Special Educational Needs and Disabilities Policy

Rudyard Kipling Primary School

Autumn 2026
Review: Autumn 2027

Rudyard Kipling Primary School

Special Educational Needs and Disabilities (SEND) Policy

The SENCO and leader of the Inclusion team is Helen Nazarko, who has been awarded Postgraduate Certificate in Professional Practice: National Award for Special Educational Needs Coordination. Helen Nazarko is also qualified in leading Group Theraplay and has Attachment Lead status.

Aims

Rudyard Kipling is a nurturing, inclusive school where difference is celebrated and the wellbeing of all pupils is central to ensuring that each pupil reaches their full potential. We pride ourselves on our positive relationships with our pupils and all those in our community.

All pupils in the school including those with SEND have access to excellent quality first teaching and learning approaches; ICT; assessment for learning which involves pupils in their own progress; a wide range of high quality interventions; support from a range of outside agencies; and strong partnerships with parent/carers, other schools and the local community. At RKPS 'Where Learning is an Adventure' for all our pupils.

The Objectives of this policy are to ensure that:

1. Every child, regardless of any additional needs, has access to a broad and balanced curriculum, including the National Curriculum.

2. Progress of children is assessed and monitored half termly from Nursery upwards so that those with special educational needs are identified early and the process of assessment, support and review commences without delay.

3. Staff, governors and parents are aware of the school's Special Educational Needs policy, and can access it via the school website or request a paper copy from school office staff or the SENCO.

4. Teachers are aware that special provision must be made in their planning for pupils with special educational needs.

5. Classes are adequately resourced to provide for pupils with special needs and that teachers have access to appropriate training and specialist support.

6. The SEND policy is evaluated and monitored by staff and governors regularly to ensure continued accuracy and relevance.

7. Rudyard Kipling Primary School and Nursery maintains links with other schools and outside agencies and shares and develops good practice and resources including training opportunities and moderation.

8. The Governors ensure that parents are aware of our policy for pupils with special educational needs.

9. Teachers monitor and record the progress of pupils with special educational needs.

10. SEND leaders identify trends in the progress made by groups of pupils with SEN and disability in liaison with the Assessment Co-ordinator and where necessary address any concerns through the school development plan.

Special Educational Need is defined as:

"…a significantly greater difficulty in learning than the majority of children of the same age and /or; a disability which either prevents or hinders a child from making use of educational facilities of a kind provided for children of the same age in schools within the area of the LA " (DfES Code of Practice 2001)
The SEND Code of Practice, 2014 describes four broad categories which give an overview of the range of needs that should be planned for, rather than trying to fit a pupil into the category. The areas are:

Area of need	
Communication and interaction	Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication. Pupils who are on the autism spectrum often have needs that fall in this category.
Cognition and learning	Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including: • Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia • Moderate learning difficulties • Severe learning difficulties • Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
Social, emotional and mental health	These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have: • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder • Suffered adverse childhood experiences These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.
Sensory and/or physical	Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided. Pupils may have: • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.

Roles and responsibilities
The SENCO, Helen Nazarko will:

- Inform any parents that their child may have SEN and then liaise with them about the pupil's needs and any provision made
- Work with the Headteacher and SEN governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support and differentiated teaching methods appropriate for individual pupils
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to ensure that appropriate provision is provided
- Liaise with potential next providers of education to make sure that the pupil and their parents are informed about options and that a smooth transition is planned
- When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil's SEN and the provision for them are sent to the appropriate authority, school or institution in a timely manner
- Work with the Headteacher and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Make sure the school keeps its records of all pupils with SEND up to date and accurate
- With the Headteacher, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the Headteacher, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- Prepare and review information for inclusion in the school's SEN information report and any updates to this policy
- With the Headteacher and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

The governing board/board of trustees
The governing board will:

- Co-operate with the LA in reviewing the provision that is available locally and developing the local offer
- Do all it can to make sure that every pupil with SEND gets the support they need
- Make sure that pupils with SEND engage in the activities of the school alongside pupils who don't have SEND
- Inform parents when the school is making special educational provision for their child
- Make sure that the school has arrangements in place to support any pupils with medical conditions
- Provide access to a broad and balanced curriculum
- Have a clear approach to identifying and responding to SEND
- Provide an annual report for parents on their child's progress

