Ryarsh Primary School

SEND Policy

First Issued on 23/07/14

This policy is written in line with the requirements of: -
Children and Families Act 2014
SEN Code of Practice 2014
SI 2014 1530 Special Educational Needs and Disability Regulations 2014
Part 3 Duties on Schools – Special Educational Needs Co-ordinators
Schedule 1 regulation 51– Information to be included in the SEN information report
Schedule 2 regulation 53 – Information to be published by a local authority in its local offer
Equality Act 2010
Schools Admissions Code, DfE 1 Feb 2012
SI 2012 1124 The School Information (England) (Amendment) Regulations 2012
SI 2013 758 The School Information (England) (Amendment) Regulations 2013

This policy should be read in conjunction other school policies including: Behaviour, Child Protection, Teaching and Learning, Assessment and Single Equality Scheme including Accessibility.

This policy has been developed through consultation with our stakeholders such as teachers, the school governing body and parents/carers, specifically parents of children with special educational needs and will be reviewed annually.

Definition of SEN

A child or young person has a Special Educational Need if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty if he or she:

(a) Has a significantly greater difficulty in learning than the majority of others of the same age; or

(b) Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions. *SEN Code of Practice (2015, p 15)*

Definition of disability

Many children and young people who have SEN may also have a disability under the Equality Act 2010 – that is'…a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. This definition provides a relatively low threshold and includes more children than many

realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial' *SEN Code of Practice (2015, p16)*

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

At Ryarsh Primary School, we can make provision for every kind of frequently occurring special educational need without an Education, Health and Care Plan, for instance dyslexia, autism, speech and language needs, social communication difficulties, sensory and physical needs, motor difficulties, ADHD, cognitive difficulties as well as social, emotional and mental health difficulties. There are other kinds of special educational need which do not occur as frequently and with which the school is less familiar, but we can access training and advice so that these kinds of needs can be met.

The school also currently meets the needs of pupils with an Education, Health and Care plan with the following kinds of special educational need: sensory and physical needs; communication and interaction (including autism); social, emotional and mental health. Decisions on the admission of pupils with an Education, Health and Care plan are made by the Local Authority.

The admission arrangements for pupils without an Education, Health and Care Plan do not discriminate against or disadvantage disabled children or those with special educational needs.

2 Information about the policy for identification and assessment of pupils with SEN

At Ryarsh Primary School we monitor the progress of all pupils three times a year to review their academic progress. We also use a range of assessments with all the pupils at various points such as the development matters programme, SEND portage, Early Year profile information, Y1 phonics screening, speech link/language link assessment, reading age and fluency, informative assessment techniques and formal assessment papers throughout each year group (e.g. SATs, CATs, NFER).

Where progress is not sufficient, even if a special educational need has not been identified, we put in place extra support to enable the pupil to catch up. This will be recorded on the class provision map in the keep up or catch up section depending on their current level of attainment. Examples of extra support are intervention groups, BEAM, Clever Fingers, Plus 1, Power of 2, 123 Maths, 1st class@number (y2 and 3/4), Word Wasp/Hornet, Little Wandle catch-up, Toe by Toe, Sound Progress, Pre and post-teaching, speech and language programmes (language for thinking, Nuffield, language for learning etc), social communication programmes, Talk Boost, Colourful Semantics and Sensory Circuits. We also access and use strategies suggested in the Kent Mainstream Core standards.

Some pupils may continue to not make progress, despite high-quality teaching targeted at their areas of weakness. For these pupils, and in consultation with parents, we will use a range of assessment tools to determine the cause of the learning difficulty. At Ryarsh Primary School we have access to the following assessment tools: GL Assessments, Dynamo Maths assessment tool, Speech and Language Link assessments, WRIT Intelligence test (verbal and non-verbal intelligence), BPVS Assessment (vocabulary), TAPS assessment (auditory processing), TVPS

assessment (visual perception) and Lucid-COPs (cognition). We also have access to a link Speech and Language therapist through the Balance System, who is able to carry out more detailed assessments, when/if required. It may be that an external referral needs to be made to ascertain their need e.g. community paediatrics, OT, Physiotherapy or SALT. The school will also consult with the specialist teaching service (STLS) and link SEN Inclusion Advisor through attending a surgery, to gain further advice on how best to support the child with their difficulties.

