Special Educational Needs and Disabilities (SEND) Information Report

Ryarsh Primary School

Ryarsh Primary School
Forward thinking for a brighter future

Inclusion Team
SEND Governor:
Steve Hughes and Vicki Oag
SENCO:
Emily Reeves
01732 870600
emily.reeves@ryarsh.kent.sch.uk

Approved by: **Governing Body**		**Date:** 24.09.26
Last reviewed on:	July 2026	
Next review due by:	July 2027	

Contents

1. What types of SEND does the school provide for? 4
2. Which staff will support my child? 5
3. What should I do if I think my child has SEND? 7
4. What happens if the school identifies a need? 8
5. How will the school measure my child's progress? 9
6. How will I be involved in decisions made about my child's education? 10
7. How will my child be involved in decisions made about their education? 11
8. How will the school adapt its teaching for my child? 142
9. How will the school evaluate whether the support in place is helping my child? 153
10. How will the school ensure my child has appropriate resources? 153
11. How will the school make sure my child is included in activities alongside pupils who don't have SEND? 164
12. How does the school make sure the admissions process is fair for pupils with SEN or a disability? 175
13. How does the school support pupils with disabilities? 175
14. How will the school support my child's mental health and emotional and social development? 186
15. What support is in place for looked-after and previously looked-after children with SEN? 196
16. What support will be available for my child as they transition between classes or settings or in preparing for adulthood? 17
17. What support is available for me and my family? (Local Offer) 208
18. What should I do if I have a complaint about my child's SEND support? 19
19. Supporting Documents 19
20. Glossary 20

Dear parents and carers,

The aim of this Information Report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works in our school.

As educational professionals, we are all working towards the ultimate goal of growing independent young people as they prepare for adulthood. All provision and support we provide is working towards achieving the Kent Children and Young People (CYP) Outcomes Framework:

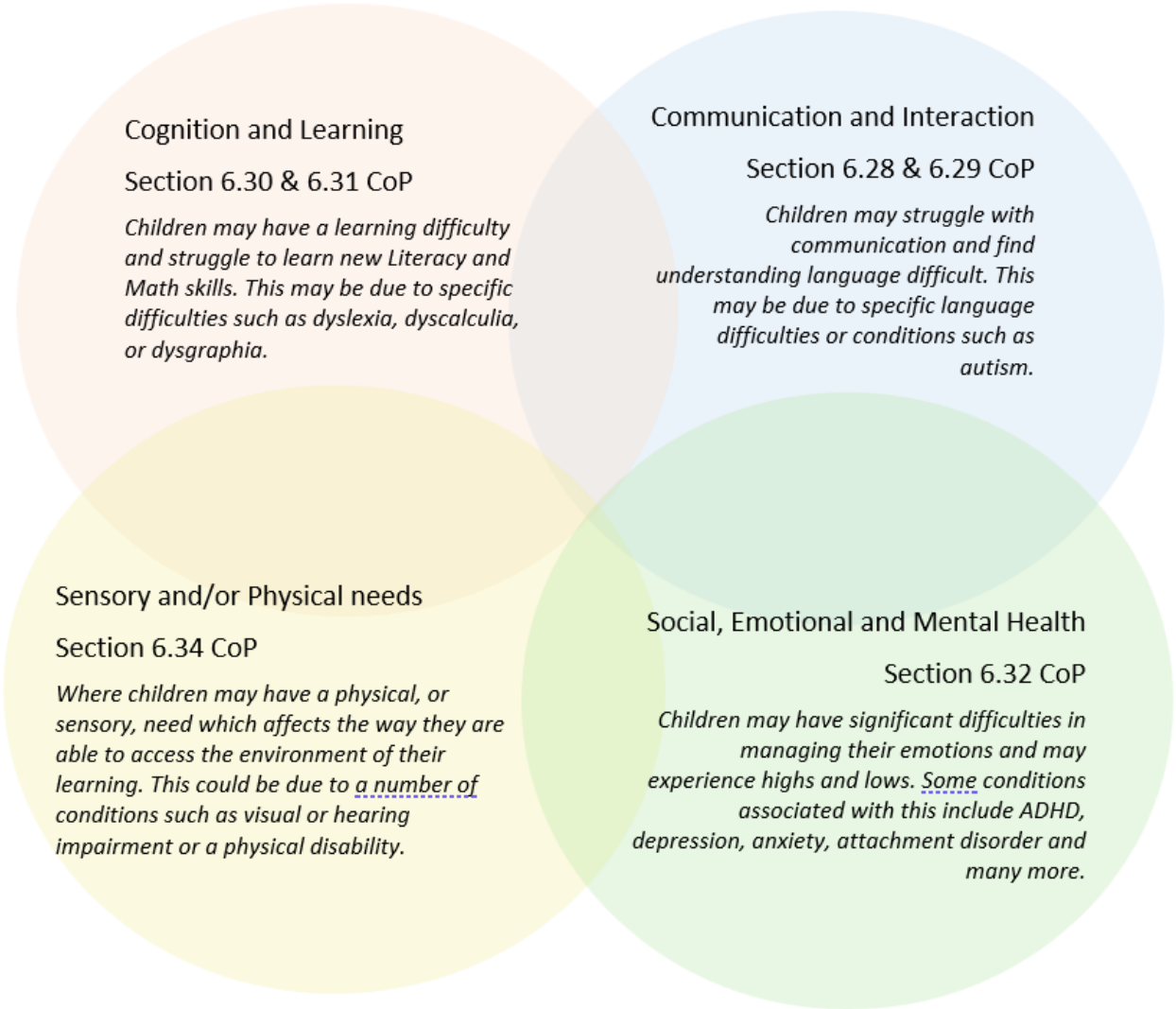
If you want to know more about our arrangements for SEND, read our SEND policy alongside this Information Report.

