

YEALMPSTONE FARM PRIMARY

SEND INFORMATION REPORT



What our school can offer children with
Special Educational Needs & Disabilities



Ready



Respectful



Safe

CONTENTS PAGE

Page 3	Graduated Response to support & inclusion at YFPS	Page 19	How does YFPS support parents who want to explore a SEND-related diagnosis for their child? Speech & Language
Page 4	What kinds of Special Educations Needs are provided for by YFPS?	Page 20	How does YFPS support parents who want to explore a SEND-related diagnosis for their child? Dyslexia
Page 5	Who is responsible for children with SEND?	Page 21	How accessible is the YFPS environment?
Page 6	How do I contact the people responsible for SEND or arrange to meet them?	Page 22	Plan of our school
Page 7	What training or specialist expertise do the staff at YFPS have around SEND?	Page 23	How does YFPS support the transition of children with SEN? EYFS, Onward to another school & in-year
Page 8	How does YFPS use SEND funding?	Page 24	How does YFPS support the transition of children with SEN? Yearly and KS2-KS3
Page 9	How does YFPS involve parents and children in their SEND support?	Page 25	How does YFPS support the transition of children with SEN? Admissions
Page 10	How does YFPS assess the progress of pupils and what would the school do if my child is falling behind?	Page 26	Who can I contact to provide additional advice and support for my family?
Page 11	What further external support can YFPS access and when would this happen?	Page 27	If I am not happy with the provision, how can I share my concerns or make a complaint?
Page 12	How does YFPS support children with SEN?	Page 28	Where can I find information about the Local Authorities Local Offer for children and young people with SEN and their families?
Page 13	How does YFPS support children with SEN? Interventions	Page 29	GLOSSARY
Page 14	Interventions & support for SEMH	Page 30	Useful Links
Page 15	Interventions & support for Cognition & Learning	Page 31	Photos
Page 16	Interventions & support for Communication & Interaction	Page 32	Co-production
Page 17	Interventions & support for Sensory and/or Physical	Page 33	Review cycle
Page 18	How does YFPS support parents who want to explore a SEND-related diagnosis for their child? Neurodevelopmental		





Graduated Approach to support & inclusion at YFPS

A pupil is placed on the SEND Register when they need support beyond what is ordinarily available.

All support begins with high-quality, inclusive teaching. The graduated approach ensures that help increases in line with a child's needs- from universal provision through to statutory support.

Explore the 5 tiers below to see how support is layered and responsive.

“A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.”

(SEND Code of Practice (2015, Section 6.15))

This means a child has SEN if they:

- 1 Have a significantly greater difficulty in learning than the majority of others of the same age; or
- 2 Have a disability which prevents or hinders them from making use of facilities provided for others of the same age in a mainstream setting.

And “special educational provision” is defined as:

“Educational provision that is additional to, or different from, that made generally for other children or young people of the same age in mainstream schools or settings.”

(Children and Families Act 2014, Section 21)

What is the definition of SEND?



It's also important to understand that:

- A formal diagnosis is not needed for a child to be identified as having SEND – what matters is whether they require support that goes beyond both high-quality teaching and early intervention.
- Not all children with a diagnosis are classed as having SEND – if they are able to access learning and make progress with the support of high-quality teaching and reasonable adjustments (universal provision), then they do not require special educational provision

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5

This tier is for pupils with **long-term, significant needs** requiring an Education, Health and Care Plan (EHCP). Provision is detailed in a legal document

May include specialist teaching, therapies, or a specialist setting
Reviewed annually through a statutory review process

The child remains on the SEND Register with support coordinated across education, health, and care services.

EHCP
Statutory
A support

4

This stage provides **intensive, personalised support** for pupils with more complex needs.

Targets are highly specific and regularly reviewed
Involves multi-agency support and Team Around Me (TAM) meetings

The pupil remains on the SEND Register, and provision goes well beyond what schools typically offer.

Personalised Targeted
intensive Additional
Support

3

At this stage, a pupil is identified as having SEND and is placed on the SEND Register because they require **individualised support that goes beyond ordinarily available provision.**

E.g. Individual Education Plan (IEP), some 1:1 or specialist input, advice or involvement from external professionals
Provision is reviewed regularly through the Assess-Plan-Do-Review cycle.

Personalised Targeted
Additional Support

2

This is for pupils who are not making expected progress despite receiving high-quality universal provision. At this stage, they may access **short-term, small group or individual interventions** designed to close specific gaps.

E.g. Booster groups (e.g. phonics or maths), targeted emotional or social skills support, speech sound or language groups. Children at this stage are not on the SEND Register but their progress is closely monitored

Early Intervention Support

1

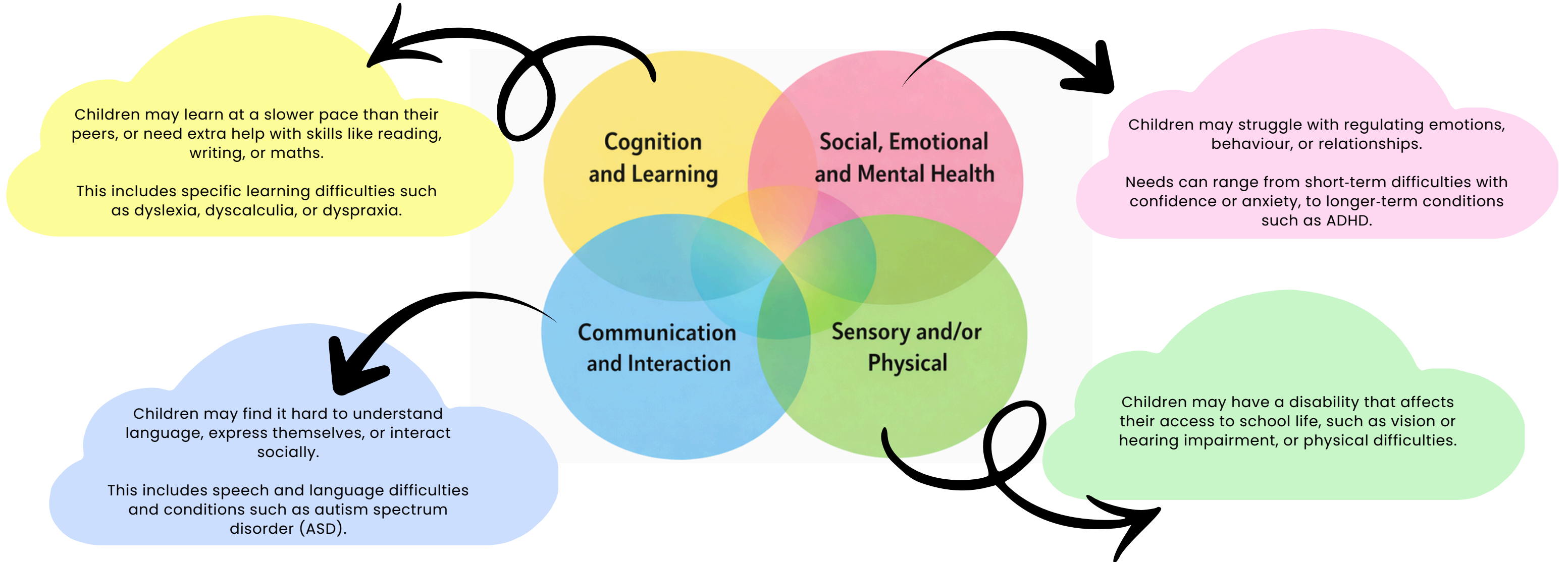
This is the **high-quality, inclusive teaching** that all pupils receive every day. It includes what is known as "ordinarily available provision" – support and adaptations that schools provide for all children, including those with additional needs. E.g. Adapted teaching and learning, reasonable adjustments, supportive classroom strategies
Most children make progress at this level and do not need to be on the SEND Register.

Universal Provision
High Quality Teaching



What kinds of Special
Educations Needs are
provided for by
YFPS?

The SEND code of practice (2014) states that, when reviewing and managing special educational provision, there are 4 broad areas of need.



These four areas help us think about the different ways children may need support. A child's needs may sit in one area or across several. What matters most is that we understand their individual strengths and challenges, and put the right support in place so they can thrive.



Who is responsible for children with SEND?

SEND provision is a whole-school responsibility. All teachers are accountable for planning, delivering and reviewing high-quality, inclusive teaching that meets the needs of pupils with SEND.

