



Yatton Schools

Special Educational Needs Information Plan

Yatton Schools, is comprised of Yatton Infant School and Yatton Junior School. Together we cater for children aged from 4 to 11years old.

We believe that:

All children are entitled to an education that enables them to make progress so that they:

- achieve their best
- become confident individuals living fulfilling lives, and
- make a successful transition into their next school and onward into adulthood.

We believe that each child has individual and unique needs. However, some children require more support than others. If these children are to achieve their full potential, we must recognise this and plan accordingly. We acknowledge that a significant proportion of children will have special educational needs at some time in their school career. Some of these children may require help throughout their time in school, whilst others may need a little extra support for a short period to help overcome more short term needs.

What would you like to know more about?

Click on the items below to find out more.

- [What kinds of additional needs can we support and include?](#)
- [How do we identify, assess and provide for children with additional needs?](#)
- [What teaching approaches do we employ and how do we differentiate our teaching and learning?](#)
- [How do we address the social and emotional development needs of our pupils?](#)
- [Who are the staff involved with children with additional needs and who can I talk to?](#)

What kinds of additional needs can we support and include?

Currently we support children with the following range of needs:

- Physical disabilities
- Medical needs
- Sensory needs – hearing difficulties, vision difficulties
- Cognition and learning difficulties
- Speech and language difficulties
- Autistic spectrum disorders
- Social and emotional difficulties
- Behaviour difficulties
- Specific learning difficulties such as dyslexia and dyspraxia

[BACK](#)

Additional support and provision for children with physical needs:

- Ramps and doors wide enough for wheelchair access
- Specialist furniture and equipment as advised and supplied by the Occupational Therapy Service
- Specialist equipment as advised by the Occupational Therapy Service (e.g. special cutlery, writing slope)
- Disabled toilet facilities including a bed with adjustable height
- Lift into the junior hall
- 1:1 support for pupils meeting the criteria for Top Up Funding

[BACK](#)

Additional support and provision for children with medical needs:

- ❖ If a child has a very specific long term medical need such as diabetes or a severe allergy the school nurse will arrange for staff working with that child to have the training they require.
- ❖ If a child has a temporary medical need requiring medication during the school day staff can administer medicine provided that we have parental permission in writing on a form which can be obtained from the school office.

[BACK](#)

Additional support and provision for children with sensory needs:

- ❖ For children with identified significant hearing or vision difficulties we access support from specialist advisory teachers from the Sensory Support Service which is based in Bristol. They visit the child in school, usually 3 times a year, review how the child is getting on and advise the teachers if they have concerns.

[BACK](#)

Additional support and provision for children with cognition and learning difficulties:

- ❖ Extra adult support for the class where children meet the criteria for additional Top Up Funding
- ❖ 1:1 support when needed in a specific area.
- ❖ Carefully differentiated teaching and learning at a level appropriate for the individual child.

[BACK](#)

Additional support and provision for children speech and language difficulties:

For children with significant difficulties in Speech & Language we will refer them, with parental permission) to the Speech & Language Service.

Very broadly Speech & Language difficulties fall into two main areas:

- ❖ Difficulties with pronunciation (e.g. omitting certain sounds or replacing some sounds with a different incorrect sound).
- ❖ Difficulties a child's ability to use language to communicate effectively at an age appropriate level.

[BACK](#)

Difficulties with pronunciation

(e.g. omitting certain sounds or replacing some sounds with a different incorrect sound)

- ❖ If the referral is accepted the child will be offered therapy sessions at the Speech & Language Clinic at The Barn, Clevedon.
- ❖ Usually the Therapist will advise parents as to what activities they can do at home to help their child. Sometimes it may be appropriate and possible for us to also help the child work on these activities.

BACK

Difficulties in the ability to use language to communicate

The Speech & Language Therapist will assess the child's Speech and Language and identify where the difficulties lie. They will then usually provide home and school with a programme and targets to work towards and provide advice and training as to how best support the child.

BACK

Additional support and provision for children with Autistic Spectrum disorders:

- ❖ Additional adult support in the classroom for pupils meeting the criteria for Top Up Funding
- ❖ Alternative means of communication such as PECS (Picture Exchange Communication System) and/or Makaton
- ❖ Social stories
- ❖ Visual timetables and prompts
- ❖ Social thinking programmes

[BACK](#)

Additional support and provision for children with social and emotional difficulties:

- ❖ Additional adult support in the classroom for pupils meeting the criteria for Top Up Funding
- ❖ Learning Mentor support
- ❖ Social thinking programmes

[BACK](#)

Additional support and provision for children with behavioural difficulties:

- ❖ Recognition that behaviour difficulties have underlying causes which need to be investigated
- ❖ Behaviour Plans which recognise possible triggers; provide strategies for anticipating and avoiding these triggers and set out clear, agreed boundaries and sanctions
- ❖ Learning Mentor support
- ❖ Additional risk assessments to ensure we keep them and other pupils safe.

[BACK](#)

Support and provision for children with Specific Learning

Difficulties:

- ❖ [Dyslexia](#)
- ❖ [Dyspraxia](#)

[BACK](#)

Support and provision for children with Specific Learning

Difficulties:

- ❖ Dyslexia Friendly School [SEE DETAILS](#)
- ❖ Tinted paper and exercise books for children where this has been identified as a need and the appropriate colour has been identified. (This is thought to be helpful to approximately 1 in 10 people with dyslexic difficulties.)
- ❖ Targeted interventions for spelling and reading e.g TRUGs, SNIP

[BACK](#)

Dyslexia – some helpful strategies:

Use different coloured pens for different sections of information on the whiteboard. Avoid using black on white.

Use coloured background in IWB and write/print in a contrasting colour .

Print worksheets on coloured paper.

