



Yatton Schools

Special Educational Needs Information Report

This report was reviewed and updated by the SENCO (Dec 25) and will be reviewed annually.

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

Please See the schools SEND policy on our Website under policies for further information.

<https://www.yattonschoools.co.uk/>

What would you like to know more about

Click on the link below

- The types of SEND supported at Yatton?
- Who is responsible for SEND provision at Yatton
- How we identify children with additional needs
- The Graduated approach at Yatton
- What is Universal Provision
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- What Specialist Services are available
- How we assess and review SEND pupils progress towards outcomes
- Staff expertise and training
- How we support SEND children through phase transitions
- How we assess the effectiveness of our SEND provision

The types of SEND provided for at Yatton Schools

AREA of NEED	Specific Barrier to Learning
Communication and Interaction	Autism Spectrum Disorder (ASD)
	Speech Language and Communication Needs (SLCN)
Cognition and Learning	Specific Learning difficulties (SpLD) - including dyslexia, dyspraxia, dysgraphia and dyscalculia
	Moderate Learning difficulties (MLD)- learning significantly below their peers. Much greater difficulty in acquiring basic literacy and numeracy skills and in understanding concepts.
	Severe learning difficulties (SLD)- significant intellectual or cognitive impairments. Often associated difficulties in mobility and co-ordination, communication and perception and acquisition of self-help skills.
Social Emotional and Mental Health	Attention deficit hyperactivity disorder (ADHD)
	Attention deficit disorder (ADD)
	Attachment Disorder
	Emotional Based school avoidance (EBSA)
	Sensory processing needs
Sensory and/or Physical	Hearing impairment (HI)
	Visual impairment (VI)
	Multi-sensory impairment (MSI)
	Physical impairment (PD)

Who is responsible for SEND provision at Yatton

Class Teacher- Each class teacher is responsible for all the children in their class, including those with additional needs. They will oversee, plan, work with and assess each child to ensure that progress in every area is made and the correct level of support and adaptation is in place.

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.

SENDCo - Helen Clarke is the SENDCo (Special Educational Needs and Disabilities Co-Ordinator) for both schools. She oversees the support and progress of any child requiring additional support at Yatton Schools. The SENDCo is part of SLT(Senior Leadership Team) and works closely with the Headteacher, Governors and other members of SLT. Helen Clarke can be contacted on hclarke@yattonschools.co.uk. Appointments can be made with her through the School Office or by email.