Head of School



Mrs C. Milford
cmilford@yfps.co.uk

Our Head of School, Mrs Milford, has overall responsibility for all pupils.

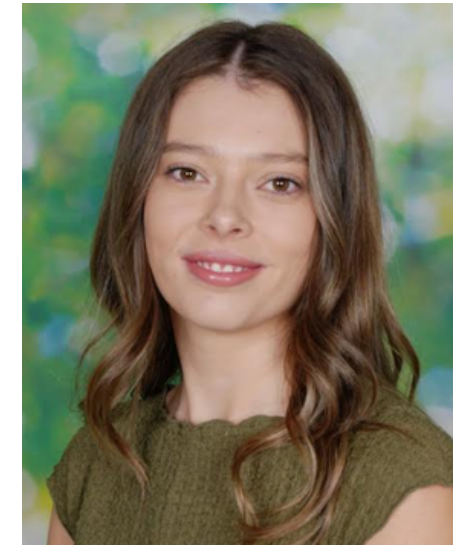
SENCo & Designated Teacher for LAC



Miss V. Allen
vallen@yfps.co.uk

Miss Allen is our schools Special Needs Co-ordinator (SENCO) and is responsible for co-ordinating the provision for SEND & LAC children across the school.

Assistant SENCo & Mental Health Lead



Miss C. Tregaskes
ctregaskes@yfps.co.uk

Miss Tregaskes is our schools Assistant Special Needs Co-ordinator and is also responsible for co-ordinating the children's mental health provision across the school.



Mrs H. Price
Chief Executive
hprice@yfps.co.uk



Mrs Atrill
Governor
responsible for SEND.



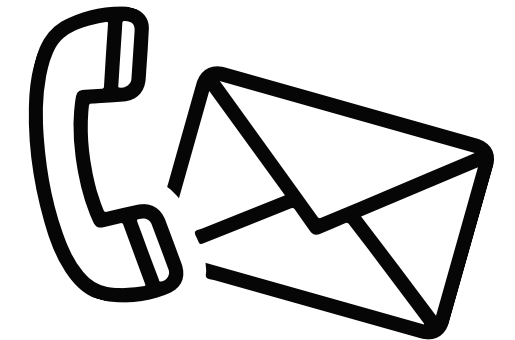
How do I contact the people responsible for SEND or arrange to meet them?

Parents and carers can contact staff through Class Dojo for routine communication.

For more detailed enquiries, staff can also be reached by email.

The SEND team and the Parent Support Adviser (PSA) can also be contacted directly via Class Dojo or email.

Class Name	Year	Teacher	Contact
Pterodactyl	Foundation	Miss Forman-Jessop	eformanjessop@yfps.co.uk
Apatosaurus	Year 1	Miss Whiteley	awhiteley@yfps.co.uk
Stegosaurus	Year 2	Miss Shaw & Miss Alford	jshaw@yfps.co.uk balford@yfps.co.uk
Patagotitan	Year 2	Miss Tregaskes	ctregaskes@yfps.co.uk
Tyrannosaurus	Year 3	Miss Powell	jpowell@yfps.co.uk
Pteranodon	Year 4	Mr Baker	dbaker@yfps.co.uk
Velociraptors	Year 5	Mr Robinson	arobinson@yfps.co.uk
Diplodocus	Year 6	Miss Burns	sophieburns@yfps.co.uk



If you are unsure of who to contact, the school office can assist or help arrange a meeting. Please call 01752 343411 for support.

Provision Classes			
Class Name	Year	Teacher	Contact
The Nest	F/KS1/LKS2	Mrs Pearce	ctregaskes@yfps.co.uk
TF3 Nurture Provision	Y5/6	Miss Allen	vallen@yfps.co.uk
Targeted Support Class (am)	Y5/6	Mrs Phillips & Miss Alford	sphillips@yfps.co.uk



What training or specialist expertise do the staff at YFPS have around SEND?

At Yealmpstone Farm, we are committed to ensuring that staff have the knowledge and skills needed to support pupils with a wide range of special educational needs.

Our team includes staff with specialist qualifications, as well as colleagues who are developing their expertise through ongoing professional training.



Leadership and Specialist Roles

- **SENCO:** V. Allen – *NASENCO qualified*
- **Assistant SENCO:** C. Tregaskes – *Completing NPQ in SEND*

Emotional Literacy and Wellbeing Support

We have a trained team of Emotional Literacy Support Assistants (ELSAs):

- J. Wafer, K. Pierce, E. Chapman & K. Gibson

In addition, K. Sturgess is trained in Emotional Logic, supporting pupils to understand and manage their emotions.

Developing Specialist Expertise

Several staff are currently completing further accredited training:

- **Level 3 SEND Teaching Assistant:** H. Crossett
- **Level 5 HLTA (SEN route):** D. Lamey



How does YFPS use SEND funding?

Our school receives delegated funding from the Local Authority to support pupils with SEND.

This includes notional SEND funding, which we use to provide high-quality teaching, targeted interventions, staff training, and resources.

For pupils with more complex needs who have an Education, Health and Care Plan (EHCP), the Local Authority may provide additional top-up funding. This funding is used to deliver the specific provision outlined in each pupil's plan.

We work closely with the Local Authority and external specialists to ensure funding is used effectively to meet pupils' needs and to monitor the impact of provision





How does YFPS involve parents and children in their SEND support?

YFPS is committed to developing strong, collaborative relationships with families. We recognise that meaningful partnership working is central to identifying needs early and ensuring the best possible outcomes for children with SEND.

YFPS is committed to working in genuine partnership with parents and pupils to ensure that SEND support is effective, personalised and reviewed regularly. We involve families and children in the following ways:

Class Dojo is used throughout the school to maintain strong home-school links, share learning, celebrate achievements and ensure families feel connected to their child's education.

Some pupils will have an IEP outlining targeted support that is additional to or different from the provision ordinarily available in the classroom. IEPs are reviewed with parents at least three times a year. Parents are encouraged to contribute their views, share insights, and help shape targets so that support remains meaningful and collaborative.

Teachers are usually available at the end of the school day to discuss any concerns or updates with parents. Where this isn't possible, meetings can be arranged at a mutually convenient time, either face-to-face, by telephone, or via Zoom.

Parents' evenings take place for all children and provide an opportunity to discuss progress, targets and support arrangements with class teachers. Parents also receive an annual school report summarising their child's achievements and next steps.

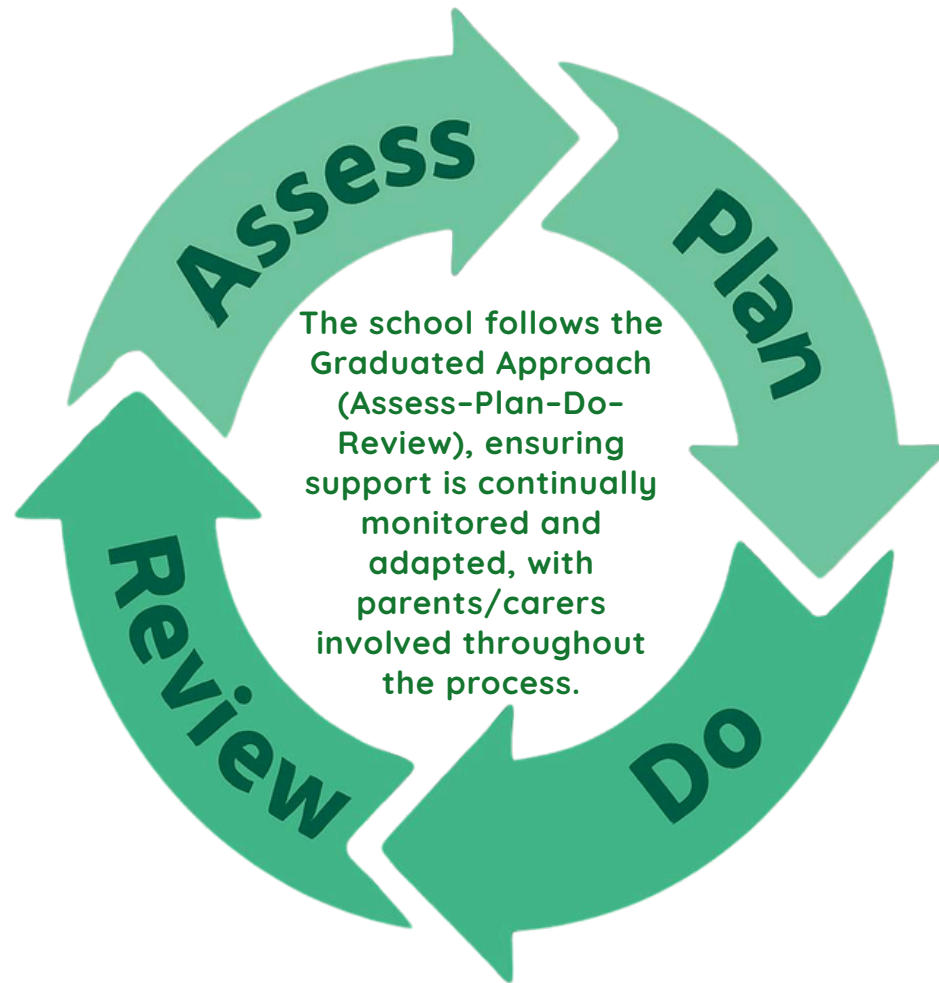
For some families, an EHAT may be completed to identify wider needs and strengths. This helps ensure that the appropriate early support is put in place. Parents are fully involved in this process and their consent is always required.

