

**Yealand Church of England Primary School**  
**SPECIAL EDUCATIONAL NEEDS and DISABILITIES**  
**INFORMATION REPORT**



**2021-2022**

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**SEND Link Governor: Ruth Harmer**

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**Report updated April 2021.**

Yealand Church of England School is a smaller than average mainstream setting offering places for children from 3-11 year olds.

**Inspire ★ Believe ★ Achieve**

**Inspire:** Everyone at Yealand Church of England Primary School has the responsibility to inspire each other.  
By opening doors, unlocking opportunities through personalised planning, developing experiences and opportunities, and nurturing individual talents and passions through the modelling and delivery of our Christian Values.

Friendship ★ Peace ★ Love ★ Forgiveness ★ Trust ★ Creativity

**Believe:** We believe in all individuals. We trust and encourage them to make decisions which are right for them as individuals and for us as a school.

We believe in the strength of our community. We look outwards and take opportunities and support with both hands.

We believe in God. We believe that He will guide all our decision making and journeys and He will help us to fulfil our aspirations as individuals and for our school.

**Achieve:** Through inspiration and belief, we can inspire and believe that we can all achieve great things.

‘Don’t let anyone look down on you because you are young, but set an example for the believers in speech, in conduct, in love, in faith’

**1 Timothy 4:12**

### **The kinds of SEND Yealand provide for**

Yealand Church of England Primary School is an inclusive mainstream school that inspires all children to believe that they can achieve great things.

At Yealand, we use our best endeavours to meet the needs of all our children by providing a curriculum which both inspires and challenges all.

For some children additional SEND (Special Educational Needs and Disabilities) support is required.

Yealand uses the legal definition of SEND as found in the Children's and Families Act 2014 to determine which children are identified as having SEND needs in one or more of the four areas:

- Communication and Interaction
- Cognition and Learning
- Sensory and Physical Needs
- Social, Emotional and Mental Wellbeing

*'A child or young person has special educational needs if he or she has a **learning difficulty** or a **disability** which calls for **special educational provision** to be made for him or her.'*

### **Section 20 (1) of the C&FA 2014**

As children move through their school life, they may need some additional support on the way. This could be to help them to maintain academic progress or to deal with one of life's unexpected problems. All children at Yealand are tracked, observed and discussed regularly. The provision of support is offered to all children who need it.

### **How does the school know if a child needs additional support and what should I do if I think my child has special educational needs?**

At Yealand, we pride ourselves on the close relationships we have with our whole school community. We offer an open-door policy where families can discuss their concerns at the first opportunity and likewise, school will have open and honest discussions with parents and carers if a child is identified as needing additional support.

Discussions with previous nurseries or schools also inform our decisions on how a child is supported, as well as any concerns raised by health and social professional agencies about individual children or families.

Initial concerns will form the basis of a line of enquiry where the teaching staff, SENDCo, parents and carers will observe, discuss, and seek guidance from outside agencies if necessary. Evidence gathered is then used to inform and develop a provision package for individual children so that the child can fully access and engage with the curriculum as quickly as possible.

There is a robust tracking, monitoring, and assessment system in place at Yealand.

Teachers and Teaching Assistants meet weekly to discuss individual children; to reflect on good practice, discuss resources which may help individual children and to feedback on areas of need and successes they may have observed throughout the previous week. These meetings inform how support staff are deployed in the coming week and reflect the whole school goal of creating individual support programmes for all the children within each class.

The Teaching Assistants in schoolwork closely with all our children throughout the day. There is a strong nurturing relationship between all our staff and children which supports better outcomes and progress for the children.

Teachers meet half-termly to discuss, track and monitor all children's progress. Decisions are made as a staff to determine which children need additional support in the following half-term. This ensures support is targeted, is meaningful and is developed to help individual children make progress. The SENDCo also meets half-termly with all Teaching Assistants and with the Headteacher to ensure that everyone can provide input and discuss next steps for individual children.

All SEND children have Individual Support Plans (ISPs) which provide targets which are SMART (specific, measurable, achievable, relevant, time-based) for individual children.

Parents, carers, and children, as well as all relevant staff are part of the process of developing plans for the child. It is particularly important for us that we work together as a team to provide the absolute best for the children that we care for.

