



## **Special Educational Needs & Disability Information Report**

<b>Date of Approval</b>	July 2024
<b>Date of Next Review</b>	July 2025
<b>Headteacher/ Head of School</b>	Steven Payne - Headteacher
<b>Chair of Governors</b>	Mrs Kelly Allen

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## 1. About this report:

- The Children and Families Act 2014 says that all maintained schools must publish a special educational needs and disabilities (SEND) information report every year.
- This report explains how our school meets the needs of pupils with SEND and it will make reference to the county local offer.
- The local offer outlines support available for parents and families and can be found here: <https://www.kent.gov.uk/education-and-children/special-educational-needs>
- In the report, we explain how we meet our duties towards pupils with special educational needs and disabilities.

This report will be published on our school website and reviewed annually. We will gather the views of parents and pupils to inform this report. If you want to give us your views about the report, please contact the SENDCo. 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 LA 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 with the following school policies:**

Behaviour Policy  
Equalities Policy  
Safeguarding Policy  
Accessibility Plan  
Complaints Policy

This policy will be reviewed every year.

## 2. Who do I contact?

The special educational needs and disabilities coordinator (SENDCo) is responsible for managing and co-ordinating the support for pupils with special educational needs, including those who have education health and care (EHC) plans. The named SENDCo at Istead Rise Primary School is Monica Clark, who is a qualified teacher.

The Inclusion Leader at Istead Rise Primary School is Jenny Andreou.

The Inclusion Team are available via the school office on 01474 833177 or via email [irpoffice@swale.at](mailto:irpoffice@swale.at)

### **3. Which pupils does the school provide for?**

Istead Rise Primary School is part of Swale Academies Trust and we admit pupils from age 4 to 11 years.

We are an inclusive school. This means we provide for pupils with all types of special educational needs: dyslexia, dyspraxia, speech and language needs, autism, learning difficulties and behavioural difficulties.

There are other kinds of special educational needs 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.

There may be instances where the needs of a pupil are significant and/or complex and we will need to seek additional resources and advice or request statutory assessment for an appropriate provision and/ or setting to be identified.

The school also currently meets the needs of pupils with an Education, Health and Care Plan (EHCP) with the following kinds of special educational needs: Communication and Interaction, Cognition and Learning need, Social and Emotional need and ASD.

If you would like a place for a pupil who has an EHCP, contact your assessment and planning officer at Kent County Council.

If you would like a place for any other pupil with special educational needs, you should apply as normal and your application will be considered in the same way as applications from pupils without special educational needs.

### **4. How does the school meet the needs of pupils with SEND?**

We are committed to meeting the needs of pupils with SEND as part of a whole school approach within our duties described under the Children and Families Act 2014, and the Equalities Act 2010.

We provide an appropriate and high quality education for every pupil delivered through Quality First Teaching.

Sometimes additional support is required to support a pupil's progress and achievement, making reasonable adjustments where necessary.

Where a pupil is identified as having special educational needs, the school will use a four-part cycle of support - Assess, Plan, Do, Review (APDR).

An analysis of a pupil's needs is carried out and evidence is gathered in collaboration with parents/carers and the pupil where appropriate.

Targeted intervention is delivered within a given time frame and this is supervised by the Inclusion Team and the class teacher.

The effectiveness of support and progress made against these targets is reviewed at agreed intervals and next steps are planned, including referrals to external, specialist agencies.

The SEND register is updated each term and distributed to members of staff and the SEND profile of the school is provided to the local governing body when requested.

If the pupil is looked after by the local authority they will have a bespoke Personal Education Plan (PEP)/an Additional Needs Plan (ANP). We will coordinate these plans with the SEND support plan and will involve parents and carers as well as foster carers or social workers in discussions.

## **5. How does the school identify pupils' special educational needs?**

We aim to identify pupils' special educational needs (SEND) as early as possible, so that every pupil achieves the best possible outcomes.

