



SEND Information Report Rye Community Primary School

FROM SEPTEMBER 2026

Aquinas Church of England Education Trust





Policy control			
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SEND Information Report

Statement of Intent

Rye Community Primary School prides itself on being an inclusive community that supports and values all pupils. All stakeholders work together to make our school a happy, welcoming place where children, young people and adults can thrive, learn, and grow. A fundamental aspect of this is ensuring equality of opportunity for our children, including those who have specific, identified needs. There is a shared expectation that all pupils receive inclusive teaching to enable them to make the best possible progress.

This SEND Information Report follows The Special Educational Needs and Disability Regulations 2014 Schedule 1 Regulation 51. We adhere to the SEN Code of Practice 2014 and recognise the four primary areas of SEND:

The range of support deployed will be tailored to individual need, following thorough assessment by internal or external agencies. It is designed to promote pupils towards becoming independent and resilient learners and should not be seen in isolation.

This report has been co-produced with key stake holders, including pupils, parents and families, colleagues, and advisory council members.

	Cognition and Learning, including: • Learning difficulties; • Dyslexia & dyscalculia; • Focus, attention, or memory difficulties.
	Communication and Interaction: including: • Autism (ASC); • Social communication difficulties; • Speech & language difficulties (e.g. receptive language difficulties, selective mutism, tongue tie).
	Social, Emotional and Mental Health: including: • ADHD; • Anxiety; • Dysregulated behaviour
	Sensory and Physical: including: • Physical needs (e.g. cerebral palsy, dyspraxia); • Deafness or hearing difficulty; • Blind or visually impaired.

Information and Guidance

Who should I contact to discuss the concerns or needs of my child?

Class teacher	Your child's class teacher should always be the first point of contact if you wish to discuss your child's learning. He/she will know your child best and is responsible for planning, assessing, and reviewing your child's learning and progress. He/she is responsible for: • Adapting and refining the curriculum to respond to strengths and needs of all pupils. Checking on the progress of your child and identifying, planning, and delivering any additional support. • Contributing to devising personalised learning plans to prioritise and focus on the next steps required for your child to improve learning. • Applying the Trust's SEND Policy. If you have concerns about your child, you should speak to your child's class teacher first. You may then be directed to the Inclusion Lead (Mrs Nice).
Special Educational Needs Coordinator (SENDCo) / Inclusion Lead: Mrs Lisa Nice Email: senco@ryeprimary.co.uk	They are responsible for: • Coordinating provision for children with SEND and developing the school's SEND policy. • Providing specialist advice and facilitating training to ensure that all staff are skilled and confident about meeting a range of needs. • Ensuring that parents of children with SEND are: ○ Involved in supporting their child's learning and access. ○ Kept informed about the range and level of support offered to their child. ○ Included in reviewing how their child is doing ○ Consulted about planning successful movement (transition) to a new class or school. • Liaising with a range of agencies outside of school who can offer advice and support to help pupils overcome any difficulties.
Headteacher: Miss Fran Brassleay office@ryeprimary.co.uk	They are responsible for: • The day-to-day management of all aspects of the school/ Pre-School, including the provision made for pupils with SEND.
ACC member as allocated.	They are responsible for: • Supporting the school to evaluate and develop quality and impact of provision for pupils with SEND across the school.



Assessment, Planning and Review

How can I find out about how well my child is doing?

All provisions are evaluated against targets identified at the start of the provision, examining the impact of the provision in helping the child overcome barriers to their progress. This impact may be viewed via data collected, teacher feedback or pupil voice. This can include completing assessments at the beginning and end of the interventions to evaluate the impact of targeted support. Teaching Assistants observations will also feed into the monitoring and review cycle.

Smart targets are set to ensure that they are measurable, achievable, relevant and time bound.

S	Specific	
M	Measurable	
A	Achievable	
R	Relevant	
T	Time-bound	

A child's smart target(s) are recorded on the school's tracking system (Insight).