Where a child requires a multi-agency approach, a Team Around Me process is used. Parents, school staff and any external professionals involved meet together to share information, agree actions and ensure support is well-coordinated.





How does YFPS assess the progress of pupils and what would the school do if my child is falling behind?



At YFPS, teachers use ongoing Assessment for Learning (AfL) to understand each child's progress and identify next steps. Termly Pupil Profile Meetings with the Head Teacher and SLT help review progress, address concerns, and plan support. Parents are informed through termly meetings and an annual report.

If a child is not making expected progress, teachers first adapt their teaching using the school's Ordinarily Available Provision, such as small-group work, targeted interventions, pre-teaching vocabulary, or additional adult support.

If difficulties continue, the teacher meets with parents/carers and the child may be placed on the SEND Register. At this stage, an Individual Education Plan (IEP) is created with personalised targets and reviewed regularly with the child and parents.

The SENCO/SEND team may observe the child, carry out screening assessments, or involve external professionals such as Educational Psychologists or Speech & Language Therapists.



YFPS aims to identify any emerging needs at the earliest opportunity so that support can be put in place promptly.

The effectiveness of SEND provision is evaluated through progress data, IEP target review outcomes, pupil voice, parent/carer feedback, and ongoing monitoring by the SENCO and SLT. Adjustments are made where provision is not having the intended impact.



What further external support can YFPS access and when would this happen?

YFPS has access to a range of external professionals who support children with SEND. These include the Educational Psychologist, the Communication and Interaction Team (CIT), Speech and Language Therapy (SALT), the Mental Health Support Team (MHST), and the School Nursing Team.

The SENCO will work with class teachers and families to review a child's needs and decide together whether involving external specialists is appropriate as part of the graduated approach.



External support is usually sought when a child requires additional assessment, advice, or intervention beyond what can be provided through Quality First Teaching and SEN Support.

The type of professional involved and the support offered will vary depending on the child's individual needs, and parents are consulted at every stage. Further information about the professionals who support children with SEND locally can be found in the

 Local Offer.



How does YFPS support children with SEN?



At YFPS, we believe that the foundation of success for all children is High-Quality or Quality First Teaching (QFT). This means the effective inclusion of every pupil through high-quality, adaptive teaching that meets the needs of the majority of learners. This forms our Ordinarily Available Provision (OAP).

For some children, high-quality teaching alone may not be enough. In these cases, additional or different provision may be required. This is known as SEN Support and follows the statutory four-part cycle of Assess, Plan, Do, Review.

This graduated approach ensures that:

- there is a clear understanding of the child's strengths and areas of need
- personalised outcomes are identified
- appropriate support and interventions are put in place
- the child's progress towards the outcomes is reviewed regularly

This ongoing cycle helps us refine provision over time and ensures that support remains well-matched to each child's needs.

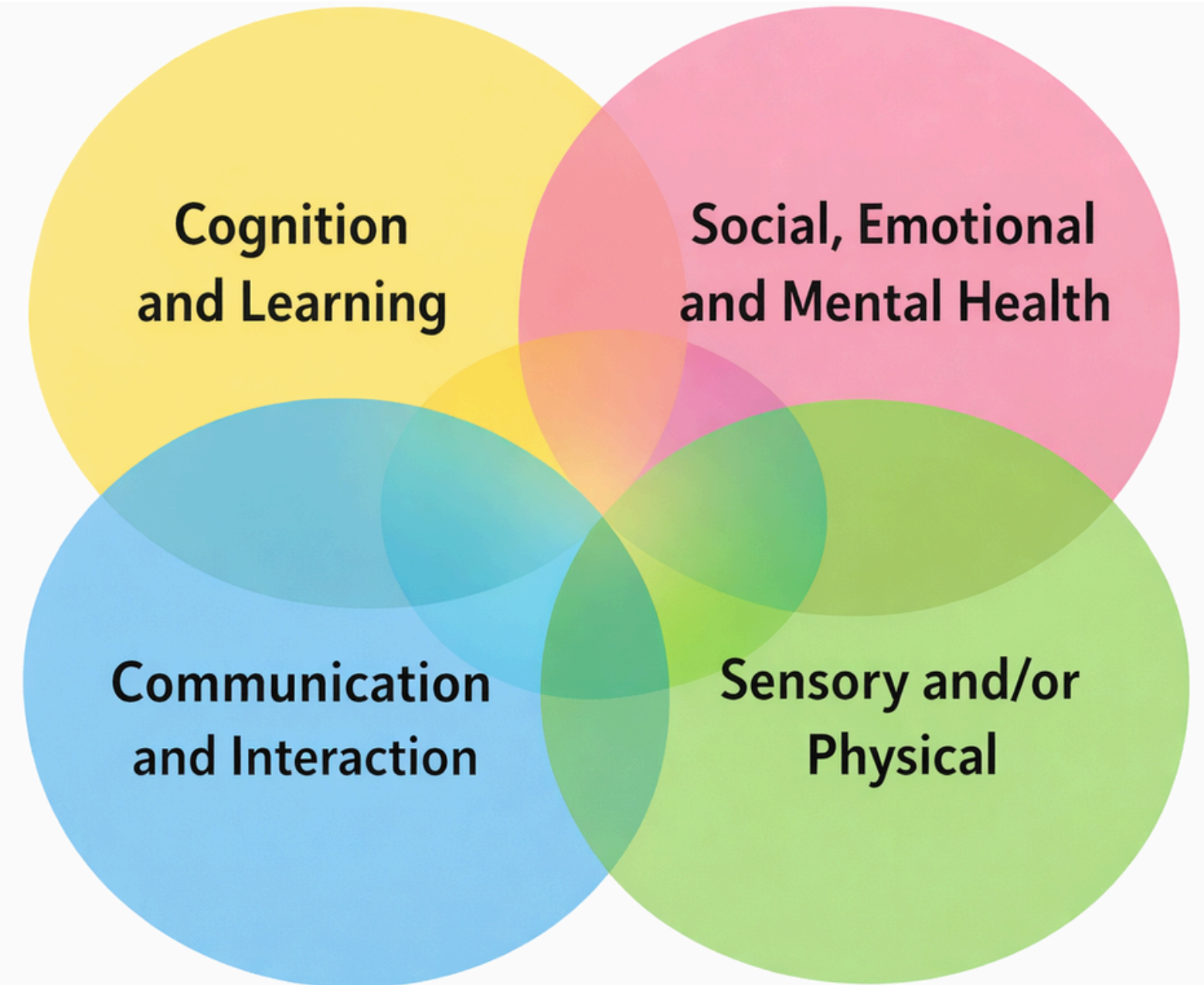
Further details about our systems for identifying, assessing, and supporting children with SEND can be found in our  [SEND Policy](#).



How does YFPS support children with SEN? Interventions

YFPS is guided by the four areas of need outlined in the SEND Code of Practice, ensuring that support is matched closely to each child's individual profile.

