of School will assist with reviews where appropriate.

- The LEA notifies the school at the start of each term with a list of those pupils who will require an annual review that term
- The SENCO provides the LEA with a report following each annual review
- The SENCO seeks written advice from
 - the child's parents
 - anyone specified by the LEA
 - anyone else the SENCO considers appropriate
- The SENCO circulates a copy of all advice received to those invited to the meeting, at least two weeks in advance
- The school's advice should contain commentary on:
 - the child's progress towards meeting the objectives in the EHCP

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- progress towards short- term targets
- the application of the National Curriculum
- the progress in behaviour and attitude towards learning
- the continued appropriateness of the EHCP

Annual Review Meeting

The review meeting will normally be arranged in the school and should be chaired by the SENCO.

The SENCO will convene the meeting, inviting the child's parents/carers (parents should be encouraged to attend and contribute their views), a relevant teacher, teaching assistants, the SENCO, Executive Head Teacher or Head of School, a representative of the LEA, any person whom the LEA considers appropriate and any other person whom the SENCO thinks appropriate.

Wherever possible, the older pupils at Kirklevington Primary School should be involved, attending all, or part of, the review, where appropriate.

Agenda items should consider:

- whether the EHCP remain
- whether any amendments are required
- whether the LEA maintain the EHCP, or if the LEA should be recommended to cease the Statement and the child's needs be met by in SEN Support
- any new targets to meet the objectives set out in the EHCP
- whether any additions or amendments should be made to an existing transition plan

After the annual review, the SENCO should prepare a report and submit it to the LEA no later than ten school days after the review or the end of the school term, whichever is the earlier.

Transfer to Secondary School

When organising the annual reviews Kirklevington Primary School will consider the following points before the child's transfer to Secondary school:

- the move to Secondary school will be considered in the review in Year 5
- in most cases, it is possible in the Year 5 review to give clear recommendations on the type of provision the child will require at Secondary stage
- parents will be encouraged to visit the Secondary schools to consider the options available to them
- if the options are not clear, an interim review will be held in the Autumn term of Year 6
- the child's EHC should be amended in the light of recommendations of the annual review, the parents views and preferences and the response to consultation by the LEA with the school or schools concerned
- It is important for placements to be finalised as early as possible in order for advance arrangements to be made
- The SENCO of the receiving school will be invited to the final annual review

Further advice on the annual review process can be found in the Code of Practice and the SEN Toolkit.

Resources

Kirklevington Primary School receives funding for pupils with SEN in three main ways:

- The base budget covers teaching and curriculum expenses as well as the cost of the SENCO

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- The LEA provides specific funding for pupils EHCPs. High Needs funding is also available upon application for those children with higher support needs. The school must show evidence of how the first £6,000 of support has been used and the impact that this has had on the pupil.
- Standards Fund allocation to support SEN training and professional development for teachers and other staff

Kirklevington Primary School also receives an allocation of external agency support. The level of support provided by the external agencies varies from agency to agency and is based on a number of factors:

- Number of children on SEN register
- Specific needs

The SENCO maintains detailed records of all pupils on the Special Needs Register. All staff have a Special Needs File containing copies of this SEN Policy and access to a copy of the Special Needs Register, and other relevant information relating to SEN.

Each child has a SEN file, which contains support plans, reviews, assessments, reports and any other information relating to the specific needs of each child.

Teacher's resources are stored in the SEN cupboard for easy access for all teachers and assistants. They include information relating to the nature of various types of Special Educational Needs, the symptoms expressed and strategies for providing for the need. There are lists of contact addresses for support agencies. Contact numbers for LEA support services are available in the Executive Head Teacher's, Head of School or SENCO's office.

Kirklevington Primary School has acquired a range of resources to support those pupils with SEN. Some of these resources can be found in the, SEN cupboard, staff room and others are allocated to Year Groups or individual children.

The school building is currently accessible for disabled pupils.

Kirklevington Primary School has a duty to prepare an Accessibility Plan for disabled pupils in order to:

- Increase the extent to which disabled children can participate in the Curriculum
- Increase the physical accessibility of school premises for disabled pupils
- Improve the delivery to disabled pupils of information provided in writing for pupils who are not disabled

This Accessibility Plan will be reviewed annually and included in the Governors' Report.

Complaints Procedures

In the first instance, parents' complaints about the provision or organisation of SEN are dealt with through the procedures outlined in the Whole School Complaints Policy.

If there continues to be a disagreement with regard to the SEN provision, the LEA Advisory Body should make arrangements that include the appointment of independent persons, with a view to avoiding or resolving disagreements between the parents and the school. Parents have a right to appeal to a SEN tribunal at any stage.

More detailed information can be found in the Code of Practice 2014.

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Evaluation

This policy will be the subject of continuous review by the Executive Head, Head of School, SENCO and teaching and non-teaching staff. It will be an agenda item on the full annual Governors' Meeting, from which the annual report to parents on SEN will be written. The school might, from time to time, set specific targets against which the success of particular aspects of the policy can be measured.