



Keldmarsh Primary School

SEN information report

Updated September 2025

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This SEN Information report provides information as required by the Special educational needs and disability code of practice 0 to 25 years

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

Keldmarsh Primary School is a mainstream school catering for pupils from 5-11. SEN provision is provided for all pupils with a variety of needs. At present there are many varied needs catered for e.g. medical needs, autistic spectrum disorder, moderate learning difficulties and specific learning difficulty. The individual need of every pupil is assessed and personalised support is provided.

Special educational needs and provision can be considered as falling under four broad areas:

1. Communication and interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

2. Cognition and learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

3. Social, mental and emotional health

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

4. Sensory and/or physical

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers

Policies for identifying children and young people with SEN and assessing their needs

Early identification of pupils with SEND is a priority. If a child has not yet started at Keldmarsh Primary School, discussions with parents/carers and with the pupil's preschool or current school will inform consideration of whether they may have SEND and a plan for transition into school and early review/assessment within the first term agreed. If a child already has an Educational Health Care Plan (EHCP), this will be followed and used to inform preparations for the child starting at Keldmarsh Primary School.

Once a child is a pupil at the school, their progress will be assessed regularly and support strategies put in place as required. Parents/carers are kept informed through a consultation process and through additional contact as necessary. Parents/carers are encouraged to raise any concerns they have about their child's learning by contacting the class teacher in the first instance. The progress of all pupils is monitored regularly at Pupil Progress Meetings by class teachers, senior leadership team and SENCO. When a pupil is not making expected progress in a particular area of learning, the school can quickly identify the need for additional support. Teachers will raise a Cause for Concern log outlining the main concerns and strategies already in place to support the pupil.

As part of the school's graduated response, the SNAP (Special Needs Assessment Profile) tool is used to provide a structured diagnostic profile of a pupil's strengths and needs across key developmental and learning areas. SNAP is an online assessment system that helps teachers and the SENCO identify possible underlying difficulties linked to learning, behaviour, language and communication, physical development, and social/emotional wellbeing. It breaks down concerns into specific strands, allowing staff to see patterns, prioritise needs, and match interventions more effectively. The assessment is completed by the class teacher, in consultation with the SENCO, and includes input from parents/carers to ensure that the pupil's experiences

both in and out of school are considered. Results from SNAP generate a detailed report that highlights areas of strength, need, and recommended strategies or interventions. This report is shared with parents/carers and used to inform support planning. Following the SNAP assessment, the SENCO will provide a range of further strategies for the teacher to adopt over a six-week period and will monitor this provision and the pupil in the classroom. At the end of this period, progress is reviewed alongside the SNAP profile. A decision is then made about whether to move the pupil onto the SEN register, with agreement between the class teacher, SENCO and parents/carers. Where agreement occurs, the school then follows the graduated approach with four steps of action: assess, plan, do and review. The use of SNAP assessments continues to inform the 'assess' and 'review' stages, providing ongoing diagnostic information to ensure that pupils with SEND are making progress. Parents/carers are involved at all possible stages of the process.

The arrangements for consulting parents of children with SEN and involving them in their child's education

All parents/carers, including those of children with SEN, are invited to attend consultation meetings in the Autumn and Spring terms where their child's learning and progress can be discussed. An annual report to parents is provided at the end of the Summer term outlining the children's attainment and progress across the academic year.

In addition, parents/carers of children with SEN are consulted as part of the plan, do, assess and review cycle process through termly meetings alongside the child's class teacher and the SENCO. Parents/carers of children with an EHCP will also be consulted and invited to attend the annual review in addition to the termly meetings.

Where a SNAP assessment has been completed, parents/carers are actively involved in the process. They are invited to contribute information about their child's experiences at home and are consulted when the profile is discussed. The results of the SNAP assessment are shared in a clear and accessible format, outlining identified strengths and areas of need, and parents/carers are given the opportunity to ask questions and contribute to the planning of next steps. The SNAP profile then becomes part of the ongoing 'assess and review' stages of the graduated approach, ensuring parents are kept fully informed of progress and any adjustments to support.

Whenever specialist agencies are involved in advising the school on meeting a child's needs, parents/carers are consulted and informed promptly by the class teacher and/or SENCO.

