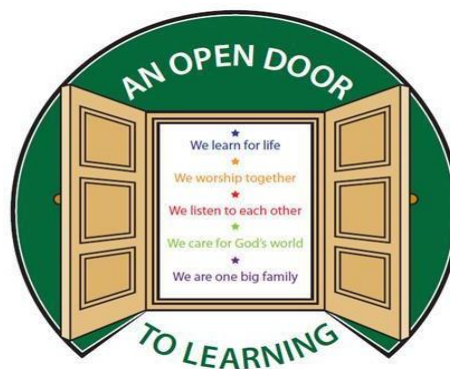




Yapton Church of England Primary School

SEND Information

Report 2026-2027



North End Road, Yapton, Arundel, West Sussex BN18 ODU

YAPTON CHURCH OF ENGLAND PRIMARY SCHOOL

What is a SEN Information Report?

This report answers questions that provide parents and carers with information about the provision provided and arrangements made at Yapton Church of England Primary School in order to support children and young people with Special Educational Needs or Disabilities.

This information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN Co-ordinators (SENCOs) and the SEN information report in schedule 1 regulation 51.

The West Sussex Local Offer questions are highlighted in red.

Yapton Church of England Primary School is a mainstream setting, situated in the growing village of Yapton, catering for children aged 4-11 years.

We are fortunate to be close to the sea and the South Downs Country Park.

We are committed to working in partnership with parents, carers and children to ensure that all children achieve their best, become confident individuals and make a successful transition to the next phase of their education and into adulthood.

In order to fulfil our purpose statement, we are committed to:

- Ensuring that all pupils have access to a broad and balanced curriculum.
- Providing a curriculum which has been adapted appropriately to meet individual's needs and abilities.
- Ensuring the identification of all pupils requiring SEND provision as early as possible in their school career, using the graduated response criteria.
- Ensuring that all children are offered equal opportunities in school.
- Ensuring that parents/carers of all pupils are involved in the co-production of planning and target setting using an Assess, Plan, Do, Review approach within individual learning plans.
- Ensuring that SEND pupils are involved in planning their future learning.

"All children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential. This should enable them to:

- achieve their best,

- become confident individuals living fulfilling lives, and
- make a successful transition into adulthood, whether into employment, further or higher education or training.’

Every school is required to use their best endeavours to make sure that a child with SEN gets the support they need – this means doing everything they can to meet children and young people’s SEN.”

(SEND 0-25 Code of Practice,2015, p92)

At Yapton Church of England Primary, we are able to provide support for children with a wide variety of needs.

These include children with speech and language difficulties, social communication needs, ASC, ADHD, physical and sensory issues. We also provide support children who need guidance with emotional wellbeing, their mental health and those who have experienced trauma. We have children with a variety of learning needs including global development delays and specific learning difficulties.

Every member of our school is part of our school council-‘Community Circles’. This ensures that every child has a voice in our school.