The whole cohort of children have their reading and spelling ages tested each term. These results are good indicators for children who need monitoring or additional support with their literacy skills.

### **What arrangements does the school make for consulting with children/young people with special educational needs and disabilities about - and involving them and their parents and carers – in their education?**

Children, parents, carers, and all relevant staff meet termly to develop Individual Support Plans. It is an important process, and all views are used to create a programme for the term ahead. When finalised, the views of the child and those who care for them are at its heart.

The Individual Support Plan aims to set out targets which are achievable and are meaningful to the individual child and their family for them to move closer to their goals and aspirations. Targets are set based on an analysis of progress data, as well as a discussion around the current needs and aspirations of each individual child.

All families also have opportunity throughout the year to discuss their child's progress and any additional support their child is receiving at parents' evening events which take place in the Autumn and Spring term. All families also receive an annual written report during the Summer Term.

Families of those children receiving additional support are fully involved and informed when decisions are made about their child and are kept up to date on how school are meeting their child's individual needs regularly.

All paperwork and support for our SEND children has remained up to date during the Global Pandemic. Face to face meetings have been replaced with telephone calls or virtual 'Teams' meetings during the current restrictions.

### **How will the curriculum be matched to my child/young person's needs?**

Yealand provides an exciting, vibrant curriculum which has the current cohort at its heart. Our curriculum evolves and grows to cater and adapt to our children, so that we can continually inspire and engage all.

All teaching staff use the best endeavours model to prepare and deliver a curriculum where all children are included and have a sense of belonging within their own classroom. Staff competently use and apply the 'Graduated Approach' to plan and deliver lessons where all children are taught at a universal level using 'Quality First Teaching' strategies. They deploy

teaching support staff to target and offer support so that all children can achieve alongside their peers.

Individual Support Plan targets are catered for within the class curriculum where possible, with some targeted support time allocated which is additional to those daily sessions being taught. The provision timetable is regularly reviewed to ensure that all children are still having access to a broad and balanced curriculum beyond the core subjects and that there is a continued need for further targeted provision.

Additional support is delivered by Yealand's team of highly skilled Teaching Assistants who can deliver high-quality teaching to individual children. Yealand also works alongside other outside agencies, who deliver specialised support for some of our children.

### **How will both you and I know how my child/young person is doing and how will you help me to support their learning?**

The whole Yealand team work closely to ensure that all children are on track and making the progress which is expected for them. Lessons are differentiated, resources and plans are tailor-made to enable all the children to achieve and be successful using a 'Graduated Approach' for both the planning, delivery, and assessment of lessons. Conversations take place regularly to ensure that the best outcomes for all our children are achieved, with whole school data regularly analysed and compared to national data and expectations. Information about progress is cascaded to parents and carers throughout the school year. Parents' evenings are held in the Autumn and Spring terms and during the Summer term teachers provide a written report based on achievements and progress throughout the whole academic year.

Families of children with Special Educational Needs are also invited termly to discuss, develop, and reflect on targets and individual progress made. Those children who have an Educational Health Care Plan also have an Annual Review meeting. In all these meetings, assessments are shared with parents and carers so that they know and understand where their child is currently accessing the curriculum at that moment.

Day to day, staff update families on how individuals have been accessing learning in class and offer support with additional or alternative homework options.

Parents and carers are signposted to any news, services or events which may be of interest to them via the Local Offer through links on the school website, letters sent home or messages sent personally via our school 'Remind' messaging service.

### **What support will there be for my child/young person's overall well-being?**

At Yealand, we pride ourselves on knowing our children. Learning opportunities including teaching styles are tailor-made to suit individual needs. We recognise that the wellbeing of all our children is paramount as we know that happy learners make good learners.

We have weekly celebration assemblies during which awards are presented for success in learning and upholding the Christian values of the school. These awards are nominated by both staff and the children.

Yealand advocates and champions all our children to be involved with decision making in school. All children have the opportunity to be involved in the School Council, the Worship Team, the Chicken Crew, the Champions of Change group and when in Swallow class, children take responsibility for a variety of monitoring roles as well as representing our school at a variety of events and meeting annually with our school Governing body.