If additional meetings are requested by parents/carers, they are welcome to make an appointment to speak to their child's class teacher, SENCO or Headteacher, where appropriate. The SENCO is also able to provide signposting to other agencies and sources of support.

The arrangements for consulting young people with SEN and involving them in their education.

Children with SEN are involved in reviewing their progress and identifying where they would like to improve every term. They are assisted (where needed) to complete their One Page Profile. If a pupil has difficulty in communicating their wishes and feelings, advice is sought from specialist agencies or parents/carers to assist in this process and to ensure that the pupil's voice is heard.

The arrangements for assessing and reviewing children and young people's progress towards outcomes

Children's progress in learning is assessed against the national age-related expectations. Where appropriate, we may also use the Engagement Model to assess children with significant additional needs. The achievement of all pupils, including those with SEND is assessed and tracked regularly. Parents/carers of a child with SEND are notified of their progress against their graduated support plan targets at termly meetings

where they are invited to review these, alongside a review of strengths, areas of need and the setting of new targets for the term ahead. In addition, there are two parents evenings a year, providing further opportunity to review and discuss progress.

The progress of all groups of pupils, including those with SEND is reviewed at termly pupil progress meetings and Curriculum Committee meetings. The governor with responsibility for children with SEND also reviews this progress at termly meetings with the SENCO.

The arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood

If a parent/carer is considering whether his or her child with SEN should transfer to Keldmarsh Primary School from another setting, we stress the importance of undertaking an initial visit to meet the Headteacher and/or SENCO and review the provision we offer. It is essential that once a transfer is agreed, all parties work together to ensure a smooth transition. This includes liaising with the previous setting to ensure all up to date paperwork is received and all relevant information is gathered. This will enable the creation of a termly support plan and One Page Profile. Where necessary, introductory visits will be arranged for the child to meet key staff and their peers. In addition, information will be provided to share at home to enable the child to feel ready and confident to begin their learning journey at Keldmarsh Primary School.

When a child is transitioning between classes within the school, e.g. at the end of the academic year, there is close liaison between the current and next class teacher to ensure continuity of effective support and adaptations to improve support as required and as resources allow. Both teachers will meet alongside the SENCO and/or SLT to discuss this transition.

If a child is preparing to leave Keldmarsh Primary School for secondary school, we will work closely with the new setting and arrange additional visits, where necessary and appropriate. We will also liaise closely with staff in the receiving school to ensure all relevant information and paperwork is shared and all needs / strengths are discussed and understood. If a pupil has an EHCP, the SENCO from the receiving school will be invited to the Year 6 Annual Review.

The approach to teaching children with SEN

At Keldmarsh Primary School, every teacher is a teacher of children with SEN. Whilst the SENCO oversees support and progress for all children with SEN across the school, class teachers are responsible for providing inclusive quality first teaching adapted to meet the needs of children with SEN during lessons. Adaptations may include: children being supported within the class (either in a small group or individually) by the class teacher or teaching assistant for a period of time, scaffolded learning and/or the use of specific specialist resources.

Levels of support

1. Quality first teaching from teachers who understand the process of learning, and can adapt their teaching to support different children's learning needs in line with the LA Ordinarily Available Inclusive Provision guide, and with input from the SENCO where necessary.
2. Specific intervention both in and out of the classroom through access to additional learning programmes and resources, including the utilisation of teaching assistants to support development of key skills and strategies for independent learning. For children on the SEN register, this will be based on the achievement of termly agreed outcomes.
3. External specialist support services may be sought to meet the needs of individuals. This may involve provision of further assessments and advice, and direct work with the pupil from outside agencies as needed including, an SEN Specialist Teacher, The Sensory and Physical Teaching Service, the Social,

Emotional and Mental Health Behaviour Support Team, an Educational Psychologist and Speech and Language Therapists.

4. Pupils who need more support than is available through the school's regular provision may be entitled to an Educational Health Care plan (EHCP) which is a legal document that describes the needs of the pupil, the provision that will be put in place, and the outcomes sought.