You can find our SEND policy on our website https://www.ryarsh.kent.sch.uk/Special-Educational-Needs/

Note: If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

1. What types of SEND does the school provide for?

Our school provides for pupils with the following needs (as outlined in the SEND Code of Practice 2015):



Often you will find that children's needs overlap and are rarely confined to one area of need, which is why it is important to gain a wholistic overview of your child.

More information about the Areas of Need can be found in the Special educational needs and disability code of practice: 0 to 25 years (link below).

SEND_Code_of_Practice_January_2015.pdf (publishing.service.gov.uk)

2. Which staff will support my child, and what are their key responsibilities?

At Ryarsh Primary School all staff are considered responsible for supporting the needs of pupils with SEND. Our staff are committed to regular, high-quality training to ensure that they have the knowledge and skills to better meet a wide range of pupil needs.

Our Special Educational Needs Co-ordinator, or SENCO

The named SENCO is Amanda Harris.

They have 7 years experience in this role and they are a qualified teacher. They achieved the National Award in Special Educational Needs Co-ordination in July 2022 from Christchurch University.

Class/subject teachers

All of our teachers receive in-house SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN.

All staff received initial training from the Autism Education Trust (AET) (Oct 2023).

Teaching assistants (TAs)

We have a team of TAs, including a higher-level teaching assistants (HLTAs) who are trained to deliver SEN provision.

We have teaching assistants who are trained to deliver interventions such as:

Maths- Power of 2, Plus 1, 123 Maths, 1st class@number1 and 2, multiplication tables, times table rockstars, maths shed.

English- Word Wasp/Hornet, toe by toe, daily reading, reading comprehension, pre-teaching, sound progress, handwriting, phonics, Little Wandle phonics catch-up.

Speech and Language - Speechlink, Talk Boost, Language Link, pre-teaching, Language for Learning, individually designed interventions by speech and language therapist, social skills, socially speaking.

Fine and Gross Motor: fine motor/handwriting, BEAM, clever/funky fingers, gross motor skills.

Other: sensory circuits.

In the last academic year, TAs have been trained in supporting children with autism, developing independence, supporting children with a hearing impairment, sensory processing delivered by an