Yealand has strong links with our local Mental Health Champions network and Mrs. Brown is our school Mental Health Champion. All staff as part of our school network of champions are allocated focus children to 'catch up' with during the week.

Any concerns about individual children are logged and discussed at whole staff meetings to determine next steps. All children are closely monitored to ascertain academic success alongside emotional and social development, as well as issues of punctuality and attendance.

Yealand is a trauma-informed school which works with individuals to support, deal with, and reflect on the emotions and barriers to learning which trauma may bring. Our understanding of Adverse Childhood Experiences (ACEs) has taught us that some children need to feel safe, loved and provided with a sense of belonging before they can comply or be successful in achieving alongside a whole school policy on behaviour. Personalised behaviour plans are developed to support these children. Both classes recognise the 'Zones of Regulations' and use the language to ensure that children have strategies to support them as they aim for the 'green zone' to promote the best behaviour for learning.

Yealand works closely with CAMHS (Child and Adolescent Mental Health Service), the Mental Health Champions Network, The Pastoral Network, and the Local Offer to provide information and seek support for all children and families in our care.

Medicines are kept in the school office and are signed in by parents or carers with instructions on how they should be administered during the day and which staff member will be responsible for this. Children with long term medical conditions, such as asthma have medical plans to ensure that their needs are being met.

There is a separate policy for providing personal care, which all staff are familiar with and follow.

### **What specialist services or expertise are available at or accessed by the school?**

Yealand School is part of the Mental Health Champions network and the local Pastoral network. These provide invaluable opportunities to gather information, discuss useful resources, seek support, and receive advice quickly.

Yealand School is also part of the Educational Psychologist cluster and have half-termly contact to discuss individual children as well as reflect on how children learn.

Yealand School also works closely alongside Speech and Language therapists, The ADHD (Attention Deficit Hyperactivity Disorder) team at the Ross Centre, The North Lancashire Directions Group who support Autistic children, CAMHS, Paediatricians at Longlands Children's Development Centre, Audiologists to name a few. Yealand School recognises how important it is to work alongside home and specialist services to provide effective and consistent support for individuals to achieve the greatest of outcomes.

### **What training have the staff supporting children/young people with SEND had or may they have?**

At Yealand, we believe the training of all our staff is extremely important. We are lucky enough to have support staff who are highly trained. One of our Teaching Assistants is a qualified teacher, and another is an HLTA.

Kathryn Brown, the SENDCo, completed the NASC qualification through the University College of Cumbria in Spring 2021.

Each half-term, the teaching staff have the opportunity to discuss individual children and concerns during staff meetings.

Training is provided termly for all staff and is either delivered by the SENDCo, Kathryn Brown or by an Outside Agency. Training provides opportunities for staff to address gaps in their learning and understanding in order to offer further support to our children. Through this training, staff are aware and can respond effectively to children with sensory needs; issues with communication and language, impulsive behaviour, or attachment issues due to ACEs (Adverse Childhood Experiences). All staff can author social stories to prepare anxious children for any changes and are able to adapt lessons, trips and residential to ensure that all the children can be fully included. The staff have also embraced the idea of becoming 'Champions' for our vulnerable children who need additional support due to Social, Emotional and Mental wellbeing needs. Yealand School is part of different cluster groups and networks. Staff are encouraged to attend these meetings and cascade information back to colleagues as appropriate.

### **How will my child/young person be included in activities outside the classroom, including school trips?**

Learning beyond the classroom, is an integral part of school life at Yealand School. All trips and visits including residential are inclusive and all children are encouraged to take part. Adult to child ratio is often adjusted to accommodate children who may need additional support when we are learning out and about. Social stories are prepared regularly and then shared in school and at home before trips are undertaken in order to prepare those who are anxious to change. This helps the children to relax and enjoy the experience with their friends. Class teachers are responsible for undertaking risk assessments and for arranging any necessary adaptations for children with SEND during the trip.

With residential trips, if we can make prior visits to the location to familiarise the children with the setting then we will. This is not always possible, particularly if the location is far away. In these circumstances, we find that social stories using photographs are an excellent alternative. Parents and carers have meetings to discuss residential trips well in advance and there are opportunities to discuss individual needs and routines then. Meetings and parental discussions form an important part of preparing for these trips.

