

# Yealand Church of England Primary School

## SPECIAL EDUCATIONAL NEEDS and DISABILITIES INFORMATION REPORT



'Let all that you do be done in love.'

**1 Corinthians 16:14**

Inspire ★ Believe ★ Achieve

**Headteacher:** Kathryn Brown

**SEND Link Governor:** Malcolm Dow

**SEND Lead:** Kathryn Brown

**LCC SEND Case Manager:** Hayley Thomas

**Contact:** Yealand Church of England Primary School,  
Footeran Lane,  
Yealand Redmayne,  
Lancaster.  
LA5 9SU  
Tel: 01524 781360  
[www.yealand.lancs.sch.uk](http://www.yealand.lancs.sch.uk)

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Yealand Church of England School is a small but mighty school, which inspires and nurtures our children to become the most amazing individuals who flourish and live out our Christian values far beyond our school gate. School is situated within an area of outstanding beauty to the north of Lancashire, surrounded by open fields. 58% of our children live within the United Benefice of Warton, Borwick with Yealand, with some of our children travelling from Lancaster City Centre.

### **The kinds of SEND Yealand Church of England Primary School provide for**

Yealand Church of England Primary School is an inclusive mainstream school that supports all our children to 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 Church of England Primary School 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 maintain academic progress or to deal with one of life's unexpected difficulties. All children at Yealand Church of England Primary School are tracked, observed and discussed regularly as part of our ongoing professional practise. The provision of support is offered to all children who need it at any given moment and our support plan is updated each half term.

### **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 Church of England Primary School, 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, SEND Lead, 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 the individual child so that they can fully access, engage and make progress within their 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 weeks and reflect the whole school goal of creating personalised support plans.

The Teaching Assistants in school work 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 promotes 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 SEND Lead also meets half-termly with all Teaching Assistants 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 the children, as well as all relevant staff are part of the process of developing plans for an individual child and meet with the SEND Lead termly to update and evaluate Individual Support Plans. This cyclical process allows everyone to be heard and to feel supported so that we can all work together as a team to provide the absolute best for the children that we care for.

Part of the SEND Lead role is to also track and monitor teacher and statutory assessments. Using this information, teaching staff can react and reflect on particular trends and offer support quickly to children who may need it. Children who need support but are not identified as SEND are placed onto our 'Monitoring' list. These children are provided with support when there is a need. This support is often temporary but at Yealand Church of England Primary School we ensure that these children are continued to be tracked, so that if progress begins to decline again, we can be reactive and provide additional support quickly.

All children on the SEND and Monitoring list 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 with support plans are at the heart of their development. Teaching staff and the SEND Lead meet with individual children to create individualised plans for them. These plans aim to set out targets which are achievable and are meaningful to the individual child and their family in order 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 have opportunities during the year to discuss their child's progress. Any additional support their child is receiving will be shared at parents' evening events which take place in the Autumn and Spring term and all families 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.

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

Yealand Church of England Primary School 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 them all in learning.

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 and the wider school. Staff competently use and apply the 'Graduated Approach' to plan for lessons. They are experts in using adapting strategies to engage, include and support all learners during the delivery of these sessions due to the structure of our mixed-aged classrooms. Teaching support staff are used effectively to target and offer support so that all SEND children 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 reviewed half termly 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 Church of England Primary School also works alongside other outside agencies, who deliver specialised support for some of our children.

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

Yealand Church of England Primary School has ramps on all entrances allowing full access to the lower part of the school building for children with mobility difficulties or visual impairments.

There is also a disabled toilet which is raised and has handrails to support use. School also has a disabled parking bay at the front of our school for quick and easy access. All stairs and steps also have handrails fitted.

Children who need specialised equipment can also be catered for. When new equipment is needed to support a child, expert advice is sought to ensure the resource will fulfil the need and all staff receive appropriate training so that the equipment can be utilised to gain its maximum impact within the classroom.

### **How are the school resources allocated and matched to children/young people's special educational needs and disabilities? How is the decision made about the type and quantity of support my child/young person receives?**

Resources are allocated on a 'need' basis with the aim of them enabling a child to have full access to the curriculum and helping them to make progress and achieve. Our most valuable resource is our team of Teaching Assistants, who support children and their needs throughout school. Each of our Teaching Assistants has an area of expertise which we use to tailor-make targeted support programmes for those children who need it.

Teaching Assistant timetables change every half term, so that we can be quick to offer support to individual children.