Please see the SEN flowchart in Appendix 1.

The purpose of this more detailed assessment is to understand what additional resources and different approaches are required to enable the pupil to make better progress. These will be shared with parents, reviewed regularly, and refined /revised if necessary. At this point, we will have identified that the pupil has a special educational need because the school is making special educational provision for the pupil which is additional and different to what is normally available. Children requiring further support and interventions due to a special educational need will be placed on the SEN register and a personalised plan will be created for that child.

If the pupil is able to make good progress using this additional and different resource (but would not be able to maintain this good progress without it), we will continue to keep the child on the SEN register. If the pupil is able to maintain good progress without the additional and different resources then they may no longer need to be on the SEN register, though will still be monitored as part of our pupil progress monitoring cycle. When any change in identification of SEN is changed parents will be notified.

We will ensure that all teachers and support staff who work with the pupil are aware of the support to be provided and the teaching approaches to be used.

3 Information about the school's policies for making provision for pupils with special educational needs whether or not they have EHC Plans, including

3a How the school evaluates the effectiveness of its provision for such pupils

For children on the SEN register, the personalised plans will be reviewed throughout the year. Each review of the plan will be informed by the views of the pupil, parents, class/subject teachers and TAs (if 1:1 or direct support is in place) and the assessment information from teachers which will show whether adequate progress is being made.

The *SEN Code of Practice (2014, 6.17)* describes inadequate progress thus:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between rate of progress
- Widens the attainment gap

For pupils with an Education, Health and Care Plan there will be a formal annual review of the provision made for the child (as well as at least two other review meetings throughout the year) which will enable an evaluation of the effectiveness of the special provision. The collation of all annual review evaluations of effectiveness will be reported to the governing body through the SEND annual report.

3b the school's arrangements for assessing and reviewing the progress of pupils with special educational needs

Every pupil in the school has their progress tracked at least three times per year. In addition to this, pupils with special educational needs may have more frequent assessments of specific areas such as reading age etc. The assessments we use at Ryarsh Primary School are referred to in section 2. Using these, it will be possible to see if pupils are increasing their level of skills in key areas. If these assessments do not show adequate progress is being made the support plans in place will be reviewed and adjusted.

3c the school's approach to teaching pupils with special educational needs

> High quality teaching, scaffolded where needed for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review 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 *SEN Code of Practice (2014, 6.37)*

At Ryarsh Primary School the quality of education in all classes is regularly monitored. We follow the Mainstream Core Standards (http://www.kelsi.org.uk/special-education-needs/special-educational-needs/the-mainstream-core-standards) and advice developed by Kent County Council to ensure that our teaching conforms to best practice.

In meeting the Mainstream Core Standards, the school employs some additional teaching approaches, as advised by internal and external assessments e.g. one to one sessions, precision teaching, mentoring, small group teaching, use of ICT software learning packages. These are delivered by additional staff employed through the funding provided to the school as 'notional SEN funding'

3d how the school adapts the curriculum and learning environment for pupils with special educational needs

At Ryarsh Primary School we follow the advice in the Mainstream Core Standards on how to adapt the curriculum and the learning environment for pupils with special educational needs. We also incorporate the advice provided as a result of assessments, both internal and external, and the strategies described in Education, Health and Care Plans.