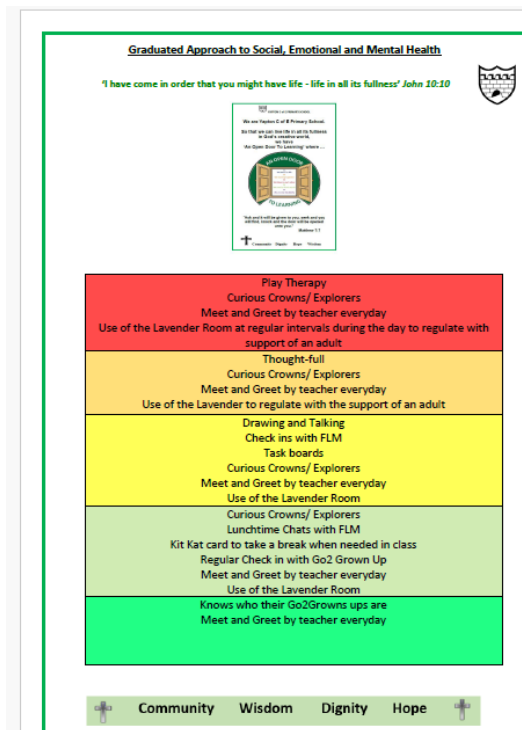
How does Yapton Church of England Primary School know if children need extra help and what should I do if I think my child may have special educational needs?	• Teachers know the children in their class well; • We use the graduated response to support and recognise when children may need a targeted or additional intervention. • We have a clear and consistent universal provision throughout the school which supports all the children in their learning. • Teachers are able to identify the children who may need early intervention support or targeted additional support which would be in addition to the universal offer. • Pupil Progress Meetings (discussions on the needs of every child/group/class) are held termly with SLT and teachers. • The child may be identified in the tracking of assessments as making less than expected progress or working significantly below age related expectations. • Parents/carers can raise concerns; • Class teachers can raise concerns; • Conversations had with previous schools and nurseries; • Transition meetings at school entry if existing SEND has been identified; • Termly parents’ consultations with class teachers and an open-door policy; • Talk to us if you have any concerns. • Parents can make appointments through the school office to speak to the class teacher. Alternatively, you can contact our SENCO Leah Emery-Winter via the school office. • School Governors are involved in our monitoring of our school effectiveness and as part of this monitoring the effectiveness of impact can be assessed. • We have a range of screening materials available in school that we can use to make further assessments relevant to particular areas of need.
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How will school staff support my child?	• Every child will be supported based on their individual needs. • The class teacher will adapt the learning to meet the individual needs of your child. • The class teacher or SENCO may plan and explain to you a programme of special support and this will be recorded on an Individual Learning Plan; • Individual Learning Plans are reviewed every three weeks (Mid- review) and fully reviewed every 6 weeks; enabling teacher to set appropriate targets for the individual child. • Children also review their own targets when appropriate and are encouraged to help suggest new targets giving the children ownership of the Individual Learning Plans. • The learning environment is adapted to support learners with SEND. This may include additional resources e.g. for sensory, fine or gross motor support, or adaptations made to the room layout.
How will the curriculum be matched to my child's needs?	• Class teachers adapt their teaching and learning to meet the needs of all children in their class. This will ensure that your child's needs are being met; • Children's interests are used to enhance learning journeys ensure the children are fully engaged in their learning. • Regular assessments of children's progress and attainment are made. Specific targets are identified on the child's Individual Learning Plan. These targets are then reviewed with teaching staff and families to ensure appropriate next steps are identified. • Individual learning plan targets for the children are reflected in home learning and in the class learning which is planned by the teachers. • We follow the four-part cycle as recommended on p.100 of the 2014 Code of Practice- 'Assess, Plan, Do, Review'
How will both you and I know how my child is doing and how will you help me to support my child's learning?	• Parents/carers are regularly invited in to school formally to discuss the progress of their child. Parents/carers are also welcome to make an appointment to discuss any concerns • Individual Learning Plans are reviewed every three weeks (mid- review) and fully reviewed every 6 weeks; enabling teacher to set appropriate targets for the individual child. • Progress Meetings are held between the teaching staff and senior leaders. Individuals identified as having SEND, or those for whom concerns have been raised are discussed and actions identified. This information is fed back to families, usually via the child's class teacher.

	• Class teachers and the SENCO are always willing to talk to parents/carers, though it is advisable to make an appointment through the school office. • Parents/carers are invited to workshops that help them know how to support their child in a key area, e.g. reading. Information from these workshops is uploaded onto the website, alongside other links, contacts and advice; • Home-school books are used with some families; reading journals, annual reports, and homework tasks are all ways that we share ways of supporting your child.
What support will there be for my child's overall wellbeing?	• All resources are available to all children, based on need, including those with SEND. • Every child has identified their own Go 2 Grown Ups who are available during the day to discuss any worries the child may have. • We have a Family Learning Mentor, Mrs Browning, who supports children and families with advice and support, including emotional wellbeing and social development. She works alongside the children and champions their views in school. She is also able to signpost other agencies or organisations that can provide further help and support. • We work closely with Craig Barton, a Family Link Worker who offers drop in sessions for families and who we can contact if staff have any concerns. • All of our children are confident when talking about bullying behaviour and are taught to recognise when this may be happening. STOP is displayed in school and the children can talk about several times on purpose. ‘Pupils are confident to speak out for what is right.’ OFSTED Report 2022 ‘Pupils know how to make things better when things have gone wrong. They say that bullying is very rare. Records confirm this. Leaders investigate any claims thoroughly and give effective support to pupils and their families. Pupils feel safe in school. They know that their ‘go-to grown-ups’ will listen to them if they have any worries.’ OFSTED Report 2022

access to a play therapist, who we fund on a child by child basis. She works mostly with children who have experienced trauma.