The progress of learners with a SEND profile is reviewed by the Class Teacher(s) as part of a 'plan, do and review cycle' of support after each assessment point (at the end of an agreed time scale for concluding the identified intervention or support strategy).

A child may transfer onto the SEND register when they require provision which 'different to' or 'additional from' the universal education provision available to all children within a school setting. Parental involvement remains a central strand and will be actively sought when decisions around whether a child transfers onto or comes off a SEND register take place.

Where a child has a Smart Target, Additional Needs Plan or and Education, Health and Care Plan we follow the 'assess→plan→do→review' cycle to achieve the desired outcomes.



The progress of SEND learners also forms part of the on-going monitoring cycle which takes place by class teachers and the leadership team to identify learners who are not making progress or who have SEMH / behaviour needs which are affecting their ability to engage in learning activities.

Smart targets for specific children within school are reviewed on a termly basis, throughout the academic years to ensure that progress is tracked and adjustments made as needed.

Reviews are held for pupils who hold an Individual Support Plan (ISP) and / or Additional Needs Plan (ANP) and access a higher level of in school SEND support to ensure they are accurate and reflective of each child's needs. Parents, carers, colleagues, relevant external agencies and, when appropriate, learners are invited to share dialogue regarding progress. The impact of support offered is considered along with the progress towards the outcomes recorded within the Individual Support Plan (ISP) and / or Additional Needs Plan (ANP). Support arrangements will be



updated and revised accordingly. If not involved already, this might include referral to external agencies. The outcomes of these meetings will be formally recorded.

If your child is continuing to have significant difficulties, further external expertise may be requested and a statutory assessment process considered as part of a collaborative discussion between parents / the school.

External agencies are expected to provide written feedback, or verbal feedback at review meetings, on the impact of the support they have supplied.

When an EHCP (Education Healthcare Plan) has been issued by the local authority, information continues to be shared between relevant professionals and is implemented using a 'Plan, Do, Review' approach. The level of need and support is reviewed yearly through the Annual Review process. The level of progress a child has made in relation to their SEND profile and through the academic year is also identified within the Annual Review meeting.

Curriculum and Teaching Methods (including groupings and interventions)

How will teaching be adapted to meet the needs of my child?

The SEND Code of Practice states: "High quality teaching, differentiated for individual students, is the first step in responding to pupils who have or may have SEND."

Colleagues at Rye community Primary School are made aware that a child has SEND need via the SEND register, Insight / Arbor, external agency report and through the circulation of personalised SEND documents.

The primary strategy for SEND provision is through an adaptive teaching model and an Inclusive Curriculum.

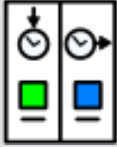
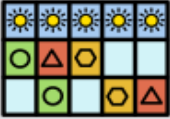
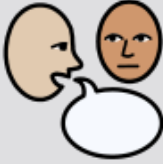
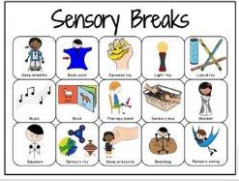
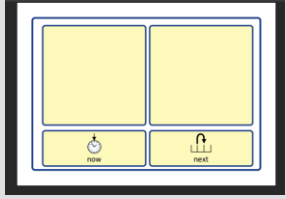
Learning objectives are adjusted to take account of a child's academic profile and to ensure that there are opportunities for support and challenge within a class setting.

Identified children may receive support in their setting from a Teaching Assistant proportional to their level of need. Staff may support several children in each class, helping teachers manage classes of mixed ability and need. Their work is to support the children to make progress and develop their independent skills.

The in-class support may be delivered through the use of direct modelling strategies, through additional reinforcement of key teaching points or through the opportunity to practise / consolidate essential skills.