A pupil has SEND where their learning difficulty or disability calls for special educational provision; that is provision which is different from or additional to that normally available to pupils of the same age.

The identification of pupils with SEND is built into our overall approach to monitor their development and progress.

We gather information about any additional needs or concerns relating to individual pupils during transition meetings with parents and pre-school providers, before they enter the school. At the same time we consider evidence that a pupil may have a disability under the Equality Act 2010 and what reasonable adjustments may need to be made for them.

We then assess pupils' current skills on entry, building on information from previous settings and where applicable, continue the provision and support necessary for them.

Class teachers, supported by the Senior Leadership Team, monitor the progress of all pupils 6 times a year to review their academic progress. In addition to this, pupils with SEND have their progress reviewed 3 times a year as part of our Assess, Plan, Do, Review cycle. We also use a range of assessments with all the pupils at various points e.g. GL/NFER assessments and Y1 phonics screening.

Every pupil in the school has their progress tracked and discussed at termly pupil progress meetings. The assessment tools we use at Istead Rise Primary School are:

- ARC Pathway to make ongoing assessments of children's development in Early Years.
- OTrack to track children's progress against the National Curriculum and Access to education (A2E) tools to monitor the progress of children achieving below the programme of study.

The school uses a number of 'in house' screening assessment tools, e.g. CoPS testing for dyslexia, Speech Link and Language Link Assessments, Boxall profiling.

For higher levels of need, we draw on specialist assessments from external agency professionals, e.g. a speech and language therapist. These seek to identify pupils making less than expected progress given their age and individual circumstances. This also includes a pupil's wider development.

The SEND Code of Practice, 2015: 6.17, identifies less than expected progress:

*is significantly slower than that of their peers starting from the same baseline - fails to match or better the pupil's previous rate of progress*  
*fails to close the attainment gap between the pupil and their peers*  
*widens the attainment gap*

Where progress continues to be less than expected, the class teacher, working with the Inclusion Team, will assess whether the pupil has SEND according to the broad areas of need identified in the SEND Code of Practice, 2015.

The Kent Mainstream Core Standards also supports this process.

We work with parents/carers and the pupil when appropriate as part of the assessment and in order to agree the desired outcomes.

This is also the case for a pupil with behavioural difficulties who may have SEND and a pupil with English as an additional language.

Pupils may have one or more broad areas of special educational need:

**Communication and interaction** – including speech and language difficulties and autism.

**Cognition and learning** – including developmental delay and specific learning difficulties such as dyslexia, dyscalculia and dyspraxia.

**Social, emotional and mental health difficulties** – including difficulties with behaviour, attention deficit hyperactivity disorder, an attachment disorder or anxiety.

**Sensory and/or physical needs** - including visual and hearing impairment, dyspraxia, cerebral palsy and other physical disabilities or medical conditions which affect a pupil's learning.

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.

## **6. How does the school teach and support pupils with SEND?**

We use Quality First Teaching to meet the needs of pupils with SEND in accordance with the SEND Code of Practice, 2015: 6.19.

Additional intervention and support cannot compensate for a lack of good quality teaching. *Code of Practice 6.37.*

Examples of extra support and intervention include; Read Write Inc, 1:1 phonics intervention, Reciprocal Reading, Paired Reading, Emotional Literacy, Social Skills, Zones of Regulation, Speech Link, Language Link, Clever Fingers and Precision Teaching.

Class teachers plan high quality lessons and will demonstrate the use of effective questioning, modeling and explanation. Challenging learning opportunities are differentiated to meet the abilities of groups or individuals.

Appropriate differentiation is planned according to individual needs and, where applicable, these reflect individual targets.

Pupils with an EHCP have bespoke planning based on the targets and identified provision in their individual EHCP.

Resources are investigated to meet any sensory or emotional needs of pupils to support their full access to the curriculum.

Staff demonstrate sensitivity to the needs of pupils with SEND when determining learning partners, seating arrangements and groupings.