As part of our requirement to keep the appropriateness of our curriculum and learning environment under review the Governors have made the following improvements as part of the school's accessibility planning: Reduced door thresholds in the EYFS classrooms, handrails to the toilets, a ramp to the EYFS outside area and handrails to the EYFS outside area. The Governors also identify further ways in which our buildings could be improved further to ensure our learning environment is of the highest possible quality. This includes installing a ramp from the KS1 outdoor area to the field and completing the path going from the school playground to the year 5 and 6 classrooms. Further training has been provided for all staff in autism through the Autism Education Trust. Individual and small group training in supporting areas such as attachment, FASD, autism, speech and language disorders, and ADHD have also been provided for various members of staff. A personalised curriculum has been developed in the foundation subjects to ensure that the progression of skills throughout the school leads to broad, balanced and ultimately, high quality teaching for all children. A personalised assessment approach has also been developed to ensure that we are able to monitor the progress and attainment of each child which allows us to further meet the needs of the individual children in all areas of the curriculum.

3e additional support for learning that is available to pupils with special educational needs

As part of our budget we receive 'notional SEN funding'. This funding is used to ensure that the quality of teaching is good in the school and that there are sufficient resources to deploy additional and different teaching for pupils requiring SEN support. The amount of support required for each pupil to make good progress will be different in each case and a full list of the interventions we can offer is on our whole school provision map. In a few cases a very high level of resource is required. The funding arrangements require schools to provide up to £6000 per year of resource for pupils with high needs, and above that amount the Local Authority should provide a top up to the school (HNF – high needs funding).
There is also some funding available through the Community of Schools Model that is in place in Kent. Introduced nationally from September 2026 will be an Inclusion Mainstream Fund which will link to the school's Inclusion Plan which needs to be in place by December 2026.

3f how the school enables pupils with special educational needs to engage in activities of the school (including physical activities) together with children who do not have special educational needs

All clubs, trips and activities offered to pupils at Ryarsh Primary School are available to pupils with special educational needs either with or without an Education, Health and Care Plan. Where it is necessary, the school will use the resources available to it to provide additional adult support to enable the safe participation of the pupil in the activity

3g support that is available for improving the emotional and social development of pupils with special educational needs

At Ryarsh Primary School we understand that an important feature of the school is to enable all pupils to develop emotional resilience and social skills, both through direct teaching e.g. PSHE, assemblies and circle time and indirectly with every conversation adults have with pupils

throughout the day. Within our school, we develop a strong 'growth mindset' culture and this helps us to further develop many emotional and social skills for all children. We have recently developed our use of daily sensory circuits to provide a calm and focused start and end to the day for identified children. We have also developed the Harmony Room and The Cabin as a resource for those children with the greatest needs to use when they find it difficult to access learning in a whole class setting.

For some pupils with the most need for help in this area, further provision may be sought, e.g. 1:1 or small group time with a member of staff, support from a Senior Mental Health Leader, access to support from Salus, Drawing and Talking, CAMHs, time out areas and calming zones, mentor time with a member of senior leadership team.

Pupils in the early stages of emotional and social development because of their special educational needs will be supported to enable them to develop and mature appropriately. This will usually require additional and different resources, beyond that required by pupils who do not need this support.

4 The name and contact details of the SEN Co-ordinator

The SENCO at Ryarsh Primary School is Emily Reeves, who is a qualified teacher and has achieved the national SENCO accreditation. She started the role in September 2026.

Emily Reeves is available at senco@ryarsh.kent.sch.uk

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

Members of staff have received a range of training in areas of SEN, both carried out by the SENCO and by external agencies such as a member of STLS, an Occupational Therapist.

Where a training need is identified beyond this we will find a provider who is able to deliver it. Training providers we can approach are: Various specialist schools around the local area such as Grange Park School and Five Acre Wood. Other training providers also include the local STLS Team, Speech and language therapists and other specialists accessed through the Community of Schools or Professionals Resource Group (PRG).

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

Where external advisors recommend the use of equipment or facilities which the school does not have, we will purchase it using the notional SEN funding or seek it by loan. For highly specialist communication equipment the school will seek the advice of the KCC Communication and Assistive Technology team.

7 The arrangements for consulting parents of children with special educational needs about, and involving them in, their education

All parents of pupils at Ryarsh Primary School are invited to discuss the progress of their children on two occasions a year and receive a written report once per year. In addition, we are happy to arrange meetings outside of these times. As part of our normal teaching arrangements, all pupils will access some additional teaching to help them catch-up if the progress monitoring indicates that this is necessary; this will not imply that the pupil has a special educational need. All such provision will be recorded, tracked and evaluated on a Provision Map.