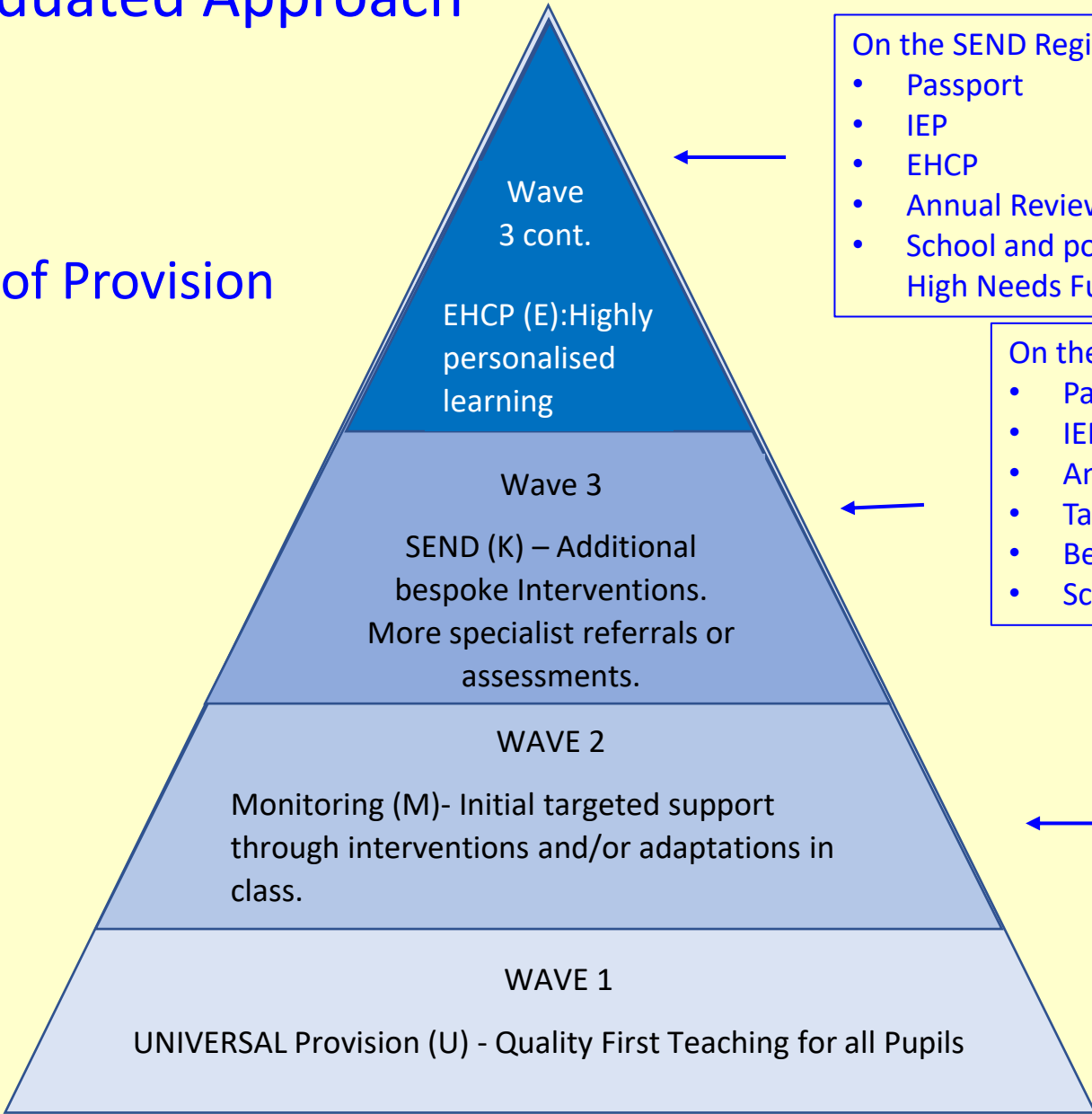
Governors- Wendy Griggs is the SEND Governor for Yatton Schools. She meets regularly with the SENDCo to discuss needs and evaluate the SEND provision at Yatton Schools.

How we assess and review SEND pupils progress towards outcomes

- On Entry to Yatton Schools each child's current skills and level of attainment are assessed either through Early Years entry assessments or liaison with their previous school.
- The academic and social and emotional progress of each child is carefully monitored throughout the year by their class teacher through regular assessments and observations. The phase leaders and the senior management team which includes the SENDCo also meet with teachers 3x per year to assess pupils progress.
- Children who are not making progress or who are making slower than expected progress are identified. Teachers will discuss any concerns with parents and explore what can be done to assist children in getting back on track. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND. However, it will mean the child is placed on our monitoring list and any further concerns raised by the class teacher or parents will be recorded.
- For many children, at this stage, a carefully targeted intervention and/or appropriate adaptation in class will enable them to make the desired progress.
- If these interventions do not have the desired outcome and result in the expected progress and attainment for the individual, then the SENDCo will work with the class teacher and the parents to try to identify what the barriers are which are preventing that child learning (Assess) and to suggest strategies which might help (plan). This is the starting point of something called 'The Graduated Approach'. This may include further more specialist referrals or assessments.

