

YEW TREE SEND LOCAL OFFER AND INFORMATION REPORT

Yew Tree Primary School



Date of Policy:	June 2026
Responsibility:	Inclusion Lead
Review Date:	June 2027
Consultation:	This policy was developed with staff & governors following best practice advice.

ETHOS STATEMENT

It is the aim of the Governing Body of Yew Tree Primary School to develop policies and procedures which support the school's vision of:

“Learning Without Limits”

Yew Primary School is a large school, which makes provision for children from Nursery to Year 6. We strive to support all our children and enable them to reach their full potential. In order to do this, many steps are taken to support them through their learning journey. Quality First Teaching and ordinarily available provision is vital; however, for some children there are occasions when further additional support may be needed to help them achieve their targets. We are committed to safeguarding and promoting the welfare of children, with all staff and volunteers sharing this commitment.

Learning Without Limits underpins every aspect of school life. At the heart of our vision is that our children enjoy their learning and that they can expect teaching and learning activities that are inspiring and engaging.

We have an inclusive ethos and work in partnership with children, parents and other agencies to provide the best possible educational outcomes for all pupils. We ensure that all children have access to good quality planning and teaching, and we provide an enriching learning environment. All children are treated as individuals and the class teacher, alongside other support staff, plans an appropriately adapted curriculum for children with additional needs to ensure high quality teaching and learning with effective support and resources.

All SEND provision is over seen by the Head Teacher and Senior Leadership Team in school; it is co-ordinated by the Inclusion Leader.

ROLES & RESPONSIBILITIES

Teachers:

- Ensure that all children have access to quality teaching and learning opportunities and that the curriculum is adapted to meet your child's individual needs (also known as differentiation).
- Check on the progress of your child and identify, plan and deliver any additional help your child may need and discuss amendments with staff and/or the Inclusion Leader (SENDCO) as necessary.
- Where necessary, develop Individual Education Plans (IEPs) or Personal Support Plans (PSPs) that focus on needs and targets.
- Monitor all Individual Education Plans (IEPs) and Interventions using Insight, sharing progress and provision identified with parents and carers.
- Ensure that all members of staff working with your child in school are aware of your child's individual needs and/or conditions and what specific adjustments need to be made to enable them to be included and make progress.
- Ensure that all staff working with your child in school are supported in delivering the planned work or programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, such as a teaching or learning support assistant, outside specialist help and specially planned work and resources.
- Ensure that the school's Special Educational Needs and/or Disabilities (SEND) Policy is followed in their classroom and for all the pupils they teach with any identified SEND.

Head Teacher:

The day-to-day leadership of all aspects of the school, this includes the support for children with SEND. They delegate responsibility to class teachers and teaching or learning support assistants but hold overall responsibility for ensuring that your child's needs are met.

Our Head Teacher is Jamie Barry

Inclusion Leader:

- Overseeing inclusion and pastoral services.
- Ensuring every child in Yew Tree Primary School is valued, listened to and supported effectively to overcome any barriers in their learning so they can succeed.
- Taking a leading role in the 'Every Child Matters' (ECM) team which includes our Inclusion Leader (SENDCO) and Assistant SENDCO, Safeguarding & Pastoral Leader, Attendance Leader, Family & Community Leader and Pastoral Support Assistants. Together they work to support our children and their families inside and outside of the classroom and include:
 - Our Inclusion Leader (SENDCO) is Amy Walker-Laver
 - Our Assistant SENDCO is Jacoba Wilkes
 - Our Safeguarding (DSL) and Pastoral Leader is Sally Roberts
 - Our Attendance Leader and Assistant DSL is Zoe Reed
 - Our Family Support & Mental Health Leader is Joanne Melia
 - Our Pastoral Support Assistants are: Karen Lappage and Claire Dorham
- Coordinating the support for children with SEND and developing the school's SEND Policy to make sure all children receive a consistent, high-quality response to meeting their needs in school.
- Liaises with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapists, Occupational Therapists, Educational Psychologists, Specialist teams etc.
- Updates the school's SEND register on all management systems.
- Provides specialist support for teachers and support staff in the school so they can help your child (and other pupils with SEND in the school) to achieve their potential.

- Supports your child's class teacher to write IEPs that specify the targets set for your child to achieve, including appropriate SMART targets (specific, measurable, achievable, relevant and time-bound) with matching provision to allow targets to be met.
- Organises training for staff so they are aware and confident about how to meet the needs of your child and others within our school.
- Ensures the school responsibilities under the Equality Act 2010 are met so reasonable adjustments are made to meet your child's needs.
- Ensures a smooth transition when a child joins or leaves Yew Tree Primary School.
- Manages and deploys resources including staff to meet your child's needs.
- Monitors and reviews interventions to ensure they are up to date and informed by national developments.
- Ensures the graduated response (assess, plan, do and review) is maintained.
- Monitors the use of Insight, which is used by staff to create, update and analyse Individual Education Plans (IEPs) and Interventions as part of the graduated response (assess, plan, do and review).

Our Inclusion Leader (SENDCO) is Amy Walker-Laver
Our Assistant SENDCO is Jacoba Wilkes

- The Head Teacher and the SENDCO also ensure that school staff follow a graduated approach to assessing and meeting the needs of children with SEN or Disabilities, appropriate to the needs of the individual child. This includes ensuring that as parents you are:
 - involved in supporting your child's learning
 - kept informed about the support your child is getting
 - involved in reviewing how they are doing
 - part of planning ahead for them

The SEND Link Governor:

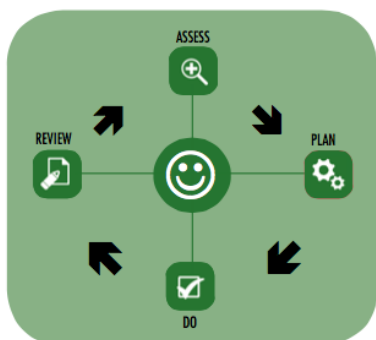
- Making sure that the school has an up to date SEND policy.
- Making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all children in the school.
- Understanding and monitoring the support given to children with SEND in the school and being part of the process to ensure your child achieves his/her potential in school.
- Monitoring the progress of all children with SEND, as a group and reporting to the full governing body.

Our SEND Link Governor is Laura Chamberlain.

➤ **How does Yew Tree monitor and assess the additional support pupils receive?**

Insight is used to monitor the pupils who receive additional intervention and provision in each year group. This information is updated and reviewed each term, and evidence is gathered to show the impact that this additional support is having. Key assessments are then made to ensure pupils are on track to meet targets and that planning accurately addresses need.

The Graduated Approach is adapted here throughout school and is used to Plan, Do, Assess and Review for all pupils.



The graduated approach starts at whole-school level. Teachers are continually assessing, planning, implementing, and reviewing their approach to teaching all children. However, where a potential special educational need has been identified, this process becomes increasingly personalised:

- Individualised assessment leads to a growing understanding of the barriers to and gaps in the pupil's learning.
- Continual reflection on approaches to meeting the pupil's needs leads to a growing understanding of strategies that enable the pupil to make timely progress and achieve good outcomes.

For identified SEND pupils, the graduated approach draws on more personalised learning, more frequent review, and more specialist expertise to tailor interventions to meet the needs of children and young people.

Children who require a highly individualised programme of study will have an Individual Education Plan (IEP) issued, which the Inclusion Leader (SENDSCO), class teacher, parents/carers and support staff involved will review termly. Individual Education Plans (IEPs), employ a small-steps approach and feature significantly in the provision that we make in the school. By breaking down the existing levels of attainment into finely graded steps and targets, provision and support is carefully matched to ensure children experience success.

IEPs identify the SMART targets (specific, measurable, achievable, relevant and time-bound) pupils are working towards and the provision that is in place in order to support the pupil to reach these targets. IEPs are shared, regularly updated and analysed using Insight, and plans created are shared with parents and/or carers in a termly review and amend cycle. All individual targets are shared with pupils, and they are asked to comment on these. Parents and/or carers are also kept informed of their child's progress through parent's evenings, annual reviews, community assessment meetings or multi-agency meetings where necessary.

➤ **What training opportunities are there for staff supporting children with SEND?**

It is the Head Teacher or Inclusion Leader's (SENDSCO) responsibility to support class teachers in planning for children with SEND and provide in-house training (INSET) where possible. The school has a school improvement plan, identifying training needs for all staff to improve the teaching and learning of all children, including those with SEND. This may include whole school training on SEND strategies or to support identified groups of learners in school.

Individual teachers and support staff also attend training courses run by outside agencies that are relevant to the needs of specific children in their class. Many school staff have worked alongside other professionals, to develop their skills and expertise in specific areas of SEND. These include speech and language, autism, sensory support and supporting pupils with social and emotional needs.

As a school we work closely with Inclusion Support, which gives us, access to an Educational Child Psychologist (ECP), Specialist Advisory Teachers (SAT), Complex Communication and Autism Team (CCAT), Behaviour specialists and Sensory support for pupils with hearing or vision difficulties. We also engage with Speech and Language therapies, Occupational Therapists, Physiotherapists, Early Years Team, GPs, School Nursing Team and CAMHs.

Our SEND policy reflects the school's commitment to inclusion and can be viewed on our website along with a range of additional provision we offer to meet the needs of our pupils.

➤ **What is the schools' Universal Offer?**

A universal offer is what school offers to **ALL** children including those who may have difficulties in learning or difficulties with behaviour or physical / medical needs. Our universal offer is also known as ordinarily available provision, and this refers to the support and adjustments that all schools are expected to offer as part of their everyday practice, without the need for an Education, Health and Care Plan (EHCP).

As a parent/carer or young person you can expect that:

- The school informs you about their policies and approaches to learning, including how they work with children who have learning difficulties.
- The school welcomes you and your child and takes time to discuss your child's needs before they start school.
- The teachers and support staff who teach your child have had professional development and training so that they know about how children learn, including those who have difficulty in learning.
- The school should be able to tell you about the programmes which they are able to offer, in addition to what is available day to day in the classroom. This will include literacy, numeracy and behaviour programmes to support children's learning.
- The teachers who teach your child can accurately assess the level at which he/she is learning.
- The teachers who teach your child can differentiate (plan tasks for children at different stages of learning in the same class) so that your child is given work to do at a level where they will be able to complete the task independently, or with a little support.
- The teacher will use a range of resources and strategies and teaching methods to take account of any barriers to learning.
- The school will keep you informed about how your child is progressing at least twice yearly and through a written annual report detailing progress and will be happy to discuss your child's progress, at other times, if you make an appointment.
- The school will put in place a range of short term, small group or individual programmes (interventions). The school will keep you informed if your child needs one of these interventions and work in partnership with you to give it the best chance of being successful.

School may ask you if they can consult with a Specialist Advisory Teacher or Educational Child Psychologist to give staff and yourself as the parent/carer, advice on strategies which may help your child's learning and/or behaviour.

School will inform you if your child needs a more intensive or individualised level of intervention in order to make progress in their learning. The school's Inclusion Leader (SENDCO) may talk to you about this. (All schools must have a SENDCO with experience and/or additional qualification in special educational needs and this person will meet with you and advise staff in the school, about how best to help your child to make progress.)

The school will also be able to signpost you to support, advice and any extra-curricular activities that may be available.

➤ **What support is put in place for pupils with additional needs beyond Universal support?**

Schools have funding from the Department for Education (DfE) to help them to put in programmes and support for children with special educational needs and/or disability.

If your child has a special educational need or disability we will:

- Talk to you about your child's difficulties in learning or disability so we can understand their needs
- Assess your child's learning so we know which skills they need to learn
- Ask the Inclusion Leader (SENDCO) to support and advise teachers so that your child can learn in the best way for him/her
- Have a range of programmes and interventions to help children who need extra support in learning, communication, socially and emotionally or with managing behaviour.
- Check on progress at least once a term, sharing with you progress in relation to any identified provision and targets, including sharing your child's Individual Education Plan (IEP) if applicable.

- Ask for advice from outside agencies, with your consent, if we feel your child needs additional support to make progress. We will keep you informed of all visits or meetings in relation to your child and invite you to be a part of these.
- Request an EHCN assessment (see below).

➤ **How will School staff support my child?**

All children have individual needs. Children in school with SEND will get support that is specific to their individual needs. This may all be provided by the class teacher through Quality First Teaching / ordinarily available provision or:

- other staff in the school
- working 1:1 or small groups on a specific programme of work with a Teaching Assistant e.g. numeracy skills, literacy skills, pastoral groups etc.
- providing special equipment and resources as required to support your child's learning and development

The class teacher, sometimes with the Inclusion Leader (SENDCO), will explain to you what the concerns are and what the plans for your child include. If outside agencies are used, we always ask your permission before making a referral. If you have any queries related to the interventions or support that your child receives, please contact the class teacher or the Inclusion Leader (SENDCO).