All children are eligible to attend extra-curricular activities when provided in school. Clubs and activity providers are informed prior to starting about children who will need additional support which they will cater for.

During playtimes, we have additional adults supervising the children. These members of staff know which children to observe closely in order to support and nurture their play. We also have additional adults in the dining hall to support those children who find mealtimes difficult. Sometimes children are given the choice about where they would like to eat their lunch and preparations are made to accommodate this.

School offers 'wrap around' care for all our children. We find that those children who struggle with routine benefit from coming into school earlier for Breakfast Club. This helps them to settle much quicker for learning and becomes part of their routine.

### **How accessible is the school environment?**

Yealand School has ramps on all entrances allowing full access to the school building for children with mobility difficulties or visual impairments.

There is also a disabled toilet which is raised and has handrails for use and there is a disabled parking bay at the front of our school.

Children who need specialised equipment can also be catered for. When new equipment is necessary to support a child, all staff receive training updates so that the equipment can be utilised to gain its maximum impact within the classroom.

### **How will the school prepare and support my child/young person to join the school, transfer to a new school or the next stage of education and life?**

At Yealand we understand transition times can cause anxiety for all parents and for those with SEND children this can be a very worrying time.

Yealand School offers support to Year 5 children within the Summer Term as they begin to consider their secondary school applications in the coming Autumn term. Families and children will be encouraged to attend open evenings and meet the SEND team to gain an understanding of the support provided at each secondary school.

Yealand will fully support the children as they prepare for the next phase in their learning. They will liaise with the new school about any concerns the children or family may have and ensure that the new school has all the necessary documentation and information needed to enable a smooth and positive transition into Year 7.

Likewise, with EYFS (Early Years Foundation Stage) children, school will liaise with other care providers so that there are consistent and effective processes in place. Nursery places are available to children after their 3<sup>rd</sup> birthday. These starting dates coincide with the start of each new term.

Once within our Nursery setting, staff can begin to gather evidence through observations as well as discussions with families, previous settings or other agencies working with the child. All this information helps the transition process from Nursery to Reception to be a positive one.

Some children may begin school midway through the school year. In this instance, we as a school will always contact the child's previous setting to ensure a smooth transition. Yealand will always give the child time to adjust to their new surroundings and use their first half term at Yealand to observe and gather information before speaking to families about any concerns they might have or implementing any additional support.

If a child leaves our setting, then we will always contact the new setting and provide them with as much information as we can about the child in order for the transition there to go smoothly too.

### **How are the school resources allocated and matched to children/young people's special educational needs and disabilities?**

Resources are sourced and allocated to children on an individual basis. Advice is often taken when purchasing new resources to ensure that the product is recommended and will lead to the intended outcomes for individual children.

Yealand is part of several networks and resources are often shared with schools in the local area.

### **How is the decision made about the type and quantity of support my child/young person receives?**

At Yealand, all stakeholders are committed to providing an inclusive, vibrant curriculum for all our children. School provides Teaching Assistant support throughout the whole week. This allows teachers to develop and change the provision of support regularly in reaction to what is being identified within their classrooms.

There are continuous conversations about individual children at Yealand. We have a half-termly support access model, so if a child is identified as having a specific need, then monitoring, data analysis, talking with the child and their family happens quickly. Children will receive quick access to additional support if they need it.

Academic support can be given through intervention programmes delivered as a group or 1:1. Individual programmes of support are delivered which are specifically designed to target an individual need. These can be delivered weekly, daily, or two/three times a week. Time is also allocated to support learning targets that the children have been given by outside agencies. Yealand works closely with many agencies who offer support to our children including Speech and Language Therapists, the ADHD team, Consultant Paediatricians, CAMHS, Educational Psychologists, Audiologists as well as Autism and support networks.

Children who have been identified as having Social, Emotional and Mental Wellbeing needs are allocated a 'champion.' Staff regularly chat with their allocated children in order to build up relationships with those who may need some Emotional and Wellbeing support. If a child appears to be struggling, then a class teacher or the SENDCo intervenes and offers support to the child or the family.

