



Rudyard Kipling Primary School and Nursery

SEND Information Report June 2026

The Special Educational Needs and Disability Regulations 2014 require **Rudyard Kipling Primary School and Nursery** to publish certain information regarding our provision for pupils with special educational needs and disabilities (SEND). At **Rudyard Kipling Primary School and Nursery**, we hope parents/carers of current and prospective pupils find the following information helpful. We encourage all interested parties to contact the school for more information.

We provide support for the following SEND:

Specific Learning Difficulty (Dyslexia) Moderate Learning Difficulty Severe Learning Difficulty Social, Emotional and Mental Health Speech Language and Communication Needs Hearing Impairment Visual Impairment Multi-sensory impairment Physical Disability Neurodivergences, such as: Autistic Spectrum Continuum (ASC) Attention Deficit Hyperactivity Disorder (ADHD) Foetal Alcohol Spectrum Disorder (FASD)
--

We identify and assess pupils with SEND using the following methods:

- Ordinarily Available Inclusion Practice (OAIP) following the graduated approach (assess-plan-do-review)
- Adaptive teaching methods, including but not exclusively an effectively scaffolded and, if necessary, differentiated curriculum
- Learning Conversation (Pupil Progress Meetings) termly where attainment and progress of each child are tracked and monitored, and the appropriateness of provision is reviewed
- Next Steps Framework is used for children working at pre-KS1 levels
- A range of individualised assessment and screening 'tools' to support closer identification of need including: Bench marking, YARC, SWRT
- The Boxall profile assessment tool for SEMH needs
- Data is gathered to identify where children with SEN are in their learning and development to inform planning for their next small steps
- Putting in place effective, evidence based provision individually tailored to needs
- Good transfer of information from between teachers within school
- Good transition of information between feeder nurseries shared prior to a child arriving in school, allowing provision to be in place on arrival where possible
- Good transition to secondary placements, whether mainstream or specialist
- Empowerment Approach

- A range of external specialists are used when required, in consultation with parents/carers
- Identification of staff training needs in SEND is embedded in continuous professional development, planning to support staff ability, knowledge and understanding of identifying emerging difficulties as early as possible
- Establishing if a child who has English as an additional language (EAL) and causing concern is demonstrating expected EAL patterns of development or whether their delay or difficulties are beyond their EAL needs.

We evaluate the effectiveness of our SEND provision in the following ways:

- By offering a range of support and provision where progress and attainment can be easily measured
- By analysing the data from the provision to plan ways forward
- By measuring progress against the National Curriculum Standards and Pre Key Stage Standards (Next Steps Framework)
- By reviewing progress collectively with school staff, senior staff, external providers and moderators

Our arrangements for reviewing the progress of pupils with SEND are as follows:

- By tracking the progress and attainment of individual children with SEND
- Through Learning Conversations (Pupil Progress Meetings) where the above data is analysed, and provision is reviewed
- Through SEND Support Plan Reviews (twice yearly)
- EHCP annual reviews
- Parents/carers are invited to attend Parents' Evenings twice yearly
- Informal or formal meetings with the SENCo are arranged as needed
- Parents/carers are informed when a child begins new provision at school and are informed of the child's progress.

Our approach to teaching pupils with SEND includes:

- All children, including those with SEND, will have access to learning from the class teacher. Teachers are trained to adapt the curriculum to the needs of all learners
- Some children may also need specific provision from specially trained teaching assistants (for example Reading interventions, S+L programmes)
- Some children access our Nurture provision through daily sessions in Shooting Stars or small afternoon Nurture groups
- A few children may need a higher level of support from LSAs in order to have full access to the classroom curriculum.
- A very few children may need access to our Intervention Inclusion Space 'Rockets'

We adapt the curriculum for pupils with SEND in the following ways:

Children with SEND may need:

- scaffolds
- additional visual prompts
- additional practical resources
- additional technology e.g. laptop for writing
- additional time to process instructions
- learning breaking down into smaller chunks e.g. use of 'first next then'
- alternative methods of communication e.g. Makaton signing, Widgets
- a bespoke 'Just Right' support plan

We enable pupils with SEND to engage in the activities of the school, together with children who do not have SEND, in the following ways:

- OAIP and Adaptive Teaching
- OPAL playtimes
- Key adults for supportive playtimes
- Forest School and Sports Coaches
- Providing additional support to enable participation in school trips and visits

The following emotional, mental and social support is available for pupils with SEND:

- Shooting Stars Nurture provision- daily
- Weekly afternoon Nurture provision
- 1:1 sessions with the Senior Learning Mentor
- LSA support in class
- Sensory breaks in classes regularly throughout the day for all children
- Sensory Circuits for regulation support
- Staff trained in Just Right and follow this as a whole class approach
- Bespoke 'Just Right' Support Plans
- Partnership with BHISS- Schools Mental Health Service and SEMH team

Our SEND co-ordinator (SENCO) is: Helen Nazarko

Listed below are the names of some staff members possessing expertise related to SEND:

Name: Tara Bryant	Name: Jo Rollason
Job role: Inclusion and Family Support Worker	Job role: Senior Learning Mentor
Attachment Aware and Trauma Informed	Attachment Aware and Trauma Informed

Name: Elizabeth Borg and Anna Hollingsworth	Name: Effie Powell, Denise Jones, Janet Owen, Pam Whyte, Sue Woolven
Job role: LSA	Job role: LSA
Expertise: ECAR Literacy Interventions- FFT and BRP	Expertise: Word Play, Early Years Talk Boost Speech and Language programmes

In addition, we use the services of the following specialists:

The full BHISS buy back service which includes:
 Educational Psychology – Shahinaz Mahdi
 BHISS ASC and Language Support Service – Rachel Milton
 BHISS ASC Family Support Worker- Jo Heath
 BHISS SEMH support – Adam Ronchetti, Sharon Davey
 BHISS Literacy – Kate Persaud
 Schools Mental Health Service

Other services:
 Speech and Language Therapy – Lydia Marsden
 Complex Needs Outreach – Downs View School, Gemma Sharp
 School Nurse – Alys Mahoney
 Wellbeing Service and CAMHS
 Seaside View Child Development Centre
 Occupational Therapy- as required/requested
 Family Hubs through Front Door for Families

In 2025-26 Rudyard Kipling were fortunate enough to receive support from the Alternative Provision Support Taskforce (APST) this was used to further develop the AP in Rockets class and for children with more complex needs within the wider school. This support has been invaluable.

We currently possess the following provisions to assist our pupils with SEND:

Staff trained and/or with experience in:

- Makaton
- Working with children with Autistic Spectrum Condition
- Working with children with Emotionally Based School Avoidance (EBSA)
- Just Right
- Lego Therapy
- Sensory Circuits (training in June 2026)
- ECAR interventions- FFT and BRP
- Delivering Speech and Language Therapy Plans
- DLD and Me
- Delivering Occupational Therapy Plans
- Nurture provision
- Using diagnostic tools for Speech and Language, Literacy difficulties and SEMH needs
- Empowerment Approach

Our confirmed plans for SEND provision in the future:

Following the Inclusion Intervention Space application being accepted, the development of the Alternative Provision 'Rockets' to include:

- Staff team attending IIS Community of Practice and Reflective Space sessions
- Redesign and create a bespoke space including sensory regulation, calming space and a learning space
- Update the Sensory Room
- Sensory Circuits training for the whole school
- Further Develop Adaptive Teaching CPD

Our arrangements for ensuring the necessary involvement of parents are as follows:

- Parents/carers are invited to Parent/Carer' Evenings twice yearly
Parents/carers of children with SEND may book an appointment with the SENCo as well as the class teacher – either together or separately
- Parents/carers are actively encouraged to speak informally to the class teacher, SENCo/Assistant Head or Headteacher if they have any concerns. At least one member of the Senior Leadership Team will be on the gate before and after school daily to talk with parents/carers
- Formal meetings with the SENCo can be arranged by parents/carers at any time. The SENCo may approach parents/carers to arrange a formal meeting. Some parents/carers choose to meet with her regularly (e.g. termly), other parents/carers prefer to meet up as the need arises
- Parent/carers workshops for parents/carers of children with SEND for example ESBA, Autism and Just Right
- Parents/carers are invited to 'Meet the Teacher' events and Topic Shares.

Our arrangements regarding SEND related complaints from parents/carers are as follows:

All parents/carers, including parents of children with SEND can access our Complaints Policy on our website, and use it to make a complaint. We will follow the Policy in our response.

<p>Parents/carers of children with SEND may find the following additional services helpful:</p>
<p>AMAZE – Brighton-based charity that supports parents/carers of children with SEND in Sussex https://amazesussex.org.uk/</p> <p>Safety Net – keeping children safe from harm and abuse https://www.safetynet.org.uk/</p> <p>BHISS padlet https://padlet.com/bhissFSW/autismandlanguage</p>
<p>Our transitional arrangements for pupils with SEND include:</p>
<ul style="list-style-type: none"> • Transition Books – for children with SEND moving up to a new class or moving on to a new school. These go home with the children in the summer holidays. • Multi-agency ‘transition to school’ meetings for children with SEND who are coming to us in reception from other nurseries • Ensuring receipt of School Transfer Documents from nurseries. • SENCo visits nurseries of children transferring with EHCPs, complex needs • SENCo to meet with SENCo of each secondary school that our children have places at for September in the previous summer term • Extra/enhanced transition visits arranged as required • Pupils supported on whole school transition days as required
<p>For more information regarding Rudyard Kipling Primary School and Nursery Schools’ SEND provision, please contact SENCO helennazarko@kipling.brighton-hove.sch.uk</p>
<p>Brighton and Hove’s local offer, explaining what is available on an LA basis, can be found using the following link: https://www.brightonhove.gov.uk/content/children-and-education/local-offer</p>