- Record accurately and keep up to date the provision made for pupils with SEND
- Publish information on the school website about how the school is implementing its SEND policy, in a SEN information report
- Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the school's accessibility plans
- Make sure that there is a qualified teacher designated as SENCO for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out
- Determine their approach to using their resources to support the progress of pupils with SEND
- [Secondary schools only] Make sure that all pupils from year 8 until year 13 are provided with independent careers advice

The SEND link governor is Prashanth Rao

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this
- Work with the Headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school

The Headteacher, Euan Hanington

The Headteacher will:

- Work with the SENCO and SEND link governor to determine the strategic development of the SEND policy and provision within the school
- Work with the SENCO and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils
- Make sure that the SENCO has enough time to carry out their duties
- Have an overview of the needs of the current cohort of pupils on the SEND register
- Advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review
- With the SENCO, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the SENCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- With the SENCO and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

Class teachers

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is differentiated to meet pupil needs through a graduated approach
- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development, and decide on any changes to provision
- Ensuring they follow this SEND policy and the SEN information report
- Communicating with parents regularly to:
    - Set clear outcomes and review progress towards them
    - Discuss the activities and support that will help achieve the set outcomes
    - Identify the responsibilities of the parent, the pupil and the school
    - Listen to the parents' concerns and agree their aspirations for the pupil

Parents and carers
Parents or carers should inform the school if they have any concerns about their child's progress or development.
Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Invited to meetings to review the provision that is in place for their child
- Asked to provide information about the impact of SEN support outside school and any changes in the pupil's needs
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil
- For pupils with EHC Plans, the parents and carers will be invited to attend the annual review.

The school will take into account the views of the parent or carer in any decisions made about the pupil.

The pupil
Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. The pupil is involved in writing their All About Me and SEND Support Plan document which allows opportunity for them to:

- Explain what their strengths and difficulties are
- Contribute to setting targets or outcomes
- Give feedback on the effectiveness of interventions

The pupil's views will be taken into account in making decisions that affect them, whenever possible.

Ordinarily Available Inclusive Provision

At Rudyard Kipling Primary School we have a team of very committed teachers who ensure all children receive quality first teaching. As a school we follow the Brighton and Hove Guidance on Ordinarily Available Inclusive Provision (OAIP):

This guidance sets out a shared understanding of what support might be reasonably expected in mainstream settings for children and young people with special educational needs and disabilities (SEND), without the need for an Education, Health and Care Plan. It is rooted in our collective commitment to inclusive practice and reflects the belief that every child deserves access to high-quality teaching, responsive support, and a sense of belonging in their setting community.
Georgina Clarke-Green Director – Education & Learning, Brighton & Hove City Council.

The guidance provides detailed recommendations for a wide range of presenting needs. Each section includes 'What we might see' and 'What can we do' which refers to whole school organisation, the classroom organisation and curriculum and learning- including scaffolds and adaptions which may be helpful. For those children who are presenting with further needs which are not being met with the OAIP in place the team will work together to identify and support these needs.

Identifying pupils with SEND and assessing their needs

We will assess each pupil's current skills and levels of attainment when they start at the school. This will build on information from previous settings and Key Stages, where appropriate. We will also consider any evidence that the pupil may have a disability and if so, what reasonable adjustments the school may need to make.
Class teachers will regularly assess the progress of all pupils and identify any whose progress:

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

This may include progress in areas other than attainment, for example, wider development or social needs.
When teachers identify an area where a pupil is making slow progress, they will target the pupil's area of weakness with differentiated, high-quality teaching. If progress does not improve, the teacher will raise the issue with the SENCO to have an initial discussion about whether this lack of progress may be due to a special educational need. Where necessary they will, in consultation with the pupil's parents or carers, consider consulting an external specialist.
Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN. Potential short-term causes of impact on behaviour or performance will be considered, such as a family bereavement. Staff will also take particular care in identifying and assessing SEN for pupils whose first language is not English.
When deciding whether the pupil needs special educational provision, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

- If a pupil is joining the school, and:
- Their previous setting has already identified that they have SEN
- They are known to external agencies
- They have an education, health and care plan (EHCP)

Then the school will work in a multi-agency way to make sure we get relevant information before the pupil starts at school, so support can be put in place as early as possible.