Yealand Church of England School will always seek advice when purchasing new resources to ensure that the product is recommended and will lead to the intended outcomes for individual 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 Church of England Primary School team work closely to ensure that all children are on track and making the progress which is expected for them. The 'Graduated Approach' is used when planning, delivering, and assessing lessons and teachers react and adapt in lessons so that all children to achieve and to be successful.

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 SEND are also invited into school 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 children 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 training have the staff supporting children/young people with SEND had or may they have? What specialist services or expertise are available at or accessed by the school?**

All staff at Yealand Church of England Primary School access annual SEND training, whether this is delivered in-house or through an external agency. All Teaching Assistants are highly trained and any gaps in knowledge and confidence are supported in order to provide a positive impact when working alongside a child in need.

This year, all staff received training on identifying sensory needs and how to support children with sensory issues, which was led by staff from Stepping Stones, Pupil Referral Unit in Lancaster.

Adaptive Teaching has been a School Improvement Priority (SIP) throughout the year and there has been ongoing training on scaffolding, modelling and support for children with barriers in learning to become independent learners within the classroom.

Within this last year, individuals Staff have also been trained to support physical development needs, supporting children with anxiety, developing working memory and building strong foundational skills. All staff cascade information to others during designated staff meetings or Teacher Assistant meetings.

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

Teaching Assistants at Yealand Church of England Primary School are all assigned specialist areas depending on their skills and interests. We have Teaching Assistants assigned to Speech and Language, Physical Development, Learning support, Pastoral needs and Trauma support, which allows us to develop targeted support plans for children across the whole school. By providing Teaching Assistants with the opportunities to train and develop their own skills and specialism allows them to grow, to feel valued and to take ownership of the support we offer to our children, and at the same time provides our children with support which is targeted, meaningful, aspirational and fun.

Yealand Church of England Primary School is also part of the Lancaster and Morecambe Mental Health Champions network and Pastoral Network which meet regularly throughout the year. This is a great opportunity for staff to network and find out about the most recent evidence-based research.

### **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 Church of England Primary School, 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.

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 Church of England Primary School offers support to all children as they prepare for the next phase in their learning. We liaise with the new school about any concerns the child 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.

As we are a small setting, we request that the children have a managed transition schedule with additional opportunities for the children to positively experience life within their chosen Secondary school before the September start.

Likewise, with our EYFS children, we will liaise with other care providers so that there are consistent and effective processes in place.

Our Little Owl's Nursery setting offers places to children in the term after their 3<sup>rd</sup> birthday. Attending a few sessions within our Nursery setting before a September start, familiarises children to the routines and the adults working within school.

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 Church of England Primary School will always give the child time to adjust to their new surroundings and use their first half term here to observe and gather information before speaking to families about any concerns we might have before any additional support is given.

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

### **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 Church of England Primary School. All trips and visits including residentials are inclusive and all children are encouraged to take part.

Adult to child ratio is adjusted to accommodate children who 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 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 monitor closely 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.

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

At Yealand Church of England Primary School, 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 Church of England Primary School 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, work in the library and the Eco-group. Children in Swallow class 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 Church of England Primary School has strong links with our local Mental Health Champions network and Mrs. Brown is a trained Senior Mental Health Lead. Since the pandemic, it has been recognised that more children are struggling with

their social, emotional and mental wellbeing than before and as a result all Yealand Church of England Primary School children are 'championed.' All staff have regular informal catch-ups with all children throughout the week to build relationships and to help individuals recognise that 'they are being kept in mind' by someone other than their class teacher. Any concerns are discussed during our Teaching Assistant meetings and within whole staff meetings to determine next steps.

Yealand Church of England Primary School 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 children need to feel safe, loved and provided with a sense of belonging before they can be successful in achieving.

The safety of our children at Yealand Church of England Primary School is paramount. We work relentlessly to ensure that positive behaviour is modelled continuously and children who do not meet the high expectations of our behaviour policy are reminded of these expectations.

Unkindness towards each other which may lead to bullying is not tolerated and is dealt with quickly and seriously in line with our behaviour policy. It is important to us that all our children have a sense of belonging within our school community.

Personalised behaviour plans are developed to support children who need to feel safe, relaxed and secure before they can comply with behaviour expectations.

Our rules are simple, 'Let all that you do be done in love.' We use these words to set the expectations for behaviour and learning too. These words are repeated throughout the day.