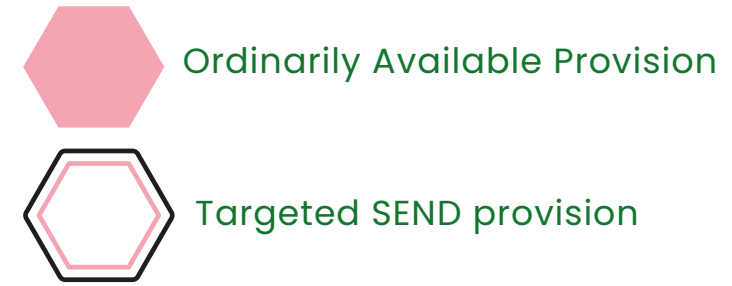
We provide a wide range of interventions both inside and outside the classroom to help pupils make progress towards their IEP targets. A variety of access strategies are also used to enable children to engage successfully with everyday classroom learning





Interventions & support for SEMH

YFPS supports children with SEMH needs through a combination of universal, whole-school approaches and targeted SEND interventions.



Individualised regulation plans including sensory diets & sensory circuits



Whole school wellbeing curriculum. Support from the MHST with workshops & assemblies

Social skills groups

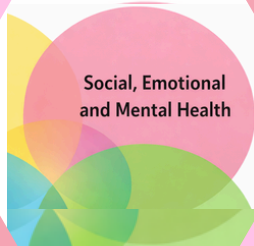
ABCC (Antecedent, Behaviour, Consequence, Communicate) pattern tracking to identify triggers & inform support

Consistent school wide implementation of the school's behaviour policy



ELSA sessions, Emotional Logic and therapeutic small-group or 1:1 support

Trauma Informed Schools (TIS) Trained staff.



Calm corners/ sensory room for each class with sensory tools. Movement breaks



Cognitive Behavioural Therapy (CBT) style workbooks

Emotion check-ins (Through Houses in KS1, YouHue in KS2)

Consistent expectations and relational approach Ready, Respectful Safe

Restorative practice and supportive adult relationships

Weighted lap pads, shoulder pad and snakes used to provide deep pressure where needed.



Consistent school wide implementation of the school's behaviour policy

PSA family support

TACPAC



5-Point Scale and Zones of Regulation



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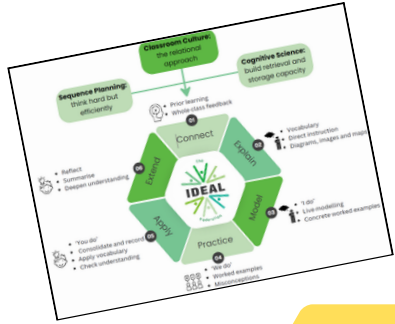
Interventions & support for Cognition & Learning

YFPS supports children with Cognition & Learning needs through a combination of universal, whole-school approaches and targeted SEND interventions.

Ordinarily Available Provision
Targeted SEND provision



Personalised curriculum pathways with adjusted pace & content.



RWI phonics provision for KS2 & phonics tutoring

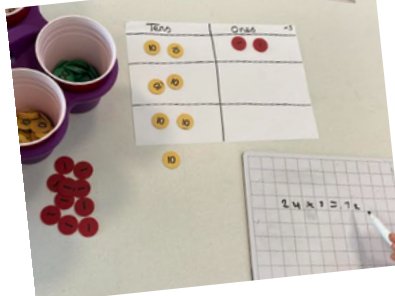
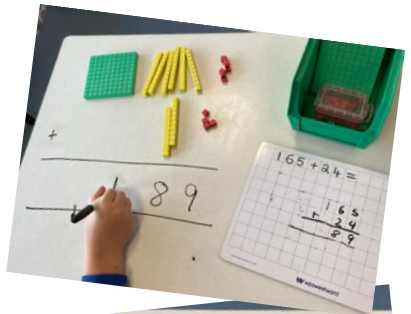
Consistent school wide implementation of the school's behaviour policy

Adapted tasks with scaffolded steps & worked examples

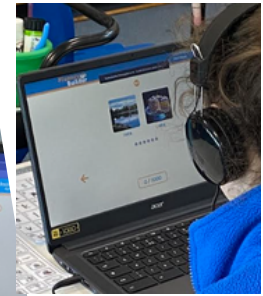
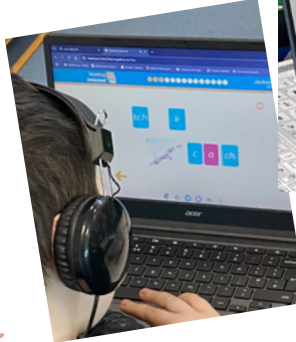
Individual workstations

Provision to enhance independent learning e.g. sand timers, easy-grip scissors

Handwriting and fine motor skills interventions



Listening skills interventions



Small group or 1:1 targeted teaching for specific gaps

Assistive technology (text-to-speech, Widgeys, spell checkers)

IDEAL lesson curriculum design. Regular retrieval & spaced repetition

Cognition and Learning

Use of manipulatives, visual models & concrete-pictorial-abstract approaches

Literacy Gold/Reading Plus
Dreambox maths

Access to word banks, graphic organisers & writing frames



Colourful semantics & dual coding



5-Point Scale and Zones of Regulation

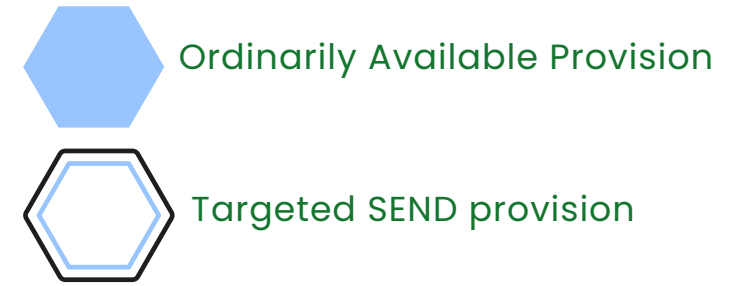
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Interventions & support for Communication & Interaction

YFPS supports children with Communication and Interaction needs through a combination of universal, whole-school approaches and targeted SEND interventions.



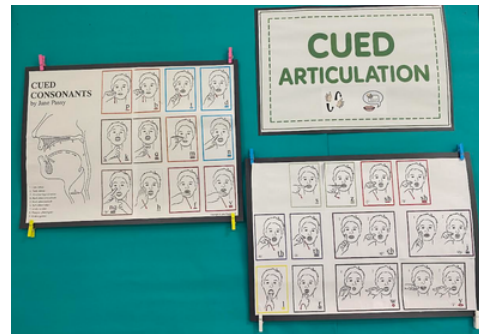
Individualised visual supports (e.g. personalised timetables & task planners)



5-Points scales & Zones of Regulation



Attention Autism, Intensive Interaction & Bucket Time



SALT recommended programmes (e.g. POP AT, Sliding In, Cued articulation)

Reduced sensory load (e.g. minimised background noise, clutter free spaces)

High-quality teaching with clear, concise language & visual support

Sensory circuits & Sensory Diets

Calm corners or sensory rooms with sensory tools for regulation

Communication and Interaction

Comic strip conversations & Social stories



Chunked instructions & checks for understanding

Visual timetables, Now, then, next boards & consistent classroom routines

Social skills & friendship building interventions



Explicit teaching of social skills (E.g. Lego Therapy, Socially Speaking, Language for Thinking)

Opportunities for oracy and structured talk (e.g. talk partners, sentence stems, modelling language)

BLANK levels of questioning



Colourful semantics & dual coding



Access to alternative communication systems (eg. Makaton, communication boards)

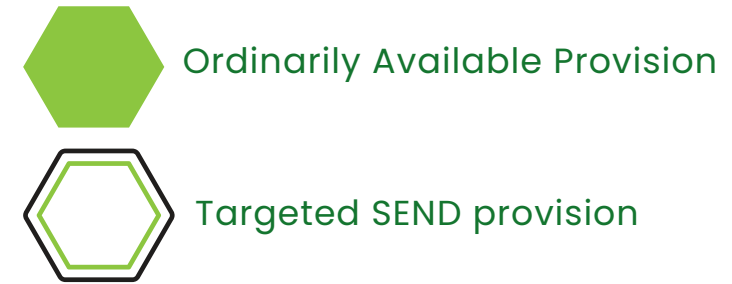


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Interventions & support for Sensory and/or Physical

YFPS supports children with Sensory and/or Physical needs through a combination of universal, whole-school approaches and targeted SEND interventions.