The Inclusion Team provides advice for staff and a first contact for obtaining more specific advice from external professionals.

A multi-sensory approach, using a range of practical resources, equipment and computing skills, supports all stages of learning.

Where required, learning is supported and enhanced through the use of symbols in visual aids, social stories and by Makaton signs.

These can be used for the pre-teaching of key vocabulary or for supporting social and independence skills.

Adults will use encouragement and praise to engage and motivate pupils.

Strategic, adult deployment is coordinated by the Inclusion Team to ensure support staff are used effectively to support pupils' additional needs.

Provision management systems for each class identifies, 'additional to and different from,' interventions with SMART targets to meet the additional needs of groups or individuals according to the four broad areas of need.

Teachers remain responsible and accountable for the development and progress of the pupils in their class, including when pupils access support from teaching assistants or specialist staff.

Teaching and support staff participate in continued professional development opportunities to refine skills and practice to meet the needs of pupils with SEND. Recommendations from external specialists will also be implemented.

We follow the Mainstream Core Standards [Special Education Needs](#) advice developed by Kent County Council to ensure that our teaching conforms to best practice.

## **7. How will the curriculum and learning environment be matched to pupils' needs?**

As part of our requirement to keep the appropriateness of our curriculum and learning environment under review, we update and publish our current school accessibility plan and equalities objectives on our website.

All pupils will have access to a broad and balanced curriculum.

We can adjust the curriculum for a pupil with SEND to make sure that they can access the subjects at their own level and make progress whilst remaining ambitious in terms of outcomes. This is called 'differentiation'.

We will look at the pupil's level of achievement and see what support they need to make good progress and reach their potential. We will talk with pupils and parents as part of the SEND Assess, Plan, Do, Review support cycle.

In accordance with our statutory duties under the Equality Act 2010, we make reasonable adjustments and provide auxiliary aids and services to prevent a disabled child being disadvantaged.

We are a school that also promotes a dyslexia friendly learning environment where seating arrangements can be adjusted with a reduction in background noise and visual movement.

Individual pupils may benefit from periods of quiet reflection in a safe space away from the main learning environment to help reduce levels of anxiety and frustration.

## **8. How are parents and carers involved in reviewing their child's progress and planning support?**

Istead Rise Primary School is committed to working in partnership with parents and carers.

Parents/carers are actively involved in the review of Personalised Plans at parent consultations and they are invited to attend annual review meetings to evaluate their child's progress if their child has an EHCP.

EHCPs are reviewed every 12 months as one of the three review meetings.

They are given the opportunity to meet with external agency professionals to discuss their child's additional needs during multi agency meetings, including children looked after (CLA) reviews, individual health care plan construction, risk reduction planning, children protection review conferences, core group meetings and family support meetings.

In addition to parent consultations, parents or carers can meet with their child's class teacher informally after school if they have a concern. Please contact the school office to arrange an appointment.

They can also make an appointment to meet with a member of the Inclusion Team to discuss specific provision and any SEND related issues.

There is an overview of the curriculum for each year group available on our website so that parents or carers are aware of what is being delivered each term.

An annual written report will be received by parents or carers at the end of each academic year.

They are also encouraged to support their children with homework activities and through attending key performances or special events.



The school uses a range of communication methods to share messages and achievements to foster a positive partnership between home and school. e.g. Teachers2parents, email, text message, Twitter and Facebook.

Parental questionnaires enable the school to receive constructive feedback.

### **9. How are pupils involved in reviewing their progress and planning support?**

Wherever possible, the school will always encourage pupils with SEND to be involved in the decisions regarding their learning experiences.

We will listen to the views, wishes and feelings of pupils, provide them with appropriate information and support to help them make decisions and nurture all aspects of their development so they achieve the best possible educational and wider outcomes in preparation for adult life.

We will achieve this through the use of: Self assessment, Circle Time in class, class worry boxes, Pupil Voice, SEN and EHCP review meetings.