At Rudyard Kipling Primary School we 'buy back' the full package of support provided by Brighton and Hove Inclusion Support Service to ensure we are supporting our more vulnerable learners with the highest quality of care and education.

Consulting and involving pupils and parents

At RKPS we will put the pupil and their parents/ carers at the heart of all decisions made about special educational provision.
When we are aiming to identify whether a pupil needs special education provision, we will have an early discussion with the pupil and their parents. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account any concerns the parents have
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.
We will formally notify parents if it is decided that a pupil will receive special educational provision.

The graduated approach to SEN support

Once a pupil has been identified as having SEN, we will take action to remove any barriers to learning, and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.

1. **Assess**

The pupil's class teacher and the SENCO will carry out a clear analysis of the pupil's needs. The views of the pupil and their parents will be taken into account. The school may also seek advice from external support services.
The assessment will be reviewed regularly to help make sure that the support in place is matched to the pupil's need. For many pupils, the most reliable way to identify needs is to observe the way they respond to an intervention.

2. **Plan**

In consultation with the parents and the pupil, the teacher and the SENCO will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review.

All staff who work with the pupil will be made aware of the pupil's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be recorded on our management information system, [name of MIS], and will be made accessible to staff in a [pupil passport / individual education plan / school-based support plan].
Parents will be fully aware of the planned support and interventions, and may be asked to reinforce or contribute to progress at home.

3. **Do**

The pupil's class or subject teacher retains overall responsibility for their progress.
Where the plan involves group or 1-to-1 teaching away from the main class or subject teacher, they still retain responsibility for the pupil. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
The SENCO will support the teacher in further assessing the pupil's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

4. **Review**

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date.
We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

- The views of the parents and pupils
- The level of progress the pupil has made towards their outcomes
- The views of teaching staff who work with the pupil

The teacher and the SENCO will revise the outcomes and support in light of the pupil's progress and development, and in consultation with the pupil and their parents.

Levels of support

School-based SEN provision
Pupils receiving SEN provision will be placed on the school's SEND register. These pupils have needs that can be met by the school through the graduated approach. Where the pupil's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible.
The provision for these pupils is funded through the school's notional SEND budget.
On the census these pupils will be marked with the code K.

Education, health and care (EHC) plan
Pupils who need more support than is available through the school's school-based SEN provision may be entitled to an EHC plan. The plan is a legal document that describes the needs of the pupil, the provision that will be put in place, and the outcomes sought.
The provision for these pupils will be funded from the school's notional SEND budget, and potentially from the LA (from the high-level needs funding block of the dedicated schools grant).
On the census these pupils will be marked with the code E.

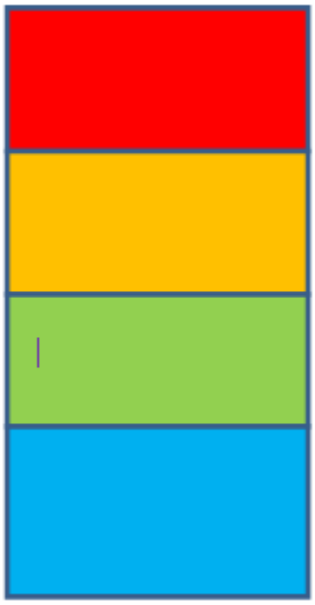
Evaluating the effectiveness of SEN provision
Class teachers plan, teach, assess and review on a day-to-day basis for all pupils in their class, including those with SEND. Every term the class teachers work alongside senior leaders and the SENCO to review children's progress and attainment, including children with SEND, and plan ways forward or make amendments to children's provision. Pupil voice is also key and celebrated. In September and again mid-way through the year the SENCo, class teacher and pupil with an EHCP or a higher level of SEND will meet to create an **All About Me SEND Support Plan.** This document includes a Pupil Passport overview of information about the child and overleaf they have 3 individual targets. These may be breaking down larger objectives set out in the EHCP or may be in response to the staff team and the child identifying this as a focus for development. These documents are shared with the child's team of staff and their parents/ carers.