If following this normal provision, improvements in progress are not seen, we will contact parents to discuss the use of other assessments which will help us to address these needs better. The pupil may then be placed on the SEN concern register or, if need is greater and parents are in agreement, they will be identified as having special educational needs and placed on the school's SEN register. Parents will be invited to all planning and reviews of this provision and actively supported to contribute to assessment, planning and reviews for their child.

For children on the SEN register, and therefore a personalised plan, parents will be invited in throughout the year to review this plan.

In addition to this, parents of pupils with an Education, Health and Care Plan will be invited to contribute to and attend an annual review, which, wherever possible will also include other agencies involved with the pupil. All information will be made accessible for parents, and they will be encouraged to be fully involved in the process.

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

When a pupil has been identified to have special educational needs because special educational provision is being made for him or her, the pupil, where appropriate, will be consulted about and involved in the arrangements made for them as part of person-centred planning. Parents are likely to play a more significant role in the childhood years with the young person taking more responsibility and acting with greater independence in later years.

9 The arrangements made by the governing body relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school

The normal arrangements for the treatment of complaints at Ryarsh Primary School are used for complaints about provision made for special educational needs. We encourage parents to discuss their concerns with the class teacher in the first instance, then the SENCo/Headteacher to resolve the issue before making the complaint formal to the Chair of the governing body, in line with the school's formal complaints policy which is available from the school office.

If the complaint is not resolved after it has been considered by the governing body, then a disagreement resolution service or mediation service can be contracted. If it remains unresolved after this, the complainant can appeal to the First–tier Tribunal (Special Educational Needs and

Disability), if the case refers to disability discrimination, or to the Secretary of State for all other cases.

There are some circumstances, usually for parents of children who are in the process of applying for or have an Education Health Care Plan, where there is a statutory right for parents to appeal against a decision of the Local Authority. Complaints which fall within this category cannot be investigated by the school.

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

The governing body have engaged with the following bodies:-

- Member of the Community of Schools (Malling 1) to gain access to funding and other services such as EPs and Specialist Teachers.
- Being active members of the Balance System to access Speech and Language Therapy Services with requirement for direct therapy or advice
- Ability to make ad hoc requests for advice from Communication and Assistive Technology Team
- Membership of networks for SENCO and collaborative working groups

11 The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with clause 32 (Parent Partnership Services)

Information Advice and Support Kent (IASK) provides a free and confidential, information, advice and support service, for parents of a disabled child or child with special educational needs and to children and young people up to age 25 who have a special educational need or disability. Trained staff can provide impartial legally based information and support on educational matters relating to special educational needs and disabilities, including health and social care. The aim is to empower parents, children and young people to fully participate in discussions and make informed choices and decisions. Also to feel confident to express their views and wishes about education and future aspirations.

They can be contacted on
HELPLINE: 03000 41 3000
Office: 03000 412412
E-mail:-iask@kent.gov.uk
www.kent.gov.uk/iask

12 The school's arrangements for supporting pupils with special educational needs in transferring between phases of education