### **10. How does the school prepare and support pupils to transfer to a new school or the next stage of education and life?**

We are sensitive to the individual needs of your child at all points of transition and there are well structured arrangements within and between phases which can be tailored to suit specific needs.

Appropriate members of staff will arrange and undertake transition meetings.

Multi-agency transition meetings will be necessary to ensure a smooth transition for a pupil with more significant needs.

Preparation work can also be carried out with individual pupils to reduce feelings of anxiety for a smoother transition using tailored resources.

The SENCo or Inclusion Leader will meet with the SEN co-ordinator from the child's new school to ensure all needs are discussed and appropriate support can be put in place. Additional transition days can be organised to support a smooth transition.

### **11. What training do school staff have?**

When we plan support for a pupil, we think about the knowledge and skills their teachers and support staff will need.

Training is planned to reflect expectations in the school strategic plan which is reviewed annually by senior leaders, governors and staff.

The SENDCo, Monica Clark, has the National Award in Special Educational Needs Coordination.

Teaching and support staff have participated in a range of continued professional development opportunities. For example: colourful semantics training, dyslexia friendly classroom training, Makaton and emotional wellbeing training.

All teachers and teaching assistants have had the following awareness training:

- Child Protection Training (including Hays Online Safeguarding Training)
- Training and information on all high frequency SEND needs
- Using provision mapping effectively
- Using SDQ/ wellbeing and involvement screening
- A whole school approach to dyslexia friendly class
- ASD awareness training

In addition to this whole-school staff training, identified members of staff have also received the following enhanced and specialist training:

- Paediatric first aid
- Diabetes training
- Epi-pen training
- Moving and handling
- De-escalation training
- Clever Fingers
- Intensive interaction

We have a wide range of training available to us:

<https://www.theeducationpeople.org/>

<https://www.kelsi.org.uk/special-education-needs/special-educational-needs/sen-training>

<https://www.ifieldschool.com/page/?title=Courses&pid=50>

<https://thenationalcollege.co.uk/>

## **12. How does the school measure how well it teaches and supports pupils with SEND?**

We regularly and carefully review the quality of teaching for all pupils to make sure no-one under achieves.

We use information systems to monitor the progress and development of all pupils. This helps us to develop the use of interventions that are effective and to remove those that are less so.

Every pupil in the school has their progress tracked and discussed at pupil progress meetings.

The Trust SEND Leadership Group supports us in regular self evaluation and this informs our school SEND action plan.

Leaders review the quality of teaching and learning for all pupils with SEND through lesson observations, learning walks and book looks. This is to evaluate whether teaching and programmes of support have made an impact on pupils' progress within the four broad areas of need.

Senior leaders hold regular meetings with the Inclusion Team to maintain a strategic overview and to facilitate a consistent, professional dialogue in order to plan next steps.

The school has a three layered provision management system:

Tier 1: Provides a strategic overview of all interventions taking place according to the four broad areas of need for pupils on the SEN register.

Tier 2: Identifies which strategies from the Mainstream Core Standards are used to support pupils, and intervention entry/exit data to meet the additional needs of groups or individuals in each class.

Tier 3: Support staff record intervention target work and progress, and this information informs outcomes in Tier 2.

Intervention delivery is monitored by the Inclusion Team using drop-in sessions with written feedback provided.

Tier 2 interventions and exit data are RAG (red/ amber/ green) rated and discussed during strategic review meetings to inform future planning.

The Inclusion Team maintains regular contact with the SEND governor to review provision against strategic priorities. The agreed report template is then completed and submitted to the governing body.

We invite parents/carers to provide feedback in a variety of ways including structured conversations and the Ofsted parent view website:

<https://parentview.ofsted.gov.uk/parent-view-results/survey/result/131510>

We send home a parent/carer questionnaire to gather their views and to inform the school's inclusion action plan.