High quality teaching, adapted for individual pupils, is the first step in responding to pupils who may or may not have SEND. An adapted curriculum can be adjusted to include different instructional strategies, materials, and assessments that cater to the specific children. Here are a few examples of curriculum adaptations we use at Rye Community Primary School; however, this is not an exclusive list.



			
Explicit instruction (modelling a key skill or SMART target alongside a child)	Task planners	Sensory supports	
			
Visual timetables	Talk partners	Social story	
			
Zones of regulation	Word banks	Positive behaviour reward	
			
Sensory break	Timers	Now/ Next board	
			
Mind maps	Adapted font and text sizes	Assistive technology	



Interventions

How will my child's access to learning be supported?

Access to learning and the curriculum

Access to learning:

- Learning is supported within key phases and resourcing deployed across this school structure;
- The deployment of staff is driven by the level of need and follows a graduated response as set out within SEND provision map for each class base or teacher's individual planning documents.

Strategies/programmes to support speech and language where appropriate:

- Use of explicit oracy lessons – including Trust wide resources are promoted through reception onwards;
- Language link assessments are completed with specific children to identify individual gaps within language;
- Speech link assessments are completed on a needs basis to identify individual gaps in articulation difficulties and to ensure that provision is targeted effectively;
- For some children requiring a specialist speech and language assessment from the Children's Integrated Therapy Service, a block of in school support may be given using speech link / language link resources to support the referral process;
- Speech and language therapist advice is disseminated to all adults working within a primary school setting.

Strategies to support/develop literacy:

- SEND provision is personalised to take account of a child's individual cognitive profile;
- Consideration is given to the setting of differentiated reading, writing, spelling / grammar activities;
- Phonic knowledge and early reading skills are promoted for children with a SEND profile through the use of Little Wandle phonics programme and reinforced as needed through explicit teaching to consolidate a child's own level of understanding;
- Spellings are adjusted to take account of a child's knowledge and understanding;
- Reading materials are matched to a child's reading age and phonic ability;
- Completion of a Dyslexia Screening Test, as required to identify a literacy difficulty and the need for additional scaffolding within a class setting;
- Access to coloured exercise books for (English / Maths) and reading overlays for learners with a dyslexic profile;
- Use of assistive technology (Clicker software) is a primary strategy for supporting children who are at risk of dyslexia or have a confirmed diagnosis;
- Use of Colourful semantics to help learners support their sentence building skills;
- Use of writing frames, sentence starters and key vocabulary as part of adaptive teaching strategies;
- Additional opportunities to read with a TA for learners with a SEND profile;
- Use of visual aids and Widget software to increase understanding and curriculum access;
- Use of ICT to aid the recording of some extended writing activities;
- Additional opportunities are built into a child's provision to model / practise handwriting skills;
- The development of gross motor skills is supported for specific children through access to a targeted intervention e.g. sensory circuits / Jump Ahead.



Strategies to support/develop numeracy:

- Daily small group support from either the class teacher or an identified teaching assistant to check mathematical understanding or target an identified gap in knowledge;
- Setting of adapted numeracy activities;
- Use of live modelling to reinforce a key mathematical concepts;
- A flexible approach in relation to curriculum provision i.e. specific children with a complex SEND profile may access a maths lesson(s) outside of their year group base.
- Use of visual and concrete methods as an aid to mathematical learning;
- Access to a block of table fact support for a small number of learners who need an enhanced level of provision beyond a school based setting.

Strategies/support to develop independent learning:

- Use of learning partners;
- Use of highly structured activities;
- Opportunities planned to develop independent learning skills.

SEMH Support

Strategies to support the development of pupils' social skills and enhance self-esteem:

- An open-door policy with regard to children being able to share and discuss their concerns with the Senior Leadership Team / Family Liaison Officer / SEND Practitioner;
- Direct modelling of social skills to children with SEND when completing a group task within class.