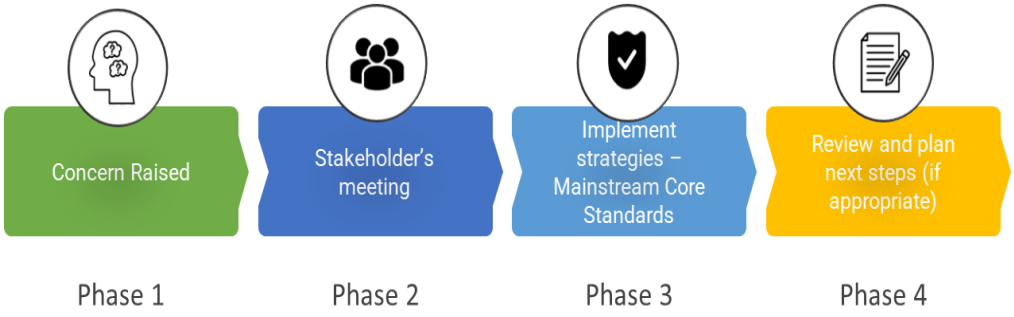
Occupational Therapist, Comic Strip Conversations delivered by STLS, using visuals to support learning and independence.

External agencies

Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEND and to support their families. These may include:

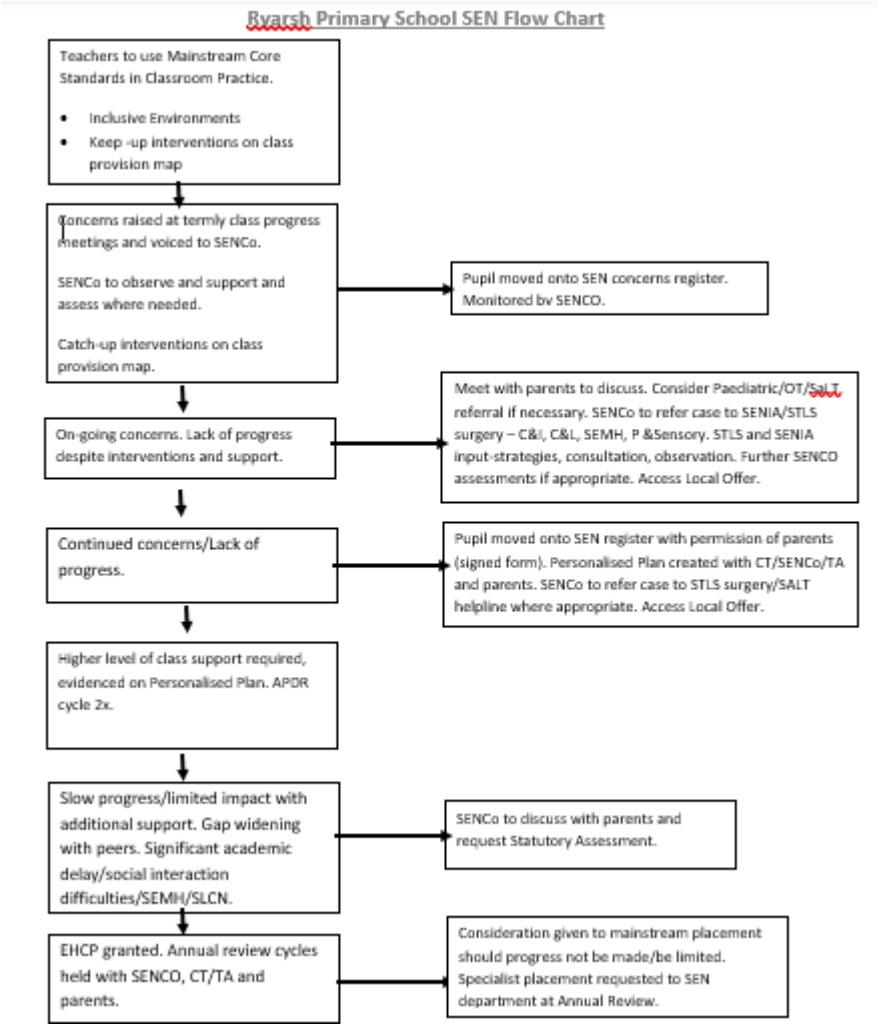
- Child and adolescent mental health services (CAMHS)
- Educational psychologists
- GPs or paediatricians
- NELFT practitioners
- Occupational therapists
- Therapeutic practitioners
- Safeguarding services
- School nurses
- SEND Inclusion Advisor
- Specialist Teacher Service
- Speech and language therapists
- Voluntary sector organisations