### **13. How accessible is the school and how does the school arrange equipment or facilities to meet pupils' needs?**

The school is subject to the Equalities Act, 2010 and makes reasonable adjustments, providing auxiliary aids and services to prevent a disabled child being disadvantaged.

Our current accessibility plan and equalities information and objectives, can be found on the school's website. This plan is prepared under paragraph 3 of Schedule 10 to the Equality Act 2010.

Outside agencies are also consulted when necessary for their expertise and advice, SaLT, Occupational Health, STLS). They will visit the school and/or provide support to teachers and other staff working with identified pupils.

Specialist equipment or resources may be sourced by the Inclusion Team to enable identified pupils to access all aspects of the curriculum. These resources will be purchased using the notional SEN funding.

For highly specialist communication equipment the school will seek the advice of the KCC Communication and Assistive Technology team.

#### **14. How are pupils with SEND included in activities with other pupils, including school trips?**

As an inclusive school, all clubs, trips and activities offered to pupils at Istead Rise Primary School are available to pupils with special educational needs and disabilities. 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.

We work with parents/carers and pupils to listen to their views, feelings and wishes with the expectation that they will allow their child's full participation.

They may be invited to accompany their child during visits or agree to flexible arrangements such as different transportation or adjusted timings.

Reasonable adjustments are made to ensure that pupils with SEND are able to participate alongside their peers during performances or sports days.

#### **15. What support is there for pupils' overall well-being and their emotional, mental and social development?**

At Istead Rise 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, for instance PSHE, and indirectly with every conversation adults have with pupils throughout the day.

At Istead Rise Primary School, we use the Restorative Approach to empower pupils to deal with social situations. A Restorative Approach focuses on developing positive relationships within the school, both pupil to pupil and staff to pupil. It creates a safe, secure environment which enables children to develop both academically and socially. On a day-to-day level this involves talking to the children about their thoughts and feelings. In response to conflict, it focuses on the harm that has been caused and ways to repair the harm and restore the relationship.

For some pupils with the most need for help in this area, we also can provide the following: Time to Talk, Circle of Friends, time out spaces, key adults, Talk About, Anxiety Intervention, Zones of Regulation, and referrals to relevant external professionals and organisations. All classrooms have a 'Worry Box' available to children to share any concerns in a discrete manner.

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.

## **16. What specialist services does the school use to support pupils and their families?**

As part of the cycle of SEN support - Assess, Plan, Do, Review (ADPR), we will consider whether we need to involve other services to make sure a pupil's specific needs are met.

Parents or carers will be asked to give their consent for other external specialists to work with their children.

Specialists from a range of support services might be working with a pupil on a regular basis, over a set period of time, e.g. weekly for one term.

### **The designated teacher for looked after children is Mr Steve Payne (Headteacher)**

Their responsibilities include:

The management of additional needs plans (ANPs)/ Personal Education Plans (PEPS), attendance at CLA review meetings to discuss educational progress and targets.

Regular liaison with The Virtual School, social workers, foster carers/parents where appropriate, relevant adults in the school community, review of behaviour logs.

The Designated Safeguarding Leads coordinate risk-reduction planning for safeguarding issues, attends core group meetings and multi-agency strategy meetings.

## **17. Where can I get information, advice and support?**

The 'local offer' on the internet shows advice and advocacy services for children, young people and parents and carers:

<https://www.kent.gov.uk/education-and-children/special-educational-needs>

### **IASK:**

Information, Advice and Support Kent (IASK) provides a free and confidential 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](mailto:iask@kent.gov.uk)

[www.kent.gov.uk/iask](http://www.kent.gov.uk/iask)

## **18. What do I do if I am not happy or if I want to complain?**

In the first instance, you should contact the class teacher or a member of the Inclusion Team and we will work with parents or carers to resolve any issues you may have.

If parents or carers continue to be unhappy, they can use the Swale Academies Trust Complaints Policy, which is available to view via a link on the school's website.