Strategies to reduce anxiety/promote emotional wellbeing (including communication with parents):

- The zones of regulation are used as a whole school strategy to help children consider how they are feeling (physically / emotionally) and to express this to another person;
- Visuals are used to reinforce understanding and to assist with communication / understanding;
- A designated regulation zone is in place for children to access as needed. Specific guidance is given throughout the school day by all staff to help children develop their own emotional resilience and physical regulation strategies;
- Additional opportunities are built in to talk through each zone with specific children where targeted support has been identified;
- Completion of a referral to the Mental Health Support Team and access to a group or individual intervention to address a specific area of need within the referral.

Strategies to support/modify behaviour:

- Access to a personalised behaviour management system which takes account of a child's SEND profile;
- Use of a personalised behaviour plan / risk assessments for some learners with challenging / complex behaviour needs.

Personal and medical care:

- Creation of Individual Healthcare Plan and systems for supporting a child's health needs.
- Access to First aider support in line with individual healthcare plan.

Planning, assessment, evaluation, and next steps:

- The overall aim of all provision is to help a child make progress at School.
- All programmes of support are evaluated against the targets identified at the start of the SEND provision and on completion of the 'additional to provision'. This impact may be established through the gathering of data, staff observations, parent feedback and giving



consideration to pupil voice. A judgement is made as to what progress has been made in line with the targets set.

- External agencies are expected to provide written feedback, or verbal feedback at review meetings, on the impact of the support they have supplied.
- SEND documentation is adjusted to take account of the changing needs of a child.

Increasing accessibility - getting about

Access to strategies/programmes to support occupational /physiotherapy needs:

- Adult support is provided to implement an OT/Physio programme where it is identified need for this to be provided during school hours;
- Access to writing slopes / pencil grips / move and sit cushions are available whether there is an identified physical need;
- Use of natural movement breaks within a lesson (i.e. circulating resources) is available alongside the opportunity to implement a whole class movement break as a universal strategy across the school;
- Access to activities which promote pencil control and fine motor skills is given as a targeted strategy for specific learners.

Access to modified equipment and IT:

Use of lift to facilitate whole school access.

Use of ICT for specific learners (Clicker).

Partnerships with External Agencies

What support from outside does the school use to support my child?

The school works with external agencies to seek advice and support to ensure that the needs of all children are fully understood and met. These include:

- Sensory Support Team;
- Children's Integrated Therapy Services;
- ISEND;
- CAMHS;
- CLASS (Communication, Learning, Autism and Support Service);
- TASS (Team Around the School);
- Educational Psychology Service (for a limited case load);
- Child Development Clinic;
- Virtual School for Adopted / Look After Children;
- School Nursing and Health Visitor Team.

Liaison/Communication with Professionals/Parents, attendance at meetings and preparation of reports.

Agency

Description of Support

School may refer as required and implement recommendations following specialist assessment

Educational Psychology Service

Our attached Educational Psychologist is currently: Dr Emma McQuillan.

Assesses cognitive abilities and provides advice to school and parents. Provides assessment for pupils with additional needs where there is a significant and persistent barrier to learning.

The application of this provision is driven by a needs-based model of allocation

Sensory Support Service

Offers advice and strategies to support pupils with a visual / hearing impairment.



CLASS (Communication, Learning, Autism and Support Service) Our attached CLASS Adviser is currently: Lorna Greig.	School may refer as required and implement recommendations as advocated by CLASS.
TASS (Team Around the School)	School may refer as required and implement recommendations as advocated by TASS.
Speech and Language Therapy School Nurse Occupational/physiotherapy	We may seek advice from the Children's Integrated Therapy Service for Speech Language, Occupational Therapy or school nurse input via a phone consultation with Therapy One Point (Top). On some occasions, it may be appropriate to complete an online referral to gather specialist advice. Parental consent is sought when this action is needed and consideration given to recommendations from these services by the school.
Paediatric Services	A referral to the Paediatric Services can be implemented with parental consent to see whether there is an underlying developmental delay. Paediatric will then decide what is appropriate in terms of next steps for your child. Paediatric Services are also responsible for the diagnosis of specific conditions like ASC (Autism).
CAMHS (Child and Adolescent Mental Health Service)	A referral to CAMHS can be completed with family consent by the school or GP if you have concerns around your child's mental health. CAMHS are also responsible for the screening, diagnosis and management of ADHD.
Educational Professional responsible for children who are looked after or have been adopted from care.	Oversees and monitors provision for children who are in the care of the Local Authority: The Headteacher for the Virtual School is: Mandy Lewis csvirtual.school@eastsussex.gov.uk Tel: 01323 464 630