Yealand Church of England Primary School works closely with CAMHS (Child and Adolescent Mental Health Service), the Mental Health Champions Network, The Pastoral Network, Children and Family Wellbeing service and the Local Offer to provide information and seek support for all children and families in our care. All children are closely monitored to ascertain their social, emotional and mental wellbeing, as well as their punctuality and attendance and their academic progress too.

Children who need access to medicines during the day have medical support plans which are updated annually. In line with the 'Administration and Storage of Medicines Policy,' parents or carers provide prescribed medicines which are either stored within the office or within a locked cabinet depending on the medication provided. The Headteacher has delegated the administration of medicines to the School Business officer, Judith Riley.

Parents and Carers of children who require medicine in the short-term complete a Parental Consent to Administer Medicine form and they receive a Remind message if and when the medicine is administered during the day.

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

### **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.

Every year a questionnaire is sent out to families and staff, so that the SEND Lead can identify areas to develop as part of the annual SEND action plan. It is really important at Yealand Church of England Primary School for us to be continually striving to improve the service and provision for SEND that we offer. We value the opinions of those who are directly affected by SEND in order for us to achieve this.

These action plans are shared termly with Governors who hold Kathryn Brown, the SEND lead to account and question rationale and provision in order to ensure that we are providing the best for our children.

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 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 for us to network, as this ensures that we have the most up-to-date information to support the children that we care for at Yealand Church of England Primary School.

Our local area has a great supportive community of professionals and school are part of the following networks which meet either half termly, termly or send weekly updates: The Mental Health Champions Network, the Pastoral Network, Children and Family Wellbeing network, the Educational Psychologist cluster, the Attendance Network and the Virtual School.

These provide us with a catalogue of resources and a wealth of knowledge, evidence-based research and advice whenever we need it.

We also work closely with the Speech and Language team, Audiology team, the Virtual School play therapists and our School Nurse team too.

Yealand Church of England Primary School aims to react quickly to needs we are presented with and will endeavour to work quickly with any agency to provide relevant targeted support for an individual in our care.

Local information which may support families is sent out individually by letter or through our Remind messaging service and families are reminded at each meeting

about how to find further information through the Local offer which can also be accessed via our school website.

<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?**

#### **LANCASHIRE COUNTY COUNCIL TERMLY NEWSLETTER 'FIND':**

Complete the online form to receive this termly

[https://www21.apps.lancashire.gov.uk/w/webpage/1555GBLSM1?webpage\\_token=e236adce1c4cce59330612b28258448e41249a1ce9d58b7035b6b2f8ba73f303&auth=NDewYjNiMmEyOTQ4&id=5214343&context\\_record\\_id=5214343](https://www21.apps.lancashire.gov.uk/w/webpage/1555GBLSM1?webpage_token=e236adce1c4cce59330612b28258448e41249a1ce9d58b7035b6b2f8ba73f303&auth=NDewYjNiMmEyOTQ4&id=5214343&context_record_id=5214343)

#### **LANCASHIRE SENDIAS (INFORMATION, SUPPORT AND ADVICE SERVICE)**

<https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/getting-help/information-advice-and-support/>

#### **CAMHS:**

Harvey House, Ashton Rd, Lancaster, LA1 5AZ 01524 550650

#### **AUTISM**

North Lancashire Directions Group:

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

#### **ADHD**

Harvey House, Ashton Rd, Lancaster, LA1 5AZ 01524 550660

#### **CHILDREN AND FAMILY WELLBEING SERVICES:**

Kellett Road, Carnforth, LA5 9LS 01524 581280

#### **LONGLANDS CHILD DEVELOPMENT CENTRE:**

Westbourne Drive, Lancaster, LA1 5EE 01524 519710

#### **KOOTH- OFFERING SOCIAL AND EMOTIONAL SUPPORT FOR CHILDREN**

<https://www.kooth.com/>

#### **C.H.A.T.S PARENTAL SUPPORT GROUP (LANCASTER AND MORECAMBE)**

<https://www.facebook.com/groups/598047137613422/>

### **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/>

This link can also be found on the Yealand Church of England Primary School SEND website page.

Regular updates are also 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, which our school Facebook page is linked too.

All SEND families are also sent the termly FIND newsletter which is published by Lancashire County Council.

**This is an interim review between Summer 2026 and the introduction of an Inclusion Strategy which is to be implemented by December 2026.**