How adaptations are made to the curriculum and the learning environment of children and young people with SEN

We aim to provide a stimulating learning environment across the whole curriculum which maximises individual potential and ensures that pupils of all ability levels are well equipped to meet the challenges of education, work and life. All class teachers, supported by the SENCO, adapt work, provide support materials and incorporate appropriate strategies in the classroom to ensure they meet the child's needs. We will ensure that whenever possible, children participate fully in the National Curriculum. Teaching staff work in Subject Leadership Teams to oversee the curriculum and the SENCO works with each team and curriculum area to advise and support the learning of pupils with SEN.

Parents/carers are valuable contributors to the process of identifying what works well for an individual. Continuous assessment and review of provision for an individual informs planning and delivery of the curriculum for a child with SEN.

This will be achieved by:

- Designing a curriculum to promote a full range of learning, thinking and life skills;
- Providing a broad, balanced and relevant curriculum;
- Using flexible and responsive teaching and learning styles;
- Equipping children with the skills, knowledge and attitudes necessary to succeed as individuals and as responsible and valued members of society;

Adaptations will vary for individuals, but may include:

- Multi-sensory and engaging approaches suited to an individual's needs and strengths
- Additional adult support in a small group or individually
- Use of a specific intervention programme in a small group or individually.
- Scaffolded learning
- Use of specific specialist resources, for example, access to a coloured overlay for a child experiencing visual stress, a writing slope for a child experiencing difficulties with fine motor skills
- Adaptations to the learning environment, for example, quiet working areas for a child with sensory issues

The school takes its responsibility seriously and will make reasonable adjustments to meet the needs of all SEN pupils. Where external advisers recommend the use of equipment or facilities which the school does not have, the school will purchase it using the notional SEND funding, or loan items from other agencies. All areas of the school are accessible to wheelchair users and there are two disabled toilets on site.

The expertise and training of staff to support children and young people with SEN including how specialist expertise will be secured

Staff training and support is led by the Headteacher and senior leadership team. The current SENCO has undertaken Induction training and will undertake the government's new NPQ for SENCo qualification across the next academic year. Teachers receive regular updates and training through the weekly staff meetings and Teaching assistants receive a half-day training session per half-term in which supporting children with SEN is prioritised.

Representatives from the agencies listed below also provide personalised training and support on a needs basis. Specialist services are provided on the basis of need as identified by school staff in partnership with the child and their parents/carers and as assessed by the agency and include:

East Riding of Yorkshire Council School Improvement Partnership

ERYC Education and Inclusion Service including:

- Educational Psychologist
- Inclusion Practitioner
- Social, Emotional & Mental Health Support Team
- Sensory and Physical Teaching Service

NHS including:

- School nurse
- Speech and Language Therapy Services
- Occupational Health Services
- Physiotherapy Services
- East Riding Mental Health Support Team

Evaluating the effectiveness of its provision for children and young people with SEN

The effectiveness of provision for children with SEN is evaluated in a number of ways and taking in a number of factors primarily by reviewing children's overall academic progress. This is measured by tracking the progress from starting points at the beginning of EYFS/Key Stage/year or term to the present time through teacher assessment, informed by daily formative assessments and termly summative assessments.

Another key factor is the children's progress against specific targets, stated on their graduated support plan and measured on an ongoing basis throughout the implementation period and reviewed at the end of the period.

In addition, the SENCO conducts regular monitoring through observations, drop-ins and work scrutiny to evaluate a pupil's progress in working independently, demonstrating good behaviour for learning, or the ability to recall and apply skills in a range of different contexts. Parent views are also sought through termly meetings.

The progress and attainment of pupils with SEN is compared internally against the progress of pupils who do not have SEN within school and against local and national data. The governor with responsibility for SEN meets with the Headteacher and SENCO once a term to evaluate the effectiveness of provision and the Governing Board evaluates data for pupils with SEN alongside other school data at termly meetings.

The senior leadership team regularly and carefully reviews the quality of teaching for all pupils including those at risk of underachievement. This includes reviewing and where necessary, improving teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered. Training is provided to members of staff in areas of SEND to ensure the needs of children are met in line with the current thinking and best practice.

How children and young people with SEN are enabled to engage in activities available with children and young people in the school who do not have SEN

Teachers work with children with SEN and their parents to complete a One Page Profile which allows them to explain how they think they learn best and what helps them.