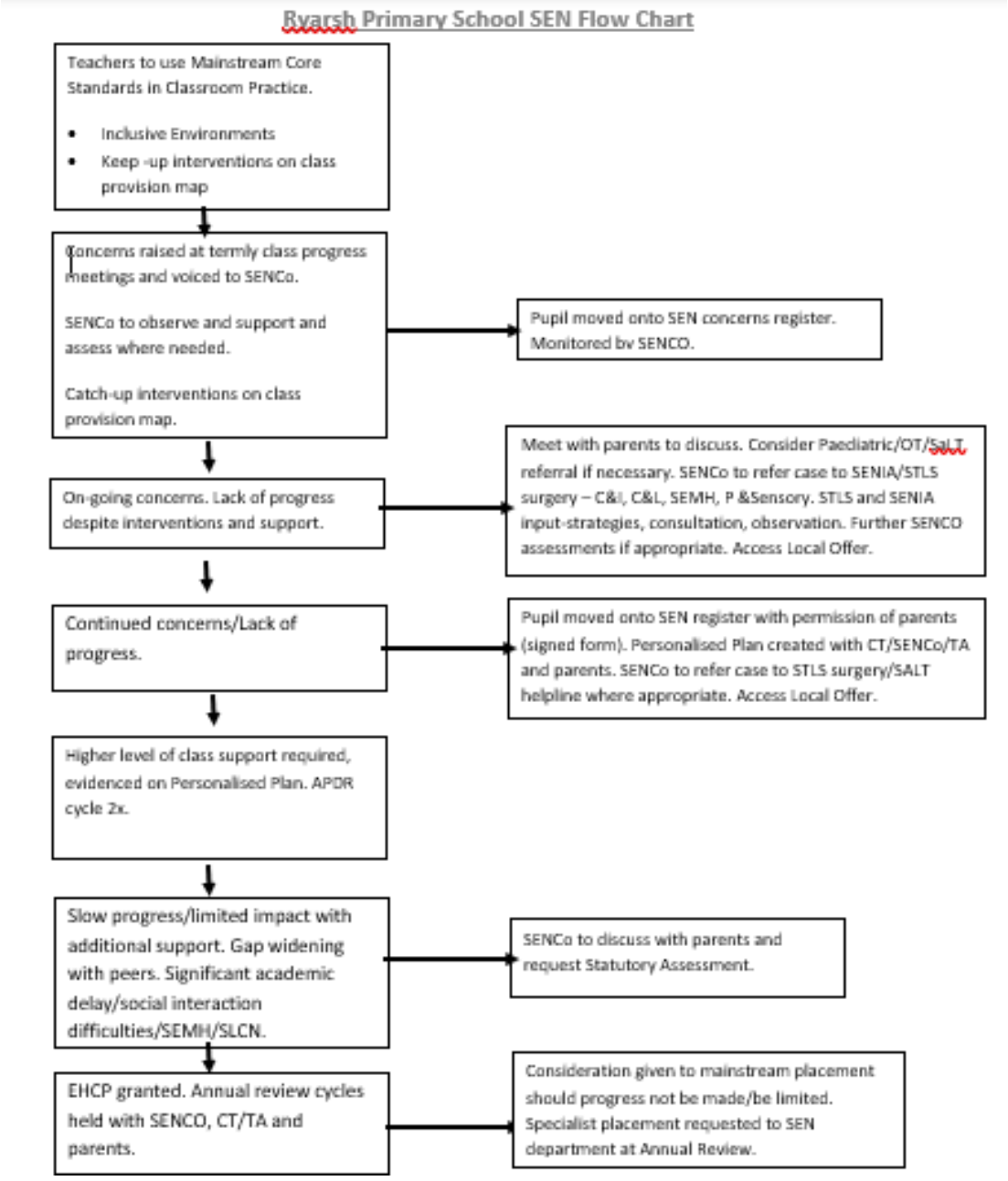
At Ryarsh Primary School we work closely with the educational settings used by the pupils before they transfer to us in order to seek the information that will make the transfer is a seamless as possible. The Reception Class teacher liaises with all settings that children transfer from to gain

any relevant information to assist transition. We can also arrange further observations to take place with the SENCo.

We also contribute information to a pupils' onward destination by providing information to the next setting. The Year 6 class teacher (and SENCo as appropriate) meet with the relevant representatives from our link secondary schools.

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

The local authority's local offer is published on http://www.kent.gov.uk/education-and-children/special-educational-needs and parents without internet access should make an appointment with the SENCO for support to gain the information they require.

Policy adopted by Governing Body	July 2026
To be reviewed	Summer 2027
Signed by the Head Teacher	
Signed by the Chair of Governors	

Appendix 1 – SEN Flowchart