3. What should I do if I think my child has SEND?

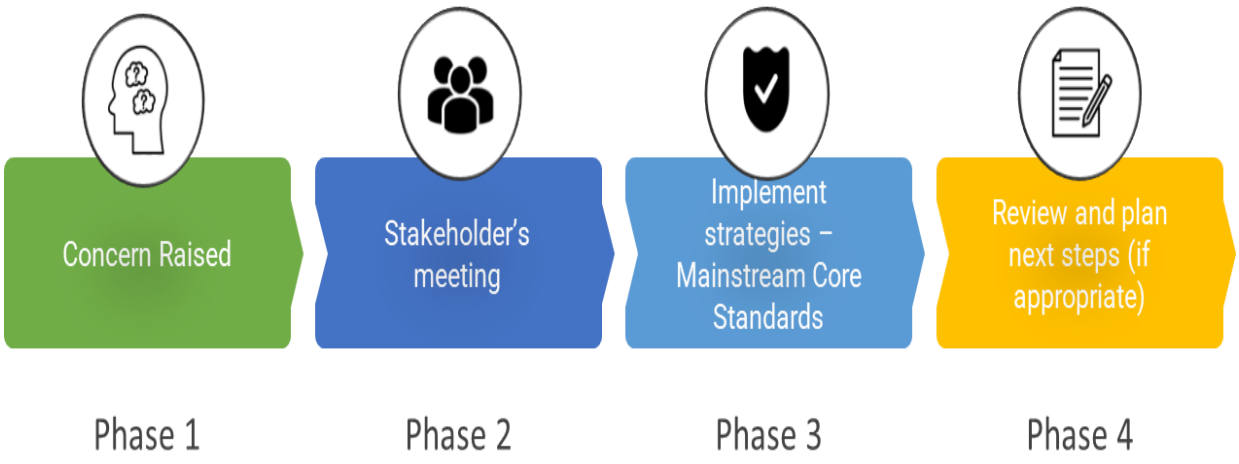


Phase 1	If you think your child might have SEND, raise your concern with the school so that the SENCO is aware. Please speak with your child's teacher and contact the school SENCO, Amanda Harris (Amanda.harris@ryarsh.kent.sch.uk)
Phase 2	We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are. Together we will decide what outcomes to seek for your child and agree on next steps. We will make a note of what's been discussed and add this to your child's record.
Phase 3	We will implement the agreed strategies and monitor these over an agreed period of time. These are likely to be universal strategies set out in the mainstream core standards. A copy of this can be found here: https://www.kelsi.org.uk/__data/assets/pdf_file/0005/117257/Special-educational-needs-mainstream-core-standards-guide-for-parents.pdf . This will initiate the 'Graduated Approach' where support will be continually reviewed. See next page for more details.
Phase 4	If we decide that your child needs SEND support, we will formally notify you and your child will be added to the school's SEND register. They will receive additional support and this will be reviewed using the assess, plan, do, review model.

4. What happens if the school identifies a need?



The same process is followed if a concern is raised by the school.



All our class teachers are responsible for the monitoring of all pupils who have been identified as having SEND. They also review those who are not making the expected level of progress in their schoolwork or socially.

If the teacher notices that a pupil is having difficulties, they try to find out if the pupil has any gaps in their learning. If they can find a gap, the school will provide appropriate support. Pupils who don't have SEND usually make progress quickly once the gap in their learning has been filled.

If the pupil is still finding it difficult to make the expected progress, the teacher will talk to the SENCO, and will contact parents to discuss the possibility that the child has SEND, and the school will follow the graduated approach (see previous page).

A Special Educational Need is identified if a child:

a) Has a significantly greater difficulty in learning than the majority of other children 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

At Ryarsh Primary School, children are identified as having SEND (Special Educational Needs and Disabilities) through a variety of ways, usually a combination, which may include some of the following:

- Liaison with previous school or pre-school setting
- Child performing below 'age expected' levels or equivalent
- Concerns raised by a parent
- Concerns raised by a teacher: for example, if behaviour or self esteem is affecting performance
- Liaison with external agencies e.g. for a physical/ sensory issue, speech and language
- Use of tools for standardised assessment such as: Speech Link, Dyslexia screener, WRIT intelligence test, LUCID COPS assessments and TAPS auditory processing test
- Observation of the pupil indicates that they have additional needs

Once a child is identified as having a special education need, they will either be placed on the SEN support register or SEN concern register. This decision is made based on the level of support required for the child. Children placed on the SEN support register require much more support in order to be able to access the national curriculum.