The Graduated Approach

Waves of Provision



- On the SEND Register (E):
- Passport
 - IEP
 - EHCP
 - Annual Review with the SENDCo
 - School and possibly Additional High Needs Funded

- On the SEND Register (K):
- Passport
 - IEP
 - Annual review with class teacher
 - Targeted interventions
 - Behaviour plan (if needed)
 - School funded

- Not on the SEND Register but being monitored by school (M):
- Cause for concern raised
 - Passport created
 - Mentoring
 - Behaviour plan (if needed)
 - Group or 1:1 interventions related to whole class learning
 - Group social and emotional interventions
 - School funded

Not on the SEND Register (U): reasonable adjustments

Wave 1: Universal Provision

High Quality Teaching

- Staff are supported through CPD and training/ advice/ guidance offered by other professionals.
- A broad and balanced curriculum set within inclusive environments with policies in place for identifying and supporting children across the school.
- All adults use explicit instructions with clear explanations, modelling before pupils move to independent learning.
- Teachers and support staff are aware of metacognition and use this to help children understand the steps and application of their learning e.g. guided writing, modelling processes, guided reading.
- Teachers and support staff are aware of cognitive load theory and apply this to support learning within their class.
- Teaching approaches reflect an understanding of language and communication difficulties
- Social skills are understood and interventions used to help children with social needs develop these at an appropriate level
- Scaffolds are used within learning until pupils are able to learn without them e.g. sentence stems, writing frames, word banks etc.
- Flexible groupings are used in the class to enable focused teaching groups and support through talk partners.
- Technology is used to support learners e.g. with their writing, practise of skills, recording of ideas.
- Visual timetables are used and steps to learning made explicit to help children with poor executive function and working memory.
- Visual supports are used e.g. mind-maps, checklists, now and next steps, chunking of information, highlighted texts.
- Additional adults in the classroom have a specific focus and are used to remove barriers to learning for groups and individuals.
- A wide variety of tools are used to ensure a thorough understanding of learners needs including parent feedback, AfL as well as specific assessments for identified barriers to learning e.g. dyslexic tendencies, dyscalculia, working memory etc.
- Parents and carers have the opportunity throughout the year to meet with teachers during parents evening and are informed of any adaptations, interventions and strategies used to support their child's learning.

Wave 1: Universal Provision

Physical adaptations

- Careful seating taking into account e.g. lighting, movement breaks, physical space
- Uncluttered learning spaces to avoid distractions
- Well organised/clearly labelled learning environment to ensure access to all for resources
- Where a Learner has identified medical needs, staff are trained by an appropriate professional around the specific need and any medication required.
- Coloured overlays/background/paper used to reduce visual stress where identified.
- Fidget resources e.g. wobble cushions/elastic bands/chew brick used with identified students where proved to be beneficial to learning/emotional needs.
- Use of Visual timetables and social stories
- Learners who have identified visual/auditory needs are encouraged to wear aids and seated in the optimum position with additional resources e.g. iPad to assist their sensory need.
- Classrooms chosen to support individual physical needs e.g. space, access and any specialist equipment installed to aid independence. e.g. frames/handrails.

Wave 1: Universal Provision

Pastoral/student support

- Clear whole school behaviour policy.
- Consistent reward systems e.g. hot chocolate Friday, gem jar
- PSHE sessions
- Nurture UK sessions and group Nurture support
- Consistent recording of incidents on CPOMS
- Transparent communication with parents
- Trauma informed practice
- Consistent use of rewards and sanctions, including restorative conversations and scripts.
- A range of opportunities for social and emotional development e.g. class partners, friendship strategies, circle time,
- Zones of regulation
- Access to identified quiet spaces e.g. wellbeing library pass, outside classroom, outside quiet zone.
- Identified safe spaces in class to support re-regulation.
- Transition Support

Additional Support and Provision for children with medical needs

Having a medical need does not automatically mean that a child has SEND and that they are therefore on the SEND register. Most medical needs are supported under Universal provision

Long term medical needs:

If a child has a very specific long term medical need such as diabetes or a severe allergy, the SENCO will arrange for staff working with that child to have the training they require. This training will be reviewed annually. Their health care provider will produce a Health Care Plan in collaboration with the school which will be shared with all necessary adults.

Temporary medical needs:

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.