Transition

How will the school help my child move to a new year group or to a different school?

Children and young people with SEND can become particularly anxious when experiencing change so we seek to support successful transition by:

When joining the school – providing an opportunity to tour the school ahead of an application to Rye Primary.

For some children, a graduated start to completing full time school hours may be agreed in discussion with Parent / Carers on a case-by-case basis, where there is a high level of need.

An individual transition meeting may be completed to gain a greater understanding of a child's SEND profile when a high level of need has been identified. This is an opportunity for multi-agency communication between external agencies, parents, the school and local authority.

When moving classes in school – An opportunity is given for children to meet their new teacher and experience a transition slot in their classroom before the end of the academic year.

Year 6-7 transition – The Inclusion Lead (Mrs Nice) will liaise with the secondary schools to discuss specific need of your child and the nature and level of support which has had the most impact. Mrs Nice has experience of SEND within a secondary school setting.

When moving to another school - we will contact the School SENDCo and share information about special arrangements and support that has been made to help your child achieve their learning goals. We will ensure that all records are passed on as soon as possible.

Staffing Expertise

How skilled are staff in meeting the needs of my child?

An ongoing programme of training is in place to ensure that teachers and support staff have appropriate skills and knowledge in areas that will improve their teaching and support of children with SEN.

We have staff with qualifications and/or specialised expertise in school including:

Our Inclusion Lead, Mrs Nice, has specialist knowledge of supporting learners with a neuro diverse profile and has also experience of working with children who may need additional pastoral support. Mrs Nice has a degree / PGCE, Senior Leadership experience and a qualified teaching status.

Our Inclusion Lead, Mrs Nice, actively engages with local opportunities to share best practice and keep abreast of current local and national initiatives and policy to support students with SEN.

Our Family Liaison Officer, Mrs Homewood, has extensive experience of working with and supporting children / families around mental health, social care and attendance.

Our SEND Practitioner, Miss Slaughter, provides specialist support to children with a complex needs profile and / or an EHCP status.



We have a number of staff who are also First aiders and have completed the relevant First aid training.

Within school we have colleagues who trained to deliver Language Link, Speech Link, Sensory Circuits, Colourful Semantics, Touch Typing, Jump Ahead and Little Wandle (phonics).

At Rye Community Primary School, we also draw on the Trust's expertise in SEND support, for additional support, advice and training.

FURTHER INFORMATION about support and services for pupils and their families:

Additional information about support for children and young adults with special educational needs and disabilities up to the age of 25 and their families is available via the Local Offer.

This can be accessed through your internet browser at
<https://localoffer.eastsussex.gov.uk/>

[The DfE Code of Practice](#)

Complaints

All complaints regarding the Academy's SEND provision should be made in accordance with the Academy's complaints policy which is available on the Academy's website. All stage 1/ informal complaints of a SEND nature should be made to the Inclusion lead and Headteacher.

The academy processes personal data in accordance with the data protection principles embodied in the General Data Protection Regulations (GDPR). The academy complies with the requirements of the GDPR as detailed in the Trust data protection Policy.

All staff are aware of the principles of data protection and will not processes personal data unless necessary. The academy safeguards the personal data it collects through the operation of the Trust's data protection policy and processes and the IT policy. In addition, the academy has taken steps to ensure that all its contracts that process data have the GDPR compliant provisions.