If after a short intervention programme, an individual's progress continues to be of concern then school will speak with families and will contact outside agencies to seek further advice and support. The support given will continue using either a different resource or approach until a successful pathway is found.

### **How do you evaluate the effectiveness of the provision made for children and young people with special educational needs?**

It is part of our whole school practise to reflect and take stock of our provision.

As part of our SEND annual timetable, time is allocated to meet regularly with support staff, teachers, children who are on the SEND register and parents or carers for us all to evaluate what progress has been made and how things can improve.

Keeping up to date with courses, attending network meetings and reading updates ensures that we as a school are providing the best opportunities, we can for the children we care for. This is not a stagnant process but a process which is everchanging and adapting.

These regular discussions inform the provision map of support for each half term. No two half-terms are identical as needs are identified, targets adjusted, and new approaches and resources found.

### **How are parents/ carers involved in the school? How can I be involved?**

Yealand School welcomes support from all its community and asks that all parents and carers who can offer support do.

'Friends of Yealand' group is run by parents and carers of school to provide much needed funds for the whole school. Even with the current restrictions, the team are working hard to ensure that popular key annual events can still go ahead, and any support is always gratefully received.

We also have a Facebook page to promote all the wonderful things that happen at Yealand and appreciate the sharing of our school posts to a wider audience.

**What arrangements do you make in relation to the treatment of complaints from children/young people and their parents/carers with special educational needs concerning your provision made?**

The Headteacher, Katrina Gale and the SENDCo, Kathryn Brown work very closely together and if they become aware of a complaint or a concern then in the first instance, they would invite parents or carers into school to discuss this further and to try to resolve any problems. Time is provided at the end of this meeting to arrange further contact to discuss advice sought and actions put in place.

At Yealand School, we take complaints very seriously and we aim to achieve a positive outcome as quickly as possible.

If a parent or carer felt that their concerns were not being listened to, addressed, or resolved then they could contact our school SEND Governor, Ruth Harmer or they could follow the guidance in our formal complaints policy which can be found on our website.

<https://www.yealand.lancs.sch.uk/school-policies/>

**How does the school involve other bodies, including health and social services, local authority support services and voluntary organisations, in meeting the needs of children/young people with SEND and in supporting their families?**

It is particularly important to seek advice and network, it is our means of ensuring that we have the most up to date information to support the children that we care for at Yealand. We are part of the Mental Health Champions Network, the Pastoral Network, and the Educational Psychologist cluster, which means that we have access to advice, information, and support whenever we need it.

Through these groups, Yealand has been able to access counselling services and play therapy for our children, as well as advice about nutrition and sensory equipment. We also work closely with the audiology team and school nurse team too.

Families are also regularly given up to date information found on the Local Offer:

<https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/your-local-offer/>

**Where can I find the contact details of support services for the parents of children/young people with SEND?**

**CAMHS:**

The Ross Children's Centre, 160 Euston Road, Morecambe, LA4 5LE 01524 550650

**AUTISM**

North Lancashire Directions Group:

Lucy Ellis [www.northlancsdirectionsgroup.com](http://www.northlancsdirectionsgroup.com) (term time only)

**ADHD**

The Ross Children's Centre, 160 Euston Road, Morecambe, LA4 5LE 01524 550650

**CHILDREN AND FAMILY WELLBEING SERVICES:**

Kellet Road, Carnforth, LA5 9LS 01524 581280

**SPEECH AND LANGUAGE DROP-IN CENTRES:**

Carnforth Clinic, Market Street, Carnforth, LA5 9JU 01524 406500

**LONGLANDS CHILD DEVELOPMENT CENTRE:**

Westbourne Drive, Lancaster, LA1 5EE 01524 519710

**Where can I find information on where the local authority's local offer is published?**

The Lancashire Local Offer can be found using this link:

**<https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/your-local-offer/>**

There is also a link found on the SEND page of our school website.

Regular updates are posted on our school noticeboard at the back of school, attached to newsletters or sent via the 'Remind' messaging app about local services which may be of interest to individual families in school. There is also a Lancashire Local Offer Facebook Page which is also very useful. All SEND families are also sent the termly FIND newsletter which is published by Lancashire County Council.