Break down instructions into smaller steps and/or give visual prompts.

Use multi-sensory methods.

Use opportunities to give the child a chance to demonstrate their knowledge and understanding in ways that do not involve writing.

Boost their self-esteem – make sure that they do not write themselves off as being ‘thick’ or ‘stupid’.

Reading support when possible – can be by pairing with a more able reader when the task requires reading.

Read to and with an adult daily – this can be at home.

[Continue](#)

Dyslexia – some helpful strategies (cont.):

Read more difficult books to the child – this will promote enjoyment of books and help to widen the child's vocabulary.

Give child a tinted reading ruler overlay .

Identify gaps in spelling and tailor programme to meet specific needs. Work on one word at a time. Monitor success and adapt programme if it is not working.

Try getting child to 'throw' a word on a wall (see Lee Pascal video).

Overlearn spelling patterns and rules, revisit often. Practise on a particular spelling pattern or rule 5-10 min daily.

Scribe for writing tasks when possible to allow child to express their ideas at their ability level.

Tell children spellings when they ask for them – so they hear, write and see the word.

Practise spellings by as many different means as possible – write in air; on backs; in sand; look, cover (with blank piece of paper), say and write, visual throwing on wall.

Take responsibility of spelling correctly off them as writers – tackle learning spellings in separate sessions.

[Continue](#)

How do we identify, assess and provide for children with additional needs?

The progress of each children is carefully monitored throughout the year by their class teacher, the phase leaders and the senior management team which includes the SENCo.

Children who are not making progress or are making slower than expected progress are identified. For many children a carefully targeted intervention and/or appropriate differentiation will enable them to make progress and begin to catch up with their peers.

If these interventions do not work then the SENCo will work with the class teacher and the parents to try to identify what the barriers are which are preventing that child learning and to suggest strategies which might help. Sometimes it may be necessary to call on professionals from outside the school to identify what the child's particular needs are and advise us as to how we can best support that child.

[OUTSIDE
PROFESSIONALS](#)

[BACK](#)

OUTSIDE AGENCIES AND PROFESSIONALS:

- SSE Advisory service - Advisory teachers, Educational Psychologists

- HEALTH SERVICE – Community Paediatric Service
Speech and Language Service
Physiotherapy Service
Occupational Therapy Service
Child & Adolescent Mental Health Service (CAHMS)

[BACK](#)

SUPPORT SERVICES FOR EDUCATION - SSE is a traded unit within Somerset County Council that offers a wide variety of services and training to all education providers who elect to pay for this service. The SENCo can refer children (with their parents' permission) to this service and request the input of an Advisory Teacher or an Educational Psychologist.

An Advisory Teacher will come in and observe the child and then suggest strategies which might be helpful.

The Educational Psychologist may try to identify more precisely the difficulties a child is having; will observe the child and meet with parents; suggest strategies and/or may carry out more specialist diagnostic tests.

This service is in great demand and priority is given to children with the greatest need.

[BACK](#)

THE HEALTH SERVICE – **Community Paediatric Service**
Speech and Language Service
Physiotherapy Service
Occupational Therapy Service
Child & Adolescent Mental Health Service (CAHMS)

The SENCo can refer children to any of the above services (with the permission of their parents) if the child meets their criteria for referral. If the referral is accepted the child's name will be added to that service's waiting list. There will usually be an initial appointment for the child and their parents which is sometimes followed up with an appointment in school.

The child's G.P. can also, and is often better placed, to make these referrals if it is for a medical or SEMH issue.

[BACK](#)

What teaching approaches do we employ and how do we differentiate our teaching and learning?

We employ a wide range of different teaching approaches involving as many different senses and experiences as possible. Teachers differentiate the teaching and learning to enable their pupils to access their lessons. For a small minority of children with very complex needs who are functioning at a much lower level than that of their peers it may at times be necessary for them to be taught in a different grouping than that of their class. Children with specific needs such as Speech and Language difficulties may need some 1:1 time to work on their specific programmes outside of their classroom.

For more detailed information please refer to our [Teaching and Learning](#)

[Policies:](#) [Infant Policy](#) / [Junior Policy](#)

[BACK](#)

How do we address the social and emotional development needs of our pupils?

All teachers ensure that the children in their classes have opportunities to develop their social and emotional skills and understanding in a variety of different ways including through our PHSE scheme of work JIGSAW.

Our [Learning Mentors](#), Mrs Karen Powell (in the Junior School) and Mrs Liz Wellings (in the Infant School), have a great deal of expertise in this field and children with particular social and emotional needs are given regular opportunities to meet with them.

A few children with very significant needs in this area participate in more specialist programmes such as 'Socially Speaking' and 'Social Detectives'.

[BACK](#)

Who are the staff involved with children with additional needs and who can I talk to?

Each class teacher is responsible for all the children in their class, including those with additional needs. You can arrange to meet them at a mutually convenient time if you have any concerns. As teachers are very busy at the start of the day it is generally better to try to talk to them at the end of the school day.

If your child has some 1:1 support you may be able to liaise with their Learning Support Assistants at the start or end of the school day. If this is difficult for you we can share a Home/School diary to share information.

[Continue](#)

Helen Clarke, the SENCo, is happy to meet with parents of SEN children if there are any further concerns, changes in needs etc.

Her SENCo assigned days are Thursday and Friday. Appointments can be made through the School Office or by telephone.

Parents of children with Top Up Funding and/or Education Health Care Plans will also have meetings about their child's IEP (Individual Education Plan) 3x per year with the class teacher. This can be part of the Parent's Evening or at a separate mutually convenient time.

Children with Top Up Funding and/or Education Health Care Plans will also have an Annual Review which will involve the child, parents/carers, SENCo, class teacher, support staff and any other relevant agencies involved.

[BACK](#)