We include children with SEN in the full range of experiences that are open to the pupils in our school. Children with special educational needs and disabilities are fully included in extra curricular activities, sporting events and school trips. At Keldmarsh Primary School, every child has the opportunity to join in with educational visits, including the Year 6 residential if parents/carers wish. If appropriate, class teachers will consult parents/carers to agree reasonable adjustments and adaptations to enable each child to participate or to agree alternative ways of learning if this is what a parent/carer wishes. All children are able to take on roles such as School and Eco Councillors, Sports Crew and Play Leaders.

All children are encouraged to attend any of the extra-curricular clubs which interest them and which run at various points in the day; before school, during lunchtime or after school. Club leaders will consult parents/carers to agree to reasonable adjustments or adaptations, if these are appropriate. Every day, children may attend the Breakfast Club and/or After School Club. If a child with SEND has particular needs at social times, including playtimes, additional support will be arranged.

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

At Keldmarsh Primary School, we have a strong ethos of pastoral care for all of our children, including those children who have SEN. Children's emotional and social wellbeing is given priority by all staff because we understand that children will find it difficult to learn, progress and achieve their full potential if they are worried or are experiencing difficulties on a social or emotional level at school or in other parts of their life. Staff value contributions made and support given by parents/carers if concerns arise. The school has a positive approach to behaviour which ensures children are spotted demonstrating the desired learning behaviours and following the Rainbow Rules. Good behaviour is encouraged and rewarded through a range of systems including team points, verbal praise, display boards and certificates. The ethos at Keldmarsh Primary School ensures that everyone's differences are treated with respect and everyone is valued for their own personal qualities. Children are encouraged to take responsibility for their own and others safety through their actions and behaviour, as well as knowing that members of staff are there to keep them safe.

All children follow a structured PSHE (Personal, Social, Health and Emotional) education programme and there are regular opportunities for them to participate in learning about the school's commitment to anti-bullying including Anti-Bullying Week. Online safety is also regularly revisited and addressed at an age appropriate level. Children with SEN can be more vulnerable to bullying than other groups and this is reflected in the school's Behaviour Policy and Statement of Behaviour Principles.

To ensure the needs of children with SEN are met when issues of Safeguarding and Child Protection arise, a multi-agency approach which involves external education and health agencies is often used, especially when the needs are complex. This is the responsibility of the Headteacher

If a child with SEN has identified social or emotional needs, they can be supported in a variety of ways. For example:

- Attending additional individual or group sessions
- Taking part in a series of planned ELSA support sessions
- Participating in social communication groups, sometimes referred to as a Friendship Group.
- Accessing an identified 'quiet / calm place' when appropriate and later having the opportunity to discuss feelings.
- Having a Termly Support Plan and One Page Profile and accessing the support outlined on it.
- Being supported in school by workers from outside agencies such as Youth and Family Support

How the school involves other bodies, including health and social services bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN supporting the families

Staff and professionals providing support at Keldmarsh Primary School	
Inclusion Manager	Mrs K Zreika
Head Teacher	Mr S Hopkin
Educational Psychologist	Dr Sophie Cave
Behaviour Support Teacher	Mrs K Massey
Education Welfare Officer	Ms B O'Leary
School Nurse	Ms H Chapman

In addition the school can request advice and from:

- Speech and Language Therapy
- The Sensory and Physical Teaching Service
- Inclusion Practitioners
- Children's Centre
- Neurodiversity Pathway
- Connect Therapy Service
- Occupational Therapy
- Physiotherapy

Arrangements for handling complaints from parents of children with SEN about the provision made at the school.

The general arrangements for the treatment of complaints at Keldmarsh Primary School are also used for complaints about provision made for special educational needs. We encourage parents to discuss their concerns primarily with their child's class teacher before the SENCO. If the concern cannot be resolved at this stage, it should be raised with the Headteacher. If the complaint is not resolved informally, it will be escalated to a formal complaint and can be taken further to the Governing Board, if necessary. The detail of all arrangements can be found in the school's complaints procedure.

There are some limited circumstances, unusually for children who have an EHCP, where there is a statutory right for parents to appeal against the decision of the LA should they so wish. Complaints which fall within this category cannot be investigated by the school.

Where the local authority's local offer is published.

Details of the East Riding's Local Offer can be found on the dedicated website www.eastridinglocaloffer.org.uk

Details of our school's Local Offer and this SEN Information Report can be found on the school's website www.keldmarshprimaryschool.org.uk