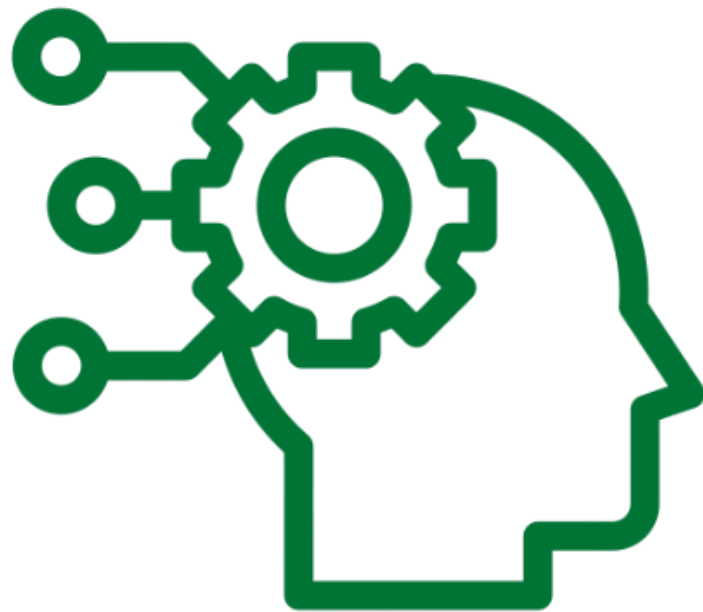
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How does YFPS support parents who want to explore a SEND-related diagnosis for their child?

Neurodevelopmental Conditions (E.g. ADHD and ASD)



If your child is experiencing significant difficulties in daily life (such as with learning, friendships, independence or mental health) despite support already being in place, and you would like to explore whether there may be an underlying neurodevelopmental reason, the next step may be a referral to the Integrated Neurodevelopmental Assessment Pathway (INAP).

Before referral, information is gathered from parents, school and health professionals to build a clear picture of a child's strengths, needs and the impact of their difficulties.

Parents, schools and GPs each complete part of the INAP Request for Assessment Forms (RAFs)
<https://www.plymouthhospitals.nhs.uk/guidance-for-gps/>

Parents describe their child's difficulties and how these affect everyday life.
Schools show the support already provided through the Graduated Response and the impact of these interventions

GPs complete a general health assessment to rule out other medical causes. These factors help ensure children are directed to the correct pathway without delay.

Children registered with a Plymouth GP are referred to the Child Development Centre.

Assessments are personalised and may include interviews, observations, questionnaires and specialist tools.

**Parents: INAP
RAF Part 1**

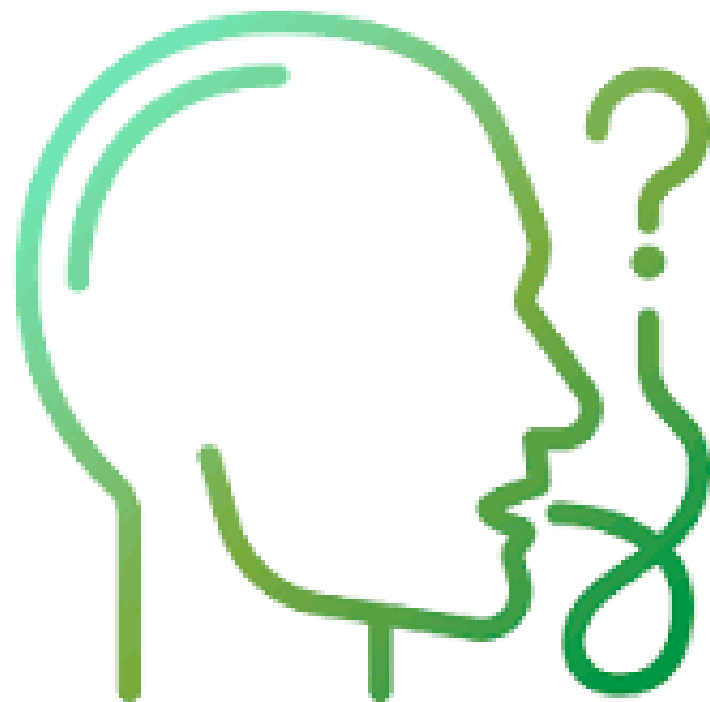
**School: INAP
RAF Part 2**

**GP: INAP RAF
Part 3**



How does YFPS support parents who want to explore a SEND-related diagnosis for their child?

Speech & Language



Children can be referred for a Speech and Language Therapy (SALT) assessment when there are concerns about their speech, language or communication development

Early concerns identified by parents/carers, school and/or health professional

School gathers evidence: what are the concerns and what has been tried?
Parent/carers involved in the referral: observations from home, examples of how communication affects daily life

Referral is submitted to Plymouth Children's Speech and Language Therapy Service

The SALT team screens the referral to decide whether an assessment is needed

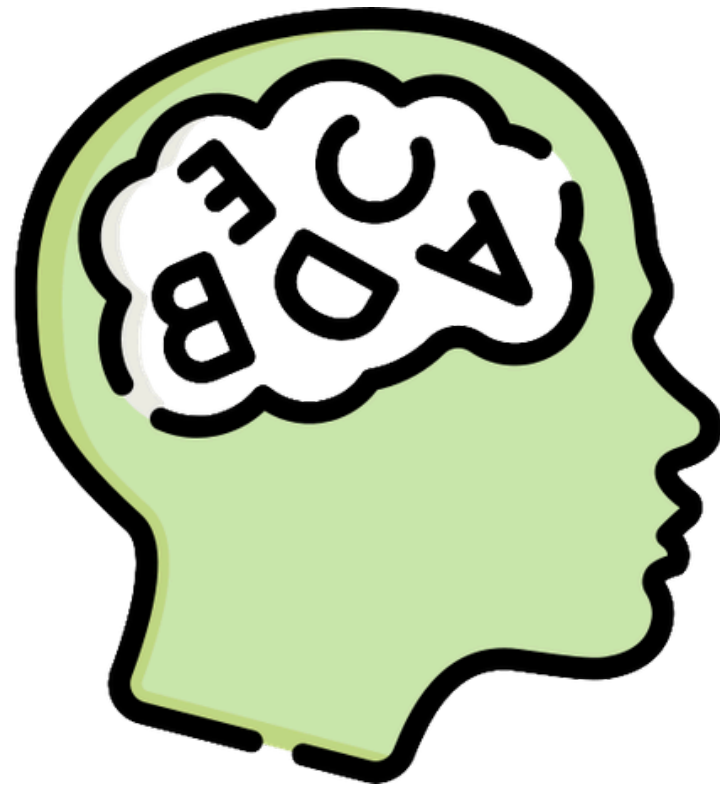
Assessment is arranged if accepted

Recommendations and support
Diagnosis (if appropriate). Families will receive a summary of findings, advice and strategies to use at home and school and speech & language therapy sessions if needed



How does YFPS support parents who want to explore a SEND-related diagnosis for their child?

Dyslexia



Dyslexia is a specific learning difficulty that affects how a child processes written language, particularly reading, spelling, phonological awareness and working memory. It does not relate to intelligence.

Concern is identified

Parents or school staff notice ongoing difficulties with reading, spelling, phonics or processing written information.

School puts early support in place

Schools cannot diagnose dyslexia, but they can begin targeted support and put dyslexia-friendly strategies in place. School collects evidence of progress, strengths and barrier to learning.

Screening (optional & with parental consent)

YFPS can purchase a Talamo Dyslexia screener to indicate the likelihood of dyslexia. A screener does not diagnose dyslexia but helps guide support.



Discussion with parents

School will share findings of screening and impact of support. Agree next steps.

Private Diagnostic Assessment (if parents choose)

If parents want a formal diagnosis, they can arrange an assessment with a qualified specialist assessor. Schools can share all relevant evidence to support this process.

School uses the outcome

Whether or not a diagnosis is given, the school will adapt support based on the child's need.



How accessible is the YFPS environment?

Our school operates across a split site and is fully compliant with DDA requirements. We work proactively to ensure that all areas of the environment are accessible, inclusive, and adaptable for pupils with a wide range of SEND needs. Accessibility is reviewed regularly, and adjustments are made on an individual basis.



Our accessibility plan can be found here:

[YFPS Accessibility Plan](#)



Sensory Access

Learning spaces are designed to reduce sensory overload, with calm, low-clutter classrooms and consistent visual organisation. Children have access to visual timetables, ear defenders, calm corners or sensory dens, fidget tools and sensory circuits or sensory diets where appropriate. Soundfield speakers are available in classrooms to support children with hearing needs and to improve sound clarity. All areas of the site are considered for sensory and physical accessibility on a case-by-case basis.



Inclusion in School Life

After-school provision is accessible to all children, including those with SEND, with adjustments made as needed. Extra-curricular activities are open to all pupils and are adapted to ensure they remain inclusive and accessible. Staff work closely with families and external professionals to identify barriers and make timely, meaningful adjustments.



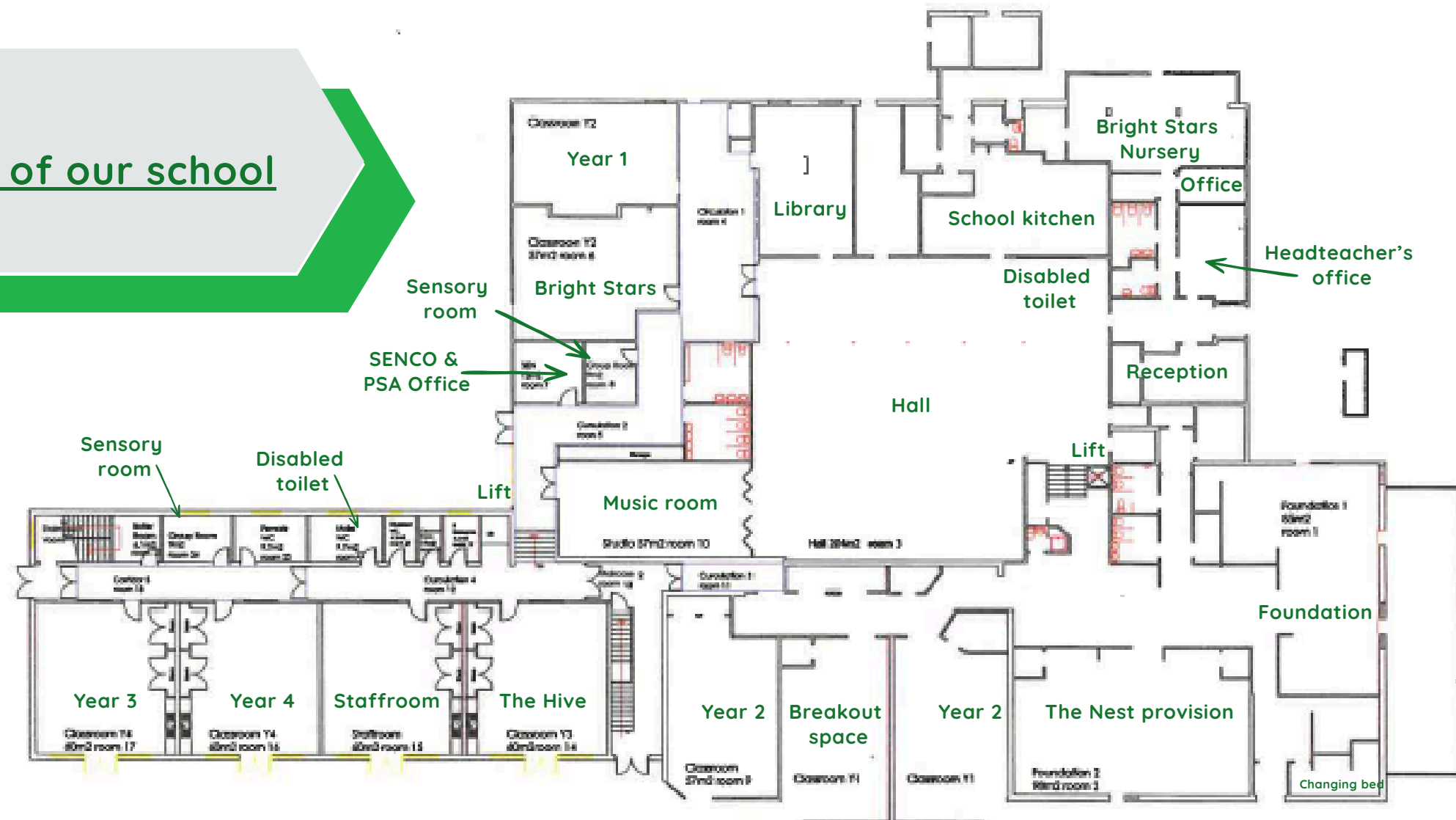
Physical Access

The older part of the building is on a split level with easy-access routes, ramps and a lift. The newer building has two storeys, and the top floor is accessible via a lift. Accessible toilets are available on all levels, along with changing facilities and a shower.

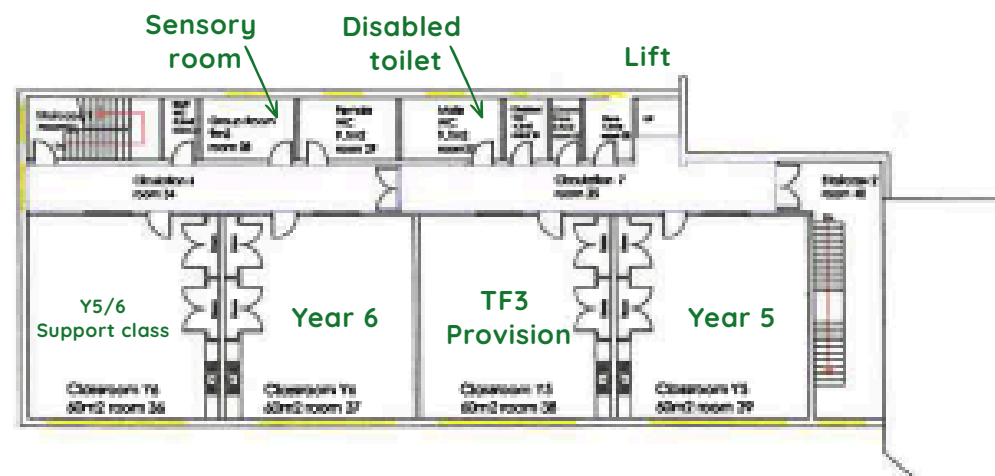
Classrooms are organised to support safe movement, with flexible layouts that can be adapted for pupils using mobility aids or requiring additional space. Ramps are available at key entrances, and PEEPs are created for pupils who need them to ensure a clear route to fire assembly points. Access to Forest School is supported through pathways, with adaptations made according to individual needs. We also ensure, wherever possible, that equipment used across the school is accessible to all children.



Plan of our school



GROUND FLOOR PLAN



FIRST FLOOR PLAN

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How does YFPS support the transition of children with SEN?



Starting school at YFPS in EYFS

YFPS supports children with SEN through a carefully planned and personalised transition process that builds familiarity, trust and continuity. Enhanced transition meetings bring together parents, current childcare providers, the Foundation Stage teacher and the KS1 SENCO to share detailed information and agree the most appropriate support. Staff attend TAMs and IEP review meetings in the summer term, where possible, to ensure continuity of provision and a smooth handover. Families are offered additional school visits so children can explore the environment at their own pace, alongside extended home visits that help the class teacher build a positive relationship in a familiar setting. Staff also visit the child's nursery or childcare provider while the child is present, enabling them to observe learning behaviours, interact with the child and understand their needs within their current environment. To further support familiarity, children are provided with transitional materials such as photographs of key adults and learning spaces to help them feel more confident before starting school.

Onward transitions to another school

YFPS supports children with SEND who are moving to another school by working closely with families, the receiving setting and any involved professionals to ensure a smooth, well-informed handover. We pass on key documents and insights so the new school has a clear picture of the child's journey, including their strengths, needs and what helps them feel secure and included. Staff are available for handover discussions, and teachers link with the SENDCo to provide accurate, up-to-date information. Our aim is for every child to move on feeling confident, valued and ready to belong in their new school.

In-year admission to YFPS

YFPS aims for every child with SEND to feel a strong sense of belonging from the moment they join us, even when an in-year transition happens at pace. Staff take time to get to know the child through gentle observation and conversations with parents, and we put simple, supportive routines in place straight away so they feel settled, welcomed and part of the school community. We value information from previous settings when it becomes available and use it alongside what we learn in school to build a rounded understanding of the child. Teachers work closely with the SENDCo from the earliest days, seeking guidance where needed and adapting provision as we get to know the child's strengths, interests and needs. This responsive, collaborative approach helps each child feel safe, included and quickly connected to their new environment.



How does YFPS support the transition of children with SEN?

Year-to-year and Key Stage Transitions

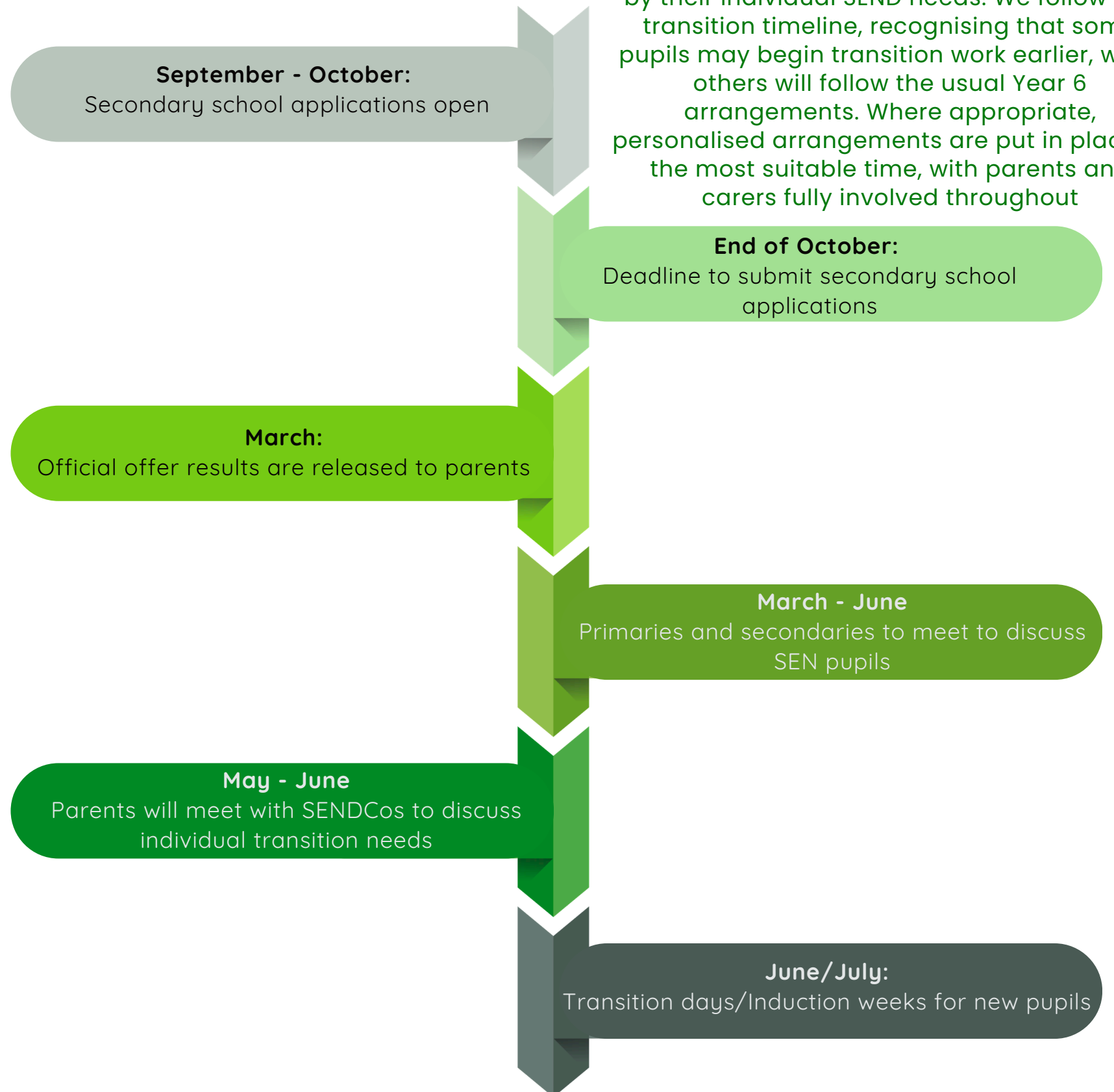
At YFPS, we recognise that transitions between classes can be as significant as moving to a new setting for children with SEND. We prioritise effective information sharing and relationship-building to support a smooth transition.

Once new staff are confirmed, children are given opportunities to visit their new classroom and meet their teacher and TA, with additional visits where needed to build confidence and familiarity. Teachers meet at the end of the summer term to share key information, including strengths, needs, successful strategies and next steps.

Some children are provided with transition booklets or photo resources to support familiarity over the summer. We place a strong emphasis on developing positive relationships early, ensuring each child feels secure, connected and ready for the next stage.

KS2 to KS3 Transition to Secondary

KS2–KS3 transitions vary for each child, shaped by their individual SEND needs. We follow this transition timeline, recognising that some pupils may begin transition work earlier, while others will follow the usual Year 6 arrangements. Where appropriate, personalised arrangements are put in place at the most suitable time, with parents and carers fully involved throughout

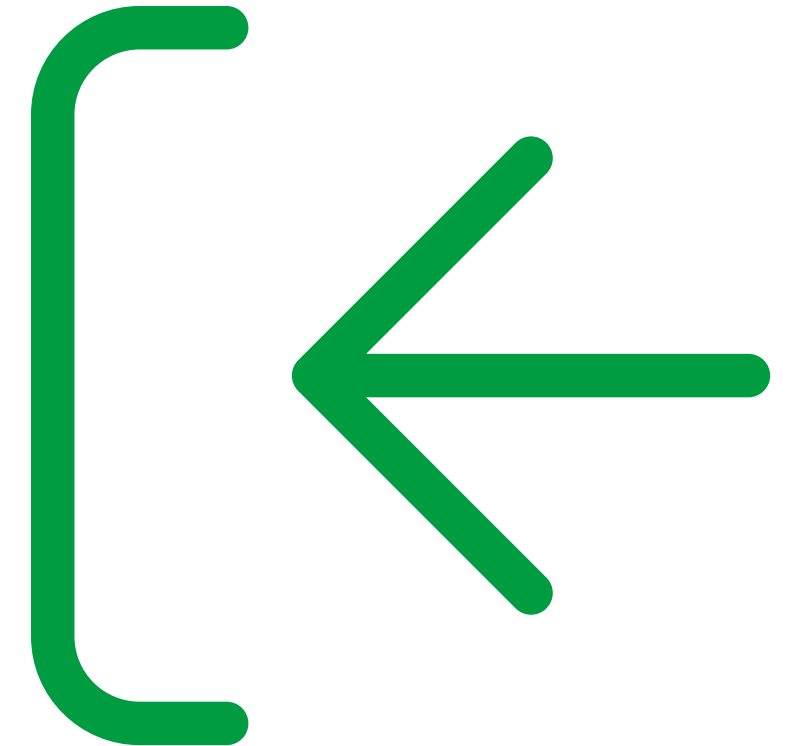




How does YFPS
support the transition
of children with SEN?

Admissions Arrangements for Pupils with SEN

YFPS follows the Local Authority admissions process for all pupils, including those with SEND. The school makes reasonable adjustments to ensure pupils with SEND are not disadvantaged during admission or induction. Children with an EHCP are admitted via the statutory consultation process led by the Local Authority.





Who can I contact to provide additional advice and support for my family?

Mrs Williams
is our Parent Support Advisor (PSA)



She provides support to families across our school community and can offer a wide range of guidance and practical help, including:



Guidance, advice and early help

- Support with routines, behaviour at home, attendance and establishing positive home-school communication
- Signposting and helping families access wider services (health, housing, financial support, community groups)
- Supporting parents/carers to understand school processes, SEND pathways and what support is available

Advocacy and support in meetings

- Attend school meetings with parents/carers to help them feel confident and heard
- Supporting families through TAMs/EHATs or other Early Help processes including supporting in completing paperwork and preparing for meetings
- Helping parents/carers communicate concerns or questions to school staff or external agencies

Workshops, groups and community engagement

- Being present in parent/carer workshops, coffee mornings and information sessions to offer reassurance, guidance and follow-up support
- Running or co-facilitating parent groups on topics such as routines, behaviour, wellbeing or SEND

Ongoing communication and relationship building

- Regular check-ins with families who need sustained support
- Helping parents/carers navigate challenges early, reducing escalation
- Building trusting relationships that encourage families to seek help before issue become crises

Direct work with children (where appropriate).

- Short-term 1:1 sessions to support emotional wellbeing, confidence, friendships or transitions
- Small-group work focusing on social skills, resilience or emotional regulation
- Liaising with class staff to ensure consistent strategies between home and school



(01752)343411



swilliams@yfps.co.uk



If I am not happy with the provision, how can I share my concerns or make a complaint?

We hope that you are happy with the SEND provision at YFPS. If you have concerns about your child's support, we encourage you to raise them as early as possible so that we can work together to resolve them.



Concerns can be shared in the following ways:

1. Speak with your child's class teacher, who knows your child best in the day-to-day setting.
2. Contact the SENCO to discuss provision, progress, or any adjustments that may be needed.
3. Speak with the Headteacher if you feel your concern has not been resolved.

Parents may also access Parent Partnership for impartial advice and support.

At YFPS, we value strong relationships with parents and carers and aim to resolve concerns collaboratively with the class teacher and SENCO team to ensure every child is well supported.

If, after these steps, you feel you need to make a formal complaint, our Complaints Procedure is available on the school website.



Where can I find information
about the Local Authorities
Local Offer for children and
young people with SEN and
their families?

The Local Offer explains the support and services that are available for children and young people with special educational needs and disabilities (SEND) aged 0 to 25 years.



Plymouth's Local Offer can be found here:

[SEND Local Offer](#)





GLOSSARY



- **ABCC:** Antecedent, Behaviour, Consequence Communicate
- **AET:** Autism Education Trust
- **AfL:** Assessment for Learning
- **ASD:** Autistic Spectrum Disorder
- **CBT:** Cognitive Behaviour Therapy
- **CIT:** Communication Interaction Team
- **DDA:** Disability Discrimination Act
- **DLD:** Developmental Language Disorder
- **EHAT:** Early Help Assessment Tool
- **EHCP:** Education Health Care Plan
- **ELSA:** Emotional Literacy Support Assistant
- **EYFS:** Early Years Foundation Stage
- **HI:** Hearing Impairment
- **IEP:** Individual Education Plan
- **INAP:** Integrated Neurodevelopmental Assessment Pathway
- **KS1:** Key Stage 1 (Years 1 and 2 in Primary)
- **KS2:** Key Stage 2 (Years 3 to 6 in Primary)
- **KS3:** Key Stage 3 (Years 7 to 9 in Secondary)
- **LAC:** Looked After Child
- **MHST:** Mental Health Support Team
- **OAP:** Ordinarily Available Provision
- **PEEP:** Personal Emergency Evacuation Plan
- **PD:** Physical Disability
- **POPAT:** Programme of Phoneme Awareness Training
- **PSA:** Parent Support Advisor
- **QFT:** Quality First Teaching
- **RWI:** Read Write Inc
- **SALT:** Speech And Language Therapy
- **SENCO:** Special Educational Needs Co-ordinator
- **SLT:** Senior Leadership Team
- **TACPAC:** Touch and Communication Programme.
- **TAM:** Team Around Me
- **TIS:** Trauma Informed School
- **VI:** Visual Impairment



Useful Links



PLYMOUTH INFORMATION ADVICE AND SUPPORT FOR SEND



Plymouth Information, Advice and Support for SEND (PIAS) provides information, advice and support relating to Special Educational Needs and Disabilities (SEND) for parents, carers, children and young people within the Plymouth Local Authority area.



Plymouth Parent Carer Voice (PPCV) is a group of local parents and carers of children with SEND who work together to make sure families have a say in the services they use. They work with the council and other organisations to help improve education, health, and care services for SEND families.



Ordinarily Available Provision (Schools)

Inclusive Good Practice Guidance for All

"Ordinarily Available Provision is the universal whole school approach, holistic opportunities and provision strategies that are delivered as a typical offer to ensure a rich and ambitious learning environment is tailored for all pupils."



PLYMOUTH ONLINE DIRECTORY

The Local Offer explains the support and services that are available for children and young people with special educational needs and disabilities (SEND) aged 0 to 25 years.



Plymouth GATI

Graduated Approach to Inclusion

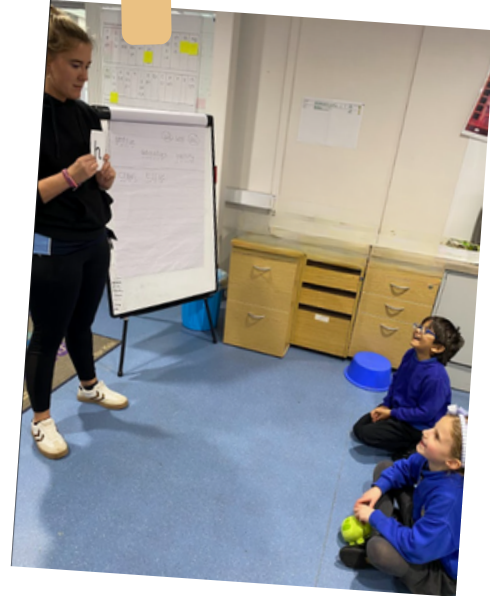
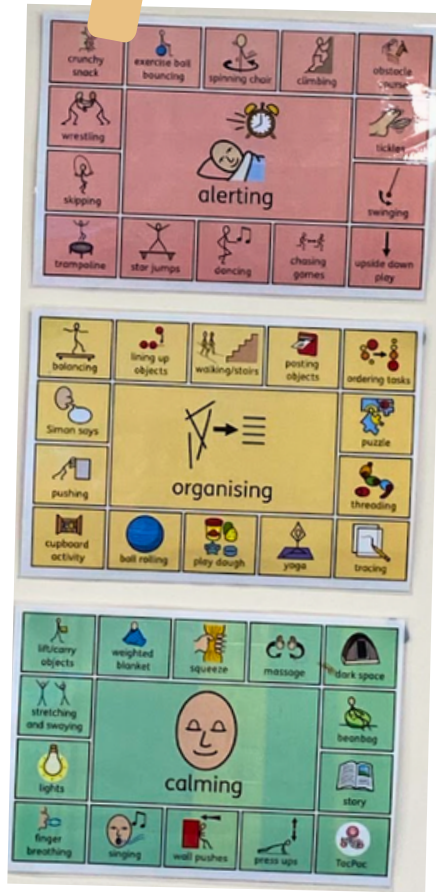
How Plymouth Schools Support SEND: Learn about the Graduated Approach—Plymouth's way of making sure children with additional needs get the right support at the right time, through a shared process used across schools and settings.



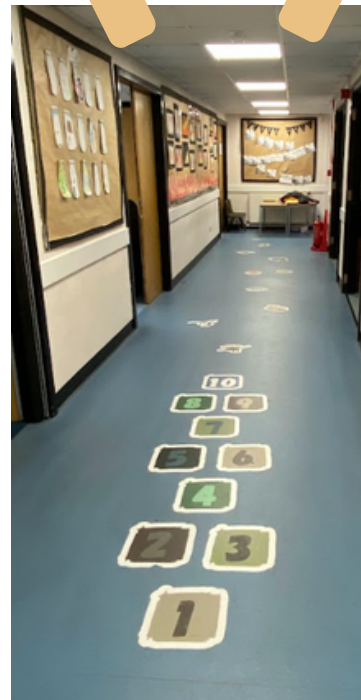
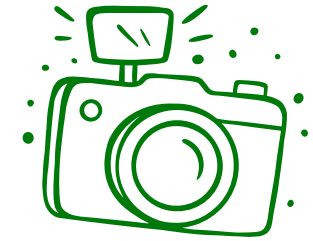
Department for Education
Department of Health
Special educational needs and disability code of practice: 0 to 25 years

This guide sets out the rights of children with SEND and how schools, councils, and families work together to meet their needs.





A glimpse of our inclusive learning environment





Thank you to the parents, carers and members of the YFPS community who have helped so far in the co-production of our SEND Information Report.

Your views and experiences have directly informed the content, priorities and examples of practice included in this document.

Changes made following stakeholder feedback so far:

- Font and text size updated to improve readability
- Additional photographs included to personalise the report
- Glossary expanded for clarity
- Guidance added on zooming in to the electronic version
- Information about the processes for formal diagnosis

PLEASE NOTE: Images included in this report are used to illustrate learning and provision within our school. The children shown are not necessarily children with Special Educational Needs and/or Disabilities (SEND). As an inclusive school community, children with and without SEND learn and take part in activities together.

2025-2026

This SEND Information Report is reviewed annually.