5. How will the school measure my child's progress?

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).

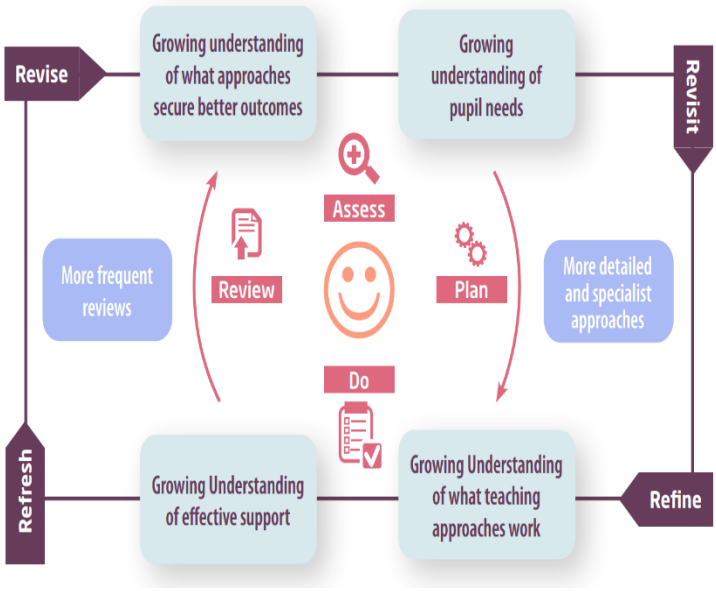
Where progress is not sufficient, even if a special educational need has not been identified, we put in place extra support to enable the pupil to catch up. This will be recorded on the class provision map in the keep up or catch up section depending on their current level of attainment.

Some pupils may continue to make a lack of 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, as well as consulting other professionals, to determine the cause of the learning difficulty.

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.

We will follow the 'graduated approach' to meeting your child's SEND needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



Assess	If your child is not making the expected level of progress, we will make an assessment to find out what strengths and difficulties your child has. We will ask for you and your child's input, as well as getting help from external professionals where necessary.
Plan	In discussion with you and your child, we will decide what outcomes we are hoping to achieve. We will make a plan of the support we will offer your child to help them meet those outcomes. We will make a record of this and share it with you and all relevant school staff.
Do	We will put our plan into practice. The class teacher, with the support of the SENCO, will be responsible for working with your child on a daily basis, and making sure the support we put in place is having the impact we intended.
Review	We will assess how well the support we put in place helped the pupil to meet the outcomes we set. We will use our improved understanding of your child's needs to improve the support we offer; this may mean the Plan, Assess, Do, Review cycle continues.

6. How will I be involved in decisions made about my child's education?

We will provide an annual formal report on your child's progress. There is also an opportunity to meet the class teacher to discuss your child's progress at parent consultation meetings in term 2 and 4. Parents are always welcome to arrange to meet with their child's teacher at other points in the year if they have any concerns or would like an update.

If your child is on the SEND register, the SENCO and a member of staff who knows your child well will meet you 3 times a year to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

We know that you're the expert when it comes to your child's needs and aspirations. So, we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEND support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

If you have concerns that arise between these meetings, please contact the school SENCO, Amanda Harris (Amanda.harris@ryarsh.kent.sch.uk) and your child's class teacher.

7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age and individual needs. We recognise that no two pupils are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Collect their Pupil Voice in a format suitable for them
- Complete a survey

8. How will the school adapt its teaching for my child?

Your child's teacher(s) are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school. Please ask to see our teaching and learning policy for further details.

We will adapt our approaches to how we teach to suit the way the pupil works best. There is no 'one size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child and are guided by the Mainstream Core Standards in the first instance.

These adaptations may include:

- Adapting our approaches, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

- Adapting our resources and staffing

- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.

- Teaching assistants or support staff will support pupils appropriately depending on their presentation of need

- Scaffolding lesson materials

We may also provide the following interventions:

BEAM, Clever Fingers, Plus 1, Power of 2, 123 Maths, 1st class@number 1 or 2, 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. These interventions are part of our contribution to Kent County Council's local offer.

9. How will the school evaluate whether the support in place is helping my child?

For children on the SEN register, their 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 SEN or direct support is in place) and the assessment information from teachers which will show whether adequate progress is being made.