For children with an EHCP, the SENCO holds an annual review with the family and the child's key

adult(s) and professionals involved. The annual review documentation are then submitted to the casework officer in the SEN team in the LA to make the appropriate amendments. The annual review also reviews the placement as well as the provision and if the family are seeking a change of placement this is sought through the annual review process.

Rudyard Kipling Primary School Provision

Just Right



To be able to focus and learn we know that children need to feel 'just right'. Children need to feel calm and safe for them to learn to their best ability. The coloured tower helps children to recognise and identify their emotional and sensory state. Children need to be in the 'green zone' to be safe and calm and ready to learn. Children working in the 'blue zone' may be feeling lethargic or shut down and need upregulating. Children who are 'in the orange zone' are starting to feel 'fizzy', this is when they need support and intervention to down regulate. Children in the 'red zone' will find managing their feelings very challenging and could consequently display unsafe behaviour. Children will develop an understanding of these different zones and how this feels, alongside strategies and tools to self-manage when they are not feeling in the 'green zone'.

Empowerment Approach

We pride ourselves on our positive relationships model and the nurturing environment at RKPS. We are following the Empowerment Approach which includes these key elements:

- Teaching children about their brains
- Agreeing high expectations
- Supporting children to prepare and plan to be at their best for learning and play
- Responding by connecting when things go wrong
- Following up every incident and solving problems together
- Coaching young people to resolve unhelpful behaviour patterns

(For further information please read the Positive Relationships Behaviour Policy).

Expertise and training of staff
Training will regularly be provided to teaching and support staff. The Headteacher and the SENCO will continuously monitor to identify any staff who have specific training needs and will incorporate this into the school's plan for continuous professional development. The SENCO works alongside BHISS to ensure staff access the appropriate and supportive training.

10. Links with external professional agencies
The school recognises that it won't be able to meet all the needs of every pupil. Whenever necessary the school will work with external support services such as:
Adapt this list to reflect the professionals and organisations you collaborate with in your school

- Speech and language therapists
- Specialist teachers or support services
- Educational psychologists
- Occupational therapists, speech and language therapists or physiotherapists
- General practitioners or paediatricians (Seaside View child development centre)
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services

Transition Links
We recognise the importance of keeping close links with Nurseries and Early Years support in the locality. The SENCO liaises with Health Visitors, Early Years Workers, BHISS and Nursery Providers to share relevant information about children and families prior to children starting in Nursery or Reception.

There are sound systems in place to support children's transition to secondary schools after the completion of Year 6. Information and records are shared with link secondary schools about pupils' special needs. We welcome opportunities to allow pupils to visit their future school and encourage visits from their staff to meet them at the school. Where possible, the SENCO will accompany a child with SEND and their family on visits to Special and Mainstream Schools to offer support and share knowledge and information about the child. Rudyard Kipling has a strong transition programme set up with Longhill Secondary School as it is where the majority of our pupils transfer to. Children with SEND may be given an individual transition programme to support their need and we may seek external agency support with this. The SENCOs meet to share important information to enable good planning of future provision to take place.

If a new child with SEND is transferred to the school at any other point then the SENCO will liaise with the previous setting and invite the parents in to share necessary information. A child may be placed on the SEN Register.

Medical Conditions
At Rudyard Kipling Primary School we recognise some children need support with medical conditions to ensure they have access to a full and rich education, including class trips and excursions and physical education. Some children may have a disability and when this is the case Rudyard Kipling Primary School will comply with the Equality Act 2010.

Children with medical conditions have a Health Care Plan which is written in partnership with parents and health professionals, see Appendix 1.

Resourcing Special Educational Needs
The school has created designated spaces for interventions. These include a Reading Recovery Room, a Nurture Room, a Sensory Room, The Nest, the Drop-in, The Speech Bubble and The

Haven. All these rooms are well equipped with a range of high quality, up to date resources to support pupils with special educational and additional needs.

Annual budgets for resourcing special needs provision are agreed by the Head Teacher, the Business Manager and the Governors as part of the annual budgeting process. Additional funds and resources are sought from the Local Authority as and when appropriate.