- We aim to build our pupils' resilience and independence skills.
- As part of Early Help support we also work with Family Support Workers who can provide a holistic approach to some of the difficulties that families face beyond school.
- We have a Family Support and Attendance Officer, Mrs Amy Browning, who provides support to families to ensure children attend school regularly and she liaises with the SENCO and Family Learning Mentor to ensure children and families are well supported.
- Attendance meetings are held which enable us to support families.
- Well-being is also promoted through our curriculum. We use the Jigsaw PSHE and RSE programme throughout the school. Our PSHE leader is Miss Chuter.
- We are a Thoughtful school and have a mental health who is in school working with children.
- Using a graduated response to social , emotional and mental health we are able to identify children who may need additional support.



What training have the staff supporting children with SEND had, or are they currently having?	• We regularly review the quality of teaching for all of our children, including those at risk of underachievement. This includes identifying particular patterns of need within the school, reviewing and if necessary improving teachers' understanding of the strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered. Where interventions are required, we ensure staff have sufficient knowledge and skills to deliver the intervention effectively. Staff members have received training regarding: • Attachment Disorders • First Aid and administering medicines • Team Teach (positive handling techniques and de-escalation strategies) • Precision Teaching • Supporting Good Mental Health in School Supporting Children who have experienced trauma • Safeguarding • Prevent • Speech and Language • Bereavement and Loss • Medical training, Epilepsy, Asthma and Anaphylaxis. • Dyslexia friendly classroom • Training from the Ethnic minority and traveler achievement service
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How accessible is Yapton Church of England Primary School?

- The school Accessibility Action Plan is available on the school website.
- Yapton Church of England Primary School is a one storey building. There are steps or a slope to access the main reception entrance. The door has an entry code but can be automatically opened by office staff. The classrooms can be accessed via a sloping path that leads on to the playground
- The staff entrance also has an entry code system. Other external doors are operated by an electronic fob.
 - There is one disabled WC with a grab rail by the staff room.
 - Should a child require a wheelchair or walking aid, a separate specific Risk Assessment and Personal Emergency Evacuation Plan will be completed and reviewed regularly.
 - The school works with professionals from a range of external services, and will seek and follow their advice as necessary.
- All off-site visits would be considered on the basis of the facilities being accessible to the children attending.
- We would also:
- Resource additional adult support as necessary.
 - Organise risk assessments and pre-visits to ensure safety.
 - Encourage children with additional needs to participate in extra-curricular activities, which are usually free to attend.
 - Discuss any issues with families to ensure the child's needs are fully catered for.

How will the school prepare and support my child to join the school and transfer to a new one?

- No child will be refused admission to our school on the basis of their special educational need or disability, providing the school can meet the child's needs, having made all reasonable adaptations. We operate within the West Sussex County Council Admissions Policy. Details are available on www.westsussex.gov.uk
- For most children with special educational needs or disabilities applications are made in the usual way via West Sussex County Council. However, if a child already has an EHC Plan in place then parents should first contact the SENAT (Special Educational Needs Assessment Team) South on 03330 223120
- Children joining our school at the beginning of their Reception year are, wherever possible, visited in their previous setting, offered a home visit and they are invited to visit us so we are able to ensure a positive start in school. Extra visits can be arranged.
- We work closely with our local secondary school providers, this often includes additional transfer visits and inviting staff to visit your child in school. Learning Mentor time is also allocated to our Year 6 pupils before their transition. This is in addition to the activities and opportunities provided by the class teacher. Information regarding SEN pupils is also shared by our SENCO with the Inclusion Leader/SENDSCO of the receiving school.