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. This information is collated in an annual review form which is submitted to KCC to be monitored, any items raised actioned and added to the pupil's file.

10. How will the school ensure my child has appropriate resources?

The school receives funding to respond to the needs of pupils with SEND from a number of sources that includes:

- A proportion of the funds allocated per pupil to the school to provide for their education called the Age Weighted Pupil Unit.
- The Notional SEN budget. This is a fund devolved to schools to support them to meet the needs of pupils with SEND.
- For those pupils with the most complex needs, the school may be allocated additional educational needs funding from the Local Authorities High Needs SEN Funding allocation.
- Inclusion Mainstream Fund (new for September 2026)
- Via Kent's Community of Schools – Ryarsh is part of Malling 1

This funding is then used to provide the equipment and facilities to support pupils with special educational needs and disabilities through resources such as:

- Adult support aimed at increasing skills in specific area of weakness
- Out of class support including lunchtimes (relationship building, social, emotional skill development)
- Small group tuition to enable catch up (subject or targeted at additional need)
- Provision of specialist resources or equipment based on the needs to individual children
- Additional resources for existing programmes such as Toe by Toe and Power of 2
- SEN training for specific staff
- Investment in the use of Clicker software
- Investment in the use of InPrint software
- Investment in the use of speech and language resources, especially social communication
- Sensory Circuit resources
- OT resources

Where appropriate, we will consult with external agencies to get recommendations on what will best help your child access their learning and use our best endeavours to ensure these are supplied.

11. How will the school make sure my child is included in activities alongside pupils who don't have SEND?

At Ryarsh Primary School, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers, irrespective of race, age, gender, disability, faith, religion and socio-economic background. We are also committed to ensuring equality for protected characteristics such as transgender or sexual identity and pregnancy/adoption and maternity/paternity. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

The achievement of pupils will be monitored by different protected characteristics and we will use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. At Ryarsh Primary School, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

The expectation is that all schools providing an inclusive provision for all pupils. It may be necessary for some pupils to receive interventions in addition to a broad and balanced curriculum.

All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs.

All pupils are encouraged to go on our school trips, including residential trips in year 4, 5 and 6.

All pupils are encouraged to take part in school visits and curricular opportunities.

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included.

12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?

At Ryarsh Primary School our published admissions number is **30**. We admit pupils in the September following their fourth birthday. Places are allocated during the spring term.

KCC is our admissions authority. As for most other Community and Voluntary Controlled primary schools covered by KCC, our oversubscription criteria are applied and listed below.

The Application Procedure

1. Ryarsh Primary School follows the procedures, timetable and deadlines set by Kent County Council.
2. Parents will have the opportunity to visit the school.
3. An RCAF (Reception Common Application Form) has to be completed at the appropriate time, online, and returned to Kent County Council.

Please request to see our admissions policy for further details.

13. How does the school support pupils with disabilities?

You're disabled under the Equality Act 2010 if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.

At Ryarsh Primary School, we ensure that people with any kind of physical disability are supported appropriately through seeking advice from specialist teachers, physiotherapists and OTs. Our school grounds have been adapted so that there is step-free access to all areas of the school and disabled toilet facilities are in place for those who need access to them. In addition, we have a care suite, designed to support students with specific physical disabilities.

Please ask to see our accessibility plan.

14. How will the school support my child's mental health and emotional and social development?

Looking after the whole child, including both their physical and mental health, is very important to us at Ryarsh Primary School. Children are given opportunities to learn about, discuss and implement strategies to help their mental health through our PSHE curriculum as well as special events such as Hello Yellow day and World Mental Health day.

We have two Senior Mental Health Leaders in place. They are Amanda Harris and Claire McMulkin.

We provide support for pupils to progress in their emotional and social development in the following ways:

- Pupils with SEND are encouraged to be part of the school council.
- Pupils with SEND are also encouraged to be part a peer buddy in years 5 and 6 to promote teamwork/building friendships and responsibility to support younger members of our school.
- We provide extra pastoral support for listening to the views of pupils with SEND by offering:
    - A listening ear
    - Talking Tuesday and Thursday lunchtime clubs
    - Drawing and Talking interventions
- We run some additional lunchtime provisions to support some of our SEN children or they have additional adult support to help them access playtime activities.