Wave 2: Targeted Interventions and adaptations

Cognition and Learning

- Group interventions for Specific Learning Difficulties including phonics groups, Reading groups and maths groups.
- Use of IT to support recording of ideas
- Precision teaching approaches
- Now and Next activities or chunked learning.
- Adapted learning of the whole class curriculum.
- Regular prompts or check-ins

Communication

- Targeted intervention from a Speech and Language therapists.
- Social communication group interventions e.g. socially speaking, Talk About.
- TEACCH approach in the classroom

Social and Emotional

- Small group support from the school ELSA/Learning mentor
- Nurture Hub support
- Advisory teacher led intervention groups e.g. Lego therapy, group Theraplay
- Social stories and transition support
- Adapted timetables to include brain breaks and regulation time.
- Sensory regulation activities.

Sensory and Physical

- Support from Bristol Hearing impairment team on e.g. environmental adaptations and seating.
- Support from Occupational on physical adaptations to the environment e.g ramps, furniture, lifts, cutlery, writing slopes
- Support from the Vision support team e.g. regarding IT equipment and lighting.
- Support from Diabetes nurse on management
- Staff diabetes training.

Wave 3: Bespoke Interventions SA+ (SEND K) children

Cognition and Learning

- Bespoke 1:1 interventions for dyslexia, dyspraxia, dyscalculia etc.
- Adapted learning (at a key stage below) in small groups and/or with teacher support.
- Referral to Educational Psychologist for bespoke support

Communication

- Speech and Language targets set to practice in class by SaLT. and daily 1:1 support to practice skills
- Additional 1:1 support with communication demands of the classroom through visuals, rephrasing, visual support etc.
- Individual Social communication interventions e.g. What I say and What I mean.
- Use of augmented language systems e.g PECS/ Makaton
- Referral to ASD pathway

Social and Emotional

- 1:1 support from the school ELSA on a specific ELSA intervention.
- Referral to Educational Mental Health Practitioner (EMHP)
- Enhanced transition support
- Adapted timetables to include brain breaks and regulation time including sensory circuits.
- Individual behaviour plans
- Referral to Community Paediatrics for ASD.

Sensory and Physical

- Targets and individual interventions from Bristol Hearing impairment team
- Exercise programme/Targets from Occupational therapy to meet physical needs
- Modified (enlarged) learning sheets/Assessment papers.
- Physiotherapy programme for the management of long term illnesses.
- Risk assessments to ensure sensory needs are understood and managed e.g. Picca, throwing.

Wave 3: High Needs Pupils (EHCP)

The majority of children with a special educational need can be provided for with the funding and support already available in the setting. If your child needs additional support, above and beyond that outlined above, you or the school may request that the Local Authority carry out a statutory assessment of your child's needs through the North Somerset EHC Hub.

What is in an EHCP and how might it help my child?

An Education, Health and Care Plan (EHCP) is a legal document that describes a child or young person's special education, health and social care needs. To find out more please visit the Local Authorities 'Local Offer' <https://n-somerset.gov.uk/my-services/children-young-people-families/send-hub-local-offer>

An EHCP typically includes:

Section A: The views, interests and aspirations of the child and his or her parents or the young person.

Section B: The child or young person's special educational needs.

Section C: The child or young person's health needs which are related to their SEN.

Section D: The child or young person's social care needs which are related to their SEN or to a disability.

Section E: The outcomes sought for the child or the young person. This should include outcomes for adult life.

Section F: The special educational provision required by the child or the young person to meet their outcomes.

Section G: Any health provision reasonably required by the learning difficulties or disabilities which result in the child or young person having SEN.

How to apply for an EHCP

Because an EHCP is based on the needs of the individual young person, it can have lots of different steps and outcomes when applying for one .

However in general the following process is followed:

- A request for an EHCP needs assessment is submitted to N. Somerset through the EHC portal by either parents or school. <https://n-somerset.gov.uk/my-services/children-young-people-families/send-hub-local-offer/send-hub-education-health-care-plans>
- This request should be as detailed as possible so that panel can make an informed judgement as to whether they will proceed to assess. Please talk to Helen Clarke (SENDCo) if you feel your child needs an EHCP. Generally, as a school, we prefer to make the request so that we can ensure we have been through all the stages of the Graduated Approach, have the necessary evidence to support the request and that your child's needs meet the criteria for an EHCP.
- If the decision is made to proceed to assess, a N. Somerset SEND officer will gather information from your child, you (if school have applied) or us (if you have applied) and any other professionals your child is already known to. An Educational Psychologist will also come in to school to assess your child's needs.
- The Local Authority will then review the case again and decide whether or not to issue an EHCP.

If a child has an EHCP they *may* be allocated High Needs Top Up Funding for the school to use to provide the provision and support outlined in Section F of the plan. The amount is determined by a matrix established by the LA

Accessibility and Inclusion of children with SEND

Accessibility

Yatton school site is wheelchair accessible as it is all on one level with ramps to all classrooms and a wheelchair lift in the school hall. We have three disabled toilets large enough to accommodate changing.

Classroom access is carefully planned each year to ensure children with physical needs have the space and adaptations they need as some rooms are more suited to equipment than others.

We adapt our spaces as best we can to the needs of any cohort. This year we have set up 'The Hive' for a group of learners in Upper KS2 with high levels of social communication needs to enable them to access an environment that is less stimulating and quieter. Last year we set up 'The Hooting' a space for KS1 children to co-regulate using sensory activities. Please see our accessibility plan for more information.

Inclusion

At Yatton we are proud of our inclusive culture. All children are included in all parts of the school curriculum, and we aim for all children to be included on school trips including our Residential in Y6.

Thorough risk assessment are carried out prior to any off site activity and for some children with the highest SEND needs this includes an individual risk assessment in which physical and/or social and emotional needs are highlighted. In all cases we will endeavour to provide the necessary adaptations and support to ensure children with SEND can participate in school trips alongside their peers.

Where appropriate, social stories will be written to prepare your child for a change in routine, an out of school activity or a school trip. If your child is supported by a member of the Learning Support Team, they will continue to have this support whilst out of school on a trip.

In the unlikely event that it is considered unsafe for a child to take part in an activity, then parents will be consulted and a reasonable alternative will be provided.

Outside Professionals and services the school works with and refers to

The School works with many other professional to meet the needs of our pupils with SEND.

Advisory service -

Advisory teachers: Yatton schools employs Big Ask for Learning (BAfL) as an independent Advisory teacher. Andy Baker from BAfL is Dyslexia Trained, A Mindfulness coach, Certified Group Theraplay Practitioner, Lead Trainer for the Attachment Network He provides educational services focusing (broadly but not exclusively) on support and advice for staff who work with children who have additional needs.

We also use the Lighthouse Partnership Lead teachers for SEND, Suzy Divine, to support the SENCO through a combination of assessment and feedback, collaborative problem-solving and direct work.

Educational Psychologists: At Yatton Schools we have worked for some years with Leona Black, a freelance Educational Psychologist. She uses a 'Consultation' approach which means she work with the adults, teachers and families, to identify how best to support pupils in school.

We also work with N. Somerset Education Psychology Services on specific projects e.g Nurture, Trauma Informed practice, Early Years development and as part of the EHCP process.

Outside Professionals and services the school works with and refers to

HEALTH SERVICE –

All children's Health Services in North Somerset are run by Sirona care and Health.

<https://sirona-cic.org.uk//children-services/>

School Health Nursing Team: School can refer children, with their permission to the school nursing team for Mild anxiety, mild low mood, mild sleep problems and healthy lifestyle support.

<https://sirona-cic.org.uk/children-services/services/school-nursing-service/>

Child & Adolescent Mental Health Service (CAMHS): At Yatton Schools we have an Educational Mental Health Practitioner (EMHP) who is linked to CAMHS and who supports children with anxiety, Low mood, EBSA (Emotional Based School Avoidance) trauma and other struggles with wellbeing. She also provides parents workshops and coffee mornings.