All teaching staff undertake an induction, including meeting with the SENCO to explain systems and structures in supporting children with SEN. The SENCO regularly attends cluster and network meetings with other SENCOs to ensure the school is fully up-to-date with national and local SEN reforms.

Admissions
RKPS is a very inclusive school and we warmly welcome all prospective parents to visit. If the family share with us that they have a child with SEND then the SENCO will meet the prospective family and offer a tour of the school. We follow the Local Authority admissions criteria and we will seek to meet parental wishes for pupils with an EHCP as far as practicable and in the best interest of the child. We will discuss arrangements for flexi schooling and dual placements where seen as the best option for a pupil by the school and parents/carers.

Storing Information
All information regarding children with SEND is stored in the Inclusion room which has a pin code to access. All electronic information is stored on the school SENCO drive which is protected and only accessible to the named persons (SLT, SENCO).

Complaints Procedure
Any complaint about special educational provision within the school should be directed to the class teacher or SENCO after the Headteacher has been informed. Should this remain unresolved after discussion with the Headteacher, the school's Complaints Policy can be invoked. The Complaints Committee of the governing body will respond to any written complaint within ten working days.

Safeguarding
Rudyard Kipling Primary School is a safe place for children and adults, where our collective responsibilities for safeguarding are taken seriously. Through our curriculum we teach the children about personal safety, and how to keep themselves safe from harm including online safety (please see our Child Protection and Safeguarding Policy and Positive Relationships Behaviour Policy). All children have a Helping Hand of trusted adults. Protective Behaviours is taught and embedded and a real strength of our Inclusion Team's work with our more vulnerable children.

In Conclusion
Rudyard Kipling Primary School is a highly inclusive and nurturing school where every child matters and difference is celebrated. Children at Rudyard Kipling Primary School enjoy a rich, diverse and stimulating curriculum, high quality teaching and excellent support for their individual needs. We value the contribution that all children make and aim to support and inspire them all to learn and develop socially to the very best of their abilities. We encourage our children to develop as caring and responsible citizens, with a sense of belonging to our school community. We make excellent provision for pupils' individual needs and recognise their talents and abilities

Success Criteria for this policy

1. To have identified children with SEND at the earliest stage possible.

2. To have followed the DFE Code of Practice for Special Educational Needs (2014).

3. To have provided the appropriate high quality provision as soon as appropriate and

ensured expectations and pitch are challenging yet achievable.

4. To have monitored the progress and met the needs of children with SEND.

5. To have worked closely with parents involving them in discussions and decisions about their child's additional or special needs and provision.

6. To have worked in close partnership with other professionals, other agencies and other schools, for the benefit of all pupils with additional or special educational needs.

7. For our pupils with special or additional needs to make good progress, maintain high self esteem and enjoy their learning throughout their time at this school.

Written by Helen Nazarko in partnership with staff, parents and Governors
Autumn 22026
To be Reviewed Autumn 2027

- **Positive Relationships Behaviour Policy**
- **Attendance policy**
- **Child Protection and Safeguarding policy**
- **Complaints policy**

Rudyard Kipling Primary School & Nursery
Individual Healthcare Plan

Child's name	
Group/class/form	
Date of birth	
Child's address	
Medical diagnosis or condition	
Date	
Review date	

Family Contact Information

Name	
Phone no. (work)	
(home)	
(mobile)	
Name	
Relationship to child	
Phone no. (work)	
(home)	
(mobile)	

Clinic/Hospital Contact

Name	
Phone no.	

G.P.

Name	
Phone no.	

Who is responsible for providing support in school	

Describe medical needs and give details of child's symptoms, triggers, signs, treatments, facilities, equipment or devices, environmental issues etc

Name of medication, dose, method of administration, when to be taken, side effects, contra-indications, administered by/self-administered with/without supervision

Daily care requirements

Specific support for the pupil's educational, social and emotional needs

Arrangements for school visits/trips etc

Other information

Describe what constitutes an emergency, and the action to take if this occurs

Who is responsible in an emergency *(state if different for off-site activities)*

Plan developed with

Staff training needed/undertaken – who, what, when

Form copied to