  We have a 'zero tolerance' approach to bullying. Please see our anti-bullying policy at https://www.ryarsh.kent.sch.uk/Policies/ .

15. What support is in place for looked-after and previously looked-after children with SEND?

Amanda Harris, our SENCO, will work together with the headteacher and deputy headteacher to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEND might interact, and what the implications are for teaching and learning.

Pupils who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEND support plans or EHC plans are consistent and

complement one another. Parents of looked-after or previously looked-after pupils are invited to attend a termly EPPLAC meeting.

16. What support will be available for my child as they transition between classes or settings or in preparing for adulthood?

At Ryarsh Primary School, we understand how important transition is for our pupils and have a number of events in place to ensure it is as smooth as possible.

Between years

To help pupils with SEND be prepared for a new school year we:

- Ask both the current teacher and the next year's teacher to attend final meeting of the year when the pupil's SEND is discussed.
- Parents are invited to meet with the current teacher, new teacher and SENCO for an opportunity to discuss need before transition occurs.
- Schedule lessons with the incoming teacher towards the end of the summer term
- SEN children have additional time allocated to visit their new classroom for short periods of time to familiarise themselves with the environment.
- SEN children are invited to come in prior to the start of the new academic year to meet their teacher, and familiarise themselves with their new classroom, cloakroom and route into their new class.
- All children are provided with a photo transition booklet so they can familiarise themselves with new staff and class environments.

Between schools

When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting.

Between phases (starting at primary school)

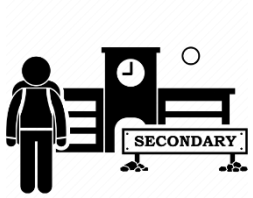
The SENCO of the EYFS setting will have a meeting with our SENCO, either in person or via TEAMS or a phonecall. They will discuss the needs of all the pupils who are receiving SEND support.

Pupils will be visited in their setting by the SENCO and EYFS teacher prior to the child starting at our school so a full picture of need is acquired. The child and their family may also be invited for additional school visits to support a smooth start at primary school.

Between phases (going to secondary school)

The SENCO of the secondary school will have a meeting with our SENCO, either in person or via TEAMS or a phonecall. They will discuss the needs of all the pupils who are receiving SEND support.

Pupils will be prepared for the transition by:



- Practising with a secondary school timetable
- Learning how to get organised independently
- Plugging any gaps in knowledge
- Attending additional transition events organised by the specialist teaching service.
- Where possible, meeting with children from other primary schools who will be attending the same secondary school.

17. What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at Kent's local offer. Kent publishes information about the local offer on their website: https://www.kent.gov.uk/education-and-children/special-educational-needs

Our local special educational needs and disabilities information advice and support services (SENDIASS) organisations are: IASK https://www.iask.org.uk/parents-and-carers/frequently-asked-questions/

Local charities that offer information and support to families of pupils with SEND are:

https://kentpactnew2022.co.uk/

https://space2beme.org.uk/

National charities that offer information and support to families of pupils with SEND are:

- IPSEA
- SEND family support
- NSPCC
- Family Action
- Special Needs Jungle

18. What should I do if I have a complaint about my child's SEND support?

Complaints about SEND provision in our school should be made to the SENCO in the first instance. They will then be referred to the school's complaints policy https://www.ryarsh.kent.sch.uk/Policies/

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the SEND Code of Practice.

If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: https://www.gov.uk/complain-about-school/disability-discrimination

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal. https://www.kelsi.org.uk/special-education-needs/special-educational-needs/mediation-and-resolution

19. Supporting documents

- *Equality Information and Objectives Policy*
- *Child protection and safeguarding policy*
- *Behaviour Policy*
- *Accessibility Plan*
- *Attendance and punctuality policy*
- *SEND policy*
- *SEN & Disabilities Code Of Practice 2015*
- *Mainstream Core Standards*

20. Glossary

- **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- **CAMHS** – child and adolescent mental health services
- **Differentiation** – when teachers adapt how they teach in response to a pupil's needs
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.
- **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND
- **Graduated approach** – an approach to providing SEND support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEND in the local area
- **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SENCO** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support pupils with SEND
- **SEND information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEND
- **SEND support** – special educational provision which meets the needs of pupils with SEND
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages