Yeo Moor Primary School

SEND Information Report 2026-2027

Name of Special Educational Needs Co-ordinator (SENDCo):	Caroline Stewart
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What kind of additional needs provision is available at this school?

- Yeo Moor Primary School is an inclusive mainstream academy within the Futura Learning Partnership. We cater to a wide range of needs, including communication and interaction, cognition and learning, social and emotional development, and sensory or physical needs.
- All Futura Learning Partnership schools adopt a consistent approach to supporting pupils with special educational needs (SEND), ensuring that all pupils, regardless of their individual needs, make the best possible progress. We are committed to being as inclusive as possible, supporting children with SEND within a mainstream setting wherever appropriate. At Yeo Moor, we pride ourselves on being inclusive, ambitious, and planned for all our children.

Who are the best people to talk to about my child's needs?

At Yeo Moor, the class teacher is the first point of contact for all children, including those with SEND. Class teachers have responsibility for the day-to-day education and wellbeing of every child in their class and work closely with the SENDCo, families and other professionals to ensure that support is responsive and effective.

- Class Teacher: Responsible for providing high-quality inclusive teaching (Quality First Teaching) and adapting the curriculum to meet individual needs. Class Teachers monitor and assess progress, plan and deliver additional support, and ensure SEND policies are implemented in their classrooms. They also create and review support plans on Provision Map, including SMART (Specific, Measurable, Achievable, Realistic, Timed) targets.
- SENDCo: Oversees the day-to-day management of SEND provision. The SENDCo coordinates all support for children with SEND, ensures staff have relevant training, maintains accurate records, and liaises with external agencies such as Speech and

Language Therapists, Occupational Therapists, Educational Psychologists, and Paediatricians.

- Headteacher: Manages all aspects of the school, working closely with the SENDCo to ensure needs are met. The Headteacher also reports to the governing body on SEND matters and is involved in decisions regarding external support. Review meetings with parents are held regularly using a child-centred approach, and additional meetings with the SENDCo or Learning Mentor can be arranged when needed.
- All Class Teachers are happy to discuss your child's progress at any time, not just during parents' evenings. Reports from outside agencies are shared with parents, along with suggestions for support at home. An annual report is provided, and Pupil Progress Meetings occur three times a year with the Class Teacher, SENDCo, and Headteacher.

How does the school make provision for pupils with additional needs (with or without an EHCP)?

- Provision is delivered through Quality First Teaching in the classroom, including differentiated tasks, small group work and targeted interventions. Children with SEND are supported alongside their peers but may work individually or in smaller groups when appropriate. Learning Support Assistants, the Learning Mentor and the SENDCo provide additional support where needed. Interventions are reviewed regularly to ensure they are having a positive impact on outcomes for children.

- At Yeo Moor, we recognise that some children with SEND may need increased adult support at different times throughout the school day in order to feel safe, regulated and ready to learn. Our approach is trauma-informed, relational and responsive to individual need. Rather than assigning a child a constant 1:1 adult, support is provided flexibly and adaptively, based on what the child needs at that moment in time. We prioritise the development of trusting relationships, emotional safety and co-regulation, while supporting children to build independence, confidence and resilience over time.
- Adults work alongside children, helping them to develop skills, strategies and self-belief, rather than creating dependence on adult support. We recognise that, although additional adult assistance can be valuable, it should not become a barrier to developing peer relationships, independence or a sense of belonging within the wider school community. Our aim is always to provide the right support, at the right time, whilst enabling children to participate as fully as possible in school life.
- Each child with SEND has a support plan with specific outcomes and targets that are reviewed regularly in partnership with parents, carers and, where appropriate, the child themselves. Children with an Education, Health and Care Plan (EHCP) receive provision in line with the outcomes and support specified within their plan. Provision is continually monitored and adapted to ensure it remains effective, meaningful and responsive to the child's changing needs.

What activities are available for pupils with additional needs outside the curriculum?

- All children are included in school trips and activities wherever possible. Additional support and risk assessments are arranged when needed in consultation with parents. Extra-curricular clubs are available before and after school through our partner Shine.

What support is available for emotional and social development?

- We provide a range of pastoral support, including 1:1 and small group sessions through our Mental Health Support Team, Nurture Hub and Learning Mentor. Referrals to the school nurse or CAMHS may be made as needed.
- We use the Jigsaw programme as part of our PSHE (Personal, Social, and Health Education) curriculum. Attendance is closely monitored and positive attendance is celebrated termly. The school has procedures for administering medicines and personal care, including care plans and risk assessments where necessary.

What training is available to staff?

- Staff receive in-house and external training tailored to school-wide and individual needs. Training is arranged through outside agencies when required for specific children or SEND areas.

How will equipment and facilities be secured for pupils with SEND?

- The school is fully accessible on one level, with disabled toilet facilities and a designated parking bay. We provide appropriate equipment and programmes to support a range of needs.

How will parents be consulted and involved in their child's education?

- Parents are engaged through structured conversations with the Class Teacher and SENDCo where required. Support plans are created collaboratively and reviewed regularly.

How will children with additional needs be involved in their education?

- Pupils are at the centre of all planning and review meetings. Where appropriate, they attend meetings or contribute their views.

What are the arrangements for handling complaints related to SEND provision?

- Complaints should follow the school's complaints procedure, available on the school website.

How does the governing body engage with external agencies to meet the needs of pupils and support families?

- With parental consent, the school refers to external agencies for additional support. These may include SALT, CAMHS, OT, Social Services, Community Paediatrics, and School Nursing. The school explains each process to parents and arranges meetings with relevant professionals as needed.

How does the school support pupils with additional needs when moving between education phases?

- Early Years staff liaise with pre-school providers and arrange transition meetings before children begin Reception. At the end of each academic year, pupils meet their new teacher and parents attend a welcome meeting.
- When moving to secondary school, the current teacher and SENDCo meet with the receiving school to discuss each child's needs. Additional visits and meetings are arranged for pupils who need extra support. Our Learning Mentor supports enhanced transition as necessary.