How are the school's resources allocated and matched to children's special educational needs?	• Resources are allocated according to needs, particularly if children require specialist equipment, additional adult support and intervention programmes. • Liaison with parents to develop a deeper understanding of the child's needs to decide what resources are most appropriate. This may include adaptations to the classroom or specific resources required.
How is the decision made about what type and how much support my child will receive?	• Discussion between parents and school to decide what the child's needs are and how best to support them. • External agency support will be sought as appropriate from the Learning Behaviour Team or the Autism Social Communication Team or the Educational Psychologist. • Termly meetings with parents and staff to discuss Individual Learning Plan targets and next steps. Speech and Language therapists will create individual plans for the children they work with. • Outside agencies who have been contacted will also contribute to targets and actions which have been set for the children • Intervention impact will be regularly monitored to support effective decision making. • As part of our staff team, we have trained first aiders and staff receive appropriate training for any specific medical conditions as the need arises. The school can administer GP prescribed medicines as long as appropriate consent forms have been completed. Where there is a medical need, Individual Health Care Plans tailored to your child's individual needs will be coproduced with you, your child and any outside agencies as appropriate. The school often works with the Healthy Child team or Community Nurses in completing these plans. • Some of our children with additional needs may need to access a small intervention group named the Curious Crowns or Crown Explorers. They will be working towards their specific learning targets from speech and language therapists, the learning behaviour team or from their Educational Health Care Plans. 

How are parents involved in the school? How can I be involved?

We always welcome and appreciate parental support and engagement. Here are some suggested ways that you can engage with the school.

- Educational visits – we always need support
- Visits to the local church on occasions such as Harvest and Christmas
- Parents are invited to our Christmas Celebrations
- Learning Review Meetings
- Parent questionnaires
- Newsletters
- Home Learning
- Time to Shine, every 6 weeks parents are invited to share and celebrate their children's learning.
- Parent workshops, SATS, Phonics and reading
- We have opportunities for parents to join Governing Body when vacancies arise.
- Teachers are available every morning and afternoon for you to speak to.

	• We also welcome volunteers from our community to support our readers in school. Please contact the school office if you can support us in any way. A DBS check will need to be done.
Who can I contact for further information?	Your child's class teacher is usually the first person to contact. Alternatively, you may wish to speak to: Mrs Leah Emery-Winter, SENCO • Mrs Kim Huggett, Headteacher • SENDIAS (SEND Information, Advice and Support Service (03302 228 555)



Name:	DOB:	Class:	Other info:
Assess Date:	Review date:	SEND category:	Parent signature:



Opening the Door to Learning for All



Assess	Target	Plan and Do	Mid Review (3 Weeks)	Review 	Pupil's Review



Community Wisdom Dignity Hope





Yapton C of E Primary School

Stage	Provision Required	Support and Provision	Assessment, recording and monitoring systems	Monitored by
1	Universal Provision	• High quality first teaching • A broad and balanced curriculum within an inclusive classroom • Personalised learning targets • Attention paid to different learning styles • Carefully planned adaptations, including practical, visual, concrete resources • Modelling by adults within the classroom • Curriculum assessment of progress to support target setting for pupils • Assessment for learning and constructive feedback See OAIP	• Adapted planning and outcomes • Pupil aware of learning targets • Reviewed at Pupil Progress and Phase Review meetings with Senior Leadership Team • Assessment for Learning systems used to identify strengths/gaps	Class Teacher
	Early Intervention support (Not on SEN Register)	In addition to Stage 1: • Support within class through small groups and individual support (e.g. cut away, workshops) • Personalised learning targets • Adaptation of the curriculum to meet individual learning needs • Tools and resources to support access See OAIP	• Adapted planning and outcomes • Pupil aware of learning targets • Reviewed at Pupil Progress and Phase Review meetings with Senior Leadership Team • Assessment for Learning systems used to identify strengths/gaps	Class Teacher SLT
3	Targeted, additional support	In addition to Stages 1 – 2: • Investigation of strengths and needs	• SENCo made aware (Concern sheet completed, detailing	Class Teacher SLT SENCo

	(Not on SEN Register)	• Early intervention and personalised provision • Inclusion of parents and child as part of a Plan – Do – Review cycle of targeted assessment • Targeted support within class through small groups and working individually with an adult • Additional group or individual programmes • Evidence based interventions delivered individually or in small groups between 8-20 weeks (e.g. ELSA support, phonics and reading interventions etc). Reviewed 6 weekly • Adaptation of the curriculum to individual learning needs e.g. alternative methods of recording • Tools and resources to support and access	evidence of intervention, impact and outcomes) • Adapted planning and outcomes • Pupil aware of learning targets • Reviewed at pupil progress meetings with SENCo • Assessment for Learning systems used to identify strengths/gaps • Intervention records completed weekly to record progress	
4	Targeted, intensive additional support (SEN Register)	In addition to Stages 1 – 3: • Multi-professional planning and coordinated support may be in place e.g. E.P Service, ASCT, LBAT, Health Colleagues and CAMHS etc. • Personalised support, working on an individualised curriculum • High levels of adult support and modelling to enable access to the curriculum • Personalised resources e.g. work station if appropriate • Inclusion of parents/carers, child as part of a Plan – Do – Review cycle of targeted assessment and intervention • Individual Education Plan reviewed at least termly • Identified on school provision map, reviewed at least termly • Access to an adapted environment if appropriate • Individual modifications to the curriculum	• Pupil Passport Individual • Education Plan with at least termly review • IEP Progress Forms • Progress meeting with SENCo • SENCo monitoring provision • Intervention identified on whole school provision map	

	Request for EHCNA	As Above		
5	Provision over and above that which would be expected at universal and targeted support levels because pupil's needs are exceptional, severe, complex and long term (SEND register – EHCP or application)	In addition to Stages 1 – 4: - Education, Health and Care Plan (EHCP) reviewed annually (Annual Review) - Multi-professional planning and coordinated support e.g. E.P. Service, ASCT, LBAT, Health Colleagues, and CAMHS etc. - Personalised support, working on an individualised curriculum - High levels of adult support and modelling to enable access to the curriculum - Personalised resources e.g. work station if appropriate - Inclusion of Parents/Carers, child as part of a Plan – Do – Review cycle of targeted assessment and intervention - Individual Education Plan reviewed at least termly - Identified on school provision map, reviewed at least termly - Access to an adapted environment if appropriate - Individual modifications to the curriculum	- Annual Review Meeting - Annual Review Report - Pupil Passport Individual Education Plan reviewed at least termly - IEP Progress Forms - Termly progress meeting with SENCo - Intervention identified on whole school provision map	Class Teacher SENCo

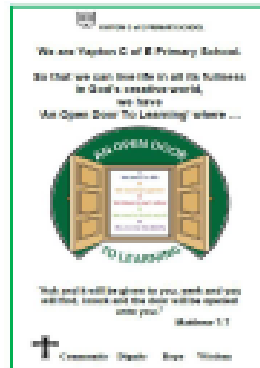


Yapton C of E Primary School

Class:		Teacher:
Stage	Provision Required	Pupils
1	Universal provision	
2	Early intervention support (Not on SEN register)	
3	Targeted, additional support (Not on SEN register)	
4	Targeted, intensive additional support (SEN Register)	
	Request for EHCNA	
5	Provision over and above that that which would be expected at universal and targeted support levels because pupils needs are exceptional, severe, complex and long term (SEN register – EHCP or application)	

Graduated Approach to Social, Emotional and Mental Health

'I have come in order that you might have life - life in all its fullness' John 10:10



Play Therapy Curious Crowns/ Explorers Meet and Greet by teacher everyday Use of the Lavender Room at regular intervals during the day to regulate with support of an adult
Thought-full Curious Crowns/ Explorers Meet and Greet by teacher everyday Use of the Lavender to regulate with the support of an adult
Drawing and Talking Check ins with FLM Task boards Curious Crowns/ Explorers Meet and Greet by teacher everyday Use of the Lavender Room
Curious Crowns/ Explorers Lunchtime Chats with FLM Kit Kat card to take a break when needed in class Regular Check in with Go2 Grown Up Meet and Greet by teacher everyday Use of the Lavender Room
Knows who their Go2Grown ups are Meet and Greet by teacher everyday



Community

Wisdom

Dignity

Hope