Community Paediatric Service: In discussion with parents, we may decide to refer a child to Community Paediatrics for concentration and attention difficulties– when affecting educational progress, complex communication difficulties, including where autism spectrum disorder is suspected and significant concerns about general developmental progress or possible developmental disability.

Outside Professionals and services the school works with and refers to

HEALTH SERVICE (cont.) –

Speech and Language Service: At Yatton Schools we have 2 tiers to the Speech and language referrals and support offered.

Tier 1: We employ a member of the Sirona Speech and Language Services to work with children in school who have identified needs in either speech sound or communication who do not meet Core criteria or who need on-going support

Tier 2: Our Speech and Language therapist refers into N. Somerset Core Team where the child's needs meet Core criteria for a block of therapy. Therapists from the central team then come in to school to work with the child and a member of staff who is trained to continue the intervention.

Physiotherapy Service: At Yatton schools we work with the Physiotherapy team to support children with physical disabilities to develop their functional ability and mobility within their own physical limits.

Occupational Therapy Service: Occupational therapy supports children with complex, severe or enduring physical or developmental conditions who attend Yatton School. We also refer children to Occupational therapy where gross and/or fine motor skills are having a functional impact. N. Somerset Occupational therapy **do not** accept referrals for sensory processing difficulties where functional impact has not been identified.

How we review SEND pupils progress towards outcomes

All Pupils on the SEND Register have individual targets. These are set and assessed in different ways depending upon the pathway followed:

- Pupils who are SEND for Speech and Language have targets set and reviewed by the Speech and Language team. This is either Vicky Sharpe in school or whichever therapist their block has been with if being seen by Core.
- Pupils who are seeing the Mental Health team have targets set and reviewed by the Educational Mental Health practitioner.
- Pupils who are Wave 3 and have additional bespoke Interventions and/or more specialist referrals have an Individual Education Plan (IEP) written by their class teacher. This is reviewed and updated 3x a year around parents evening. Targets on these IEPs are what we call SMART (specific, measurable, achievable, relevant, and time-bound) They are devised by the class teacher in collaboration with other specialists or professionals e.g. the EP, SENDCo, ELSA, Advisory teacher or using Specialist guidance e.g. AET framework, Sensory processing Webinar
- Pupils who have an EHCP have medium (1 year) and long term (Key stage) targets on their EHCP. They have an Individual Education Plan (IEP) written by their class teacher which includes small step targets working towards their medium term targets on their EHCP. Their IEP is reviewed and updated 3x a year around parents evening. There is also an Annual review with the SENCO and any other relevant professionals of the targets on their EHCP.

Staff expertise and training

As a school we believe that it is important for all staff to receive regular training and CPD. Training is received through INSETs ,staff meetings dedicated to SEND as well as online and face-to-face courses from outside providers, SEND Webinars and 1:1 coaching through our developmental drop in programme.

Training includes whole school and individual training on specific SEND needs:

Nurture UK (all staff)

Boxall profiling (teachers)

Zones of Regulation (all staff)

Autism training including: Autism Awareness level 1 (all staff) Good Autism practise (Autism ambassadors) Anxiety and Autism (support staff) Autism in the Early Years (EYFS)

Phonics training- Unlocking letters and sounds (all staff)

Attachment awareness (all staff)

Trauma training including: Trauma awareness (all staff) Trauma Informed Practice (ELSAs and Deputies)

Dyslexia training including: Dyslexia awareness (all staff), Dyslexia profiling (specific staff)

Speech and Language training including: Speech sound difficulties (specific staff), Makaton (specific staff)

Therapeutic play (specific staff)

Lego therapy (specific staff)

Team TEACH training (specific staff)

Diabetes training (Specific staff)

NASEN and EEF online training : use of Scaffolds, barriers to good SEND, SEND in Mainstream (all staff)

Physical Support training (Specific staff)

Sensory Processing (All staff)

How we support SEND children through phase transitions

We encourage all new children to visit the school prior to starting when they will meet their new Class Teacher and to be shown around the school. Please contact the school office on 01934833554 to arrange a tour with a member of the SLT

Early Years to Infants

There are several transition days for pre school children transitioning in to EYFS including a Teddy bears picnic. EYFS teachers will also visit all the Pre schools and Nurseries that the children currently attend.

For children with SEND, the SENCO will also visit their Pre school place if they attend one, an additional LINK meeting will be held with all relevant professionals and additional transition visits will be discussed with their new teacher. Often a transition book is made for parents to discuss the transition with their child over the summer before they join us.

Infants to Juniors

Although we are 2 schools, we work as one so our Key stage transition works the same as any other year group with transition visits to meet the new class teacher(s) and extra visits, 1:1 time, social stories and transition books for our children with SEND who need it. EHCP reviews are also usually done early in term 1 to ensure the child's needs are being met in the new class. For SEND pupils without an EHCP a meeting with the class teacher and SENCO is usually held early in term 1 to ensure everything on a child's passport is in place.

Juniors to Secondary

Meeting with Secondary school staff and visits are held for all children transitioning to Secondary school but for those with SEND we arrange additional visits. Some children are also supported by N. Somerset ASD team through their Enhanced Transition Team,

Transfer of children within a Key Stage

For children who join or leave us at other times during the school year or during a Key stage we liaise closely with staff at the school they are leaving or joining, ensuring all relevant paperwork is passed on and all needs discussed. Applications for places should be made through N. Somerset admissions unless your child already has an EHCP, in which case it should be made through N. Somerset SEND Team.

How we assess the effectiveness of our SEND provision

The SENDCo, Helen Clarke, is responsible for the strategic leadership of SEND provision for pupils with special educational needs and disability at Yatton schools. She:

- updates the SEND register, a system for ensuring all the SEND needs of pupils in school are known.
- oversees Interventions and the review of their effectiveness
- reviews policies and procedures for SEND at Yatton
- meets regularly with the Head teacher to monitor provision and progress in place for children with SEND as well as assessing the impact of provision and next steps.
- attends MAT SENDCo meetings to ensure Yatton is up to date and in line with National, regional and LSP strategies and procedures.
- works with outside professionals to ensure Yatton is meeting the needs of children with additional needs
- works with the LSP SEND team to ensure Yatton's SEND offer is meeting all children's needs.

The Governor with responsibility for SEND is Wendy Griggs. She:

- meets regularly with the SENCO to discuss the needs of the children in school and to evaluate the provision.
- Report to the Governors. on SEND needs at the schools and the attainment and progress of pupils with SEND.

Who can I contact for more support

North Somerset's Local Offer for Special Educational Needs and Disability (SEND Hub).

<https://n-somerset.gov.uk/my-services/children-young-people-families/send-hub-local-offer/meet-send-service>

School Nursing Services North Somerset: 0300 125 6798

<https://sirona-cic.org.uk/children-services/services/school-nursing-service/>

NSPCWT North Somerset Parent carers working together:

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

National Autistic Society – North Somerset Branch:

www.nas-northsomerset.co.uk

Autism Central - support and guidance for families, parents, and carers of autistic children:

<https://www.autismcentral.org.uk/>

B & S Juniors – support with respite care and social outings:

www.bshealthcareltd.co.uk

I can – Support with Speech, Language and Communication:

<https://ican.org.uk/>

BDA – British Dyslexia Association:

<https://www.bdadyslexia.org.uk/advice/children>

Dyspraxia Foundation:

<https://dyspraxiafoundation.org.uk/dyspraxia-children/parents-family/>

How will I raise concerns if I need to?

"It takes a village to raise a child" is an African proverb that means a child's healthy development is the responsibility of many people, not just the parents. At Yatton Schools we believe that educating your child is about developing strong relationships with parents as well as the child and other professionals working with them. We pride ourselves on building positive relationships with our parents.

However, at times concerns may be raised. The best person to share your concerns with initially is your child's class teacher. At some point, you or your child's teacher may wish to involve the SENCO and/or other members of the Senior Leadership Team.

If after pursuing these pathways you are still concerned, as a parent or carer you have the right to use the school's complaint process.