



## What kinds of Special Educational Needs does Yenton Primary School make provision for?

At Yenton Primary School we make provision for pupils who have any of the needs in the table below. We know that some pupils will have difficulties in more than one of these areas and we will always do our best to meet their needs. The support in this table acts as a guide and the things we do may vary and actual support will be based on the specific needs of each child.

All children at Yenton Primary School have support within lessons through differentiation and quality first teaching strategies. However, in addition to Quality First Teaching your child may need some extra support. This support follows a graduated approach as outlined in the SEN Code of Practice 2014 ‘**Assess, Plan, Do, Review**’. This means that activities are planned according to the level the child is working at. This can include a variety of adaptations including changes to the physical environment, changes to teaching styles as well as levels of adult support.

Types of need and what that could look like	Examples of support available at Yenton Primary School	How we check it is working
<p style="text-align: center; font-weight: bold; font-size: 1.2em;">Cognition and Learning</p> <p><i>Children and young people who find learning, thinking and understanding harder than most other pupils.</i></p> <p><i>Some of the things children and young people with these difficulties might find difficult are:</i></p> <ul style="list-style-type: none"> <li>• Take longer to learn important skills</li> <li>• Find it difficult to remember things such as the important words for reading and times tables</li> <li>• Find it hard to understand how to use letter sounds to read and spell words</li> <li>• May need more time to think about their answers</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers change what they are teaching they or the way they teach to help the child or young people learn more with the rest of the class</li> <li>• Extra support can be given in a small group by an adult to help the child or young person learn the things they are finding difficult</li> <li>• Extra support can be given to the child or young person by an adult for short time during the day to support them learn skills</li> <li>• Individual targets set to help show what the child or young person needs help with</li> <li>• Access to specialist support from a teacher or other professional</li> </ul>	<ul style="list-style-type: none"> <li>• Look at the targets set to see if the child or young person has achieved them</li> <li>• Talk to adults who have worked with the child or young person</li> <li>• Talk to parents</li> <li>• Talk to the child or young person</li> <li>• Use the school tracking system to see how much progress the child or young person has made</li> <li>• Have meetings with other staff in school to talk about how the child or young person is learning</li> <li>• Ask for other professionals to work with the child or young person to check the progress being made</li> <li>• Individually assess each child’s needs and track their progress.</li> </ul>

# SEND Information Report



Types of need and what that could look like	Examples of support available at Yenton Primary school	How we check it is working
<p style="text-align: center;"><b>Communication and Interaction</b></p> <p><i>Children and young people who find it difficult with interacting with the people and world around them.</i></p> <p><i>Some of the things children and young people with these difficulties might find difficult are:</i></p> <ul style="list-style-type: none"> <li>• Talking to other adults and or children and young people, especially when in a group</li> <li>• Talking about a topic they haven't chosen to talk about</li> <li>• Making friends or keep friend for a long time</li> <li>• Following rules made by someone else</li> <li>• Dealing with changes in the way they usually do things</li> <li>• Dealing with noises, smells or other sensations around them</li> <li>• Saying the things they are thinking</li> <li>• Understand what other people mean when they are talking</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers may change what they are teaching or the way they teach to help the child</li> <li>• Use support programmes especially made to help the child build communication and interaction skills</li> <li>• Use things in the classroom to help the child understand or deal with things that are happening (for example visual timetables, task boards, social stories)</li> <li>• Get advice from professionals and specialist staff trained in school to give advice to adults working with the child or young people</li> </ul>	<ul style="list-style-type: none"> <li>• Observations of the child or young person to see if they are communicating or interacting differently</li> <li>• Look at the targets set to see if the child or young person has achieved them</li> <li>• Talk to adults who have worked with the child or young person</li> <li>• Talk to parents</li> <li>• Talk to the child or young person</li> <li>• Use specific assessments results from professionals such as Speech and Language Therapist</li> </ul>

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<p><b>Social, emotional and mental health difficulties</b></p> <p><i>Children and young people who find it difficult to manage their emotions and behaviour in a way that affects their daily life.</i></p> <p><i>Some of the things children and young people with these difficulties might find difficult are:</i></p> <ul style="list-style-type: none"> <li>• Following rules set by others</li> <li>• Sitting still for very long</li> <li>• Listening to and follow instructions</li> <li>• Understanding how they are feeling</li> <li>• Making friends</li> <li>• Dealing with their difficulties in a way that does not cause harm to themselves or others</li> <li>• Taking responsibility for the things they do</li> </ul>	<ul style="list-style-type: none"> <li>• Get advice and regular support from professionals and specialist staff e.g. councillor/therapist</li> <li>• Extra support can be given in a small group led by an adult to help the child learn about how to help themselves This might involve nurture groups or social skills groups</li> <li>• Extra support can be given to the child by an adult for short time during the day to let them talk about the things that upset them</li> <li>• Individual targets set to help show what the child needs help with</li> </ul>	<ul style="list-style-type: none"> <li>• Observations of the child or young person to see if they are coping better in school.</li> <li>• Talk to adults who have worked with the child or young person</li> <li>• Talk to parents</li> <li>• Talk to the child or young person</li> </ul>

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<p><b>Sensory and/or physical needs</b></p> <p><i>Children and young people who have a disability that may make it difficult for them to manage their everyday life without changed or support</i></p> <p><i>This may be because of hearing or visual difficulties, physical disabilities or other medical needs.</i></p> <p><i>Some of the things children and young people with these difficulties might find difficult are:</i></p> <ul style="list-style-type: none"> <li>• Hearing what others in the classroom or school setting are saying</li> <li>• Reading words on books, worksheets or whiteboards that are not made bigger or changed to help them</li> <li>• Moving around without the aid of a walking aid or wheelchair</li> <li>• Using pencils, scissors, knives and forks and other things that we need to use without changes or support</li> <li>• Taking medication without adults helping them</li> </ul>	<ul style="list-style-type: none"> <li>• Professional advice from specialist staff</li> <li>• Physiotherapy</li> <li>• Support from outreach services such as the hearing or visual impairment or physical disability teams</li> <li>• Specialist equipment</li> <li>• Motor groups</li> <li>• Adaptations to the school environment where possible</li> <li>• Individual targets set</li> </ul>	<ul style="list-style-type: none"> <li>• Monitoring that the child has full access to a broad and varied curriculum</li> <li>• Observations of the child within the school environment</li> <li>• Talk to adults who have worked with the child</li> <li>• Talk to parents</li> <li>• Talk to the child</li> <li>• Look at targets set and assess whether they have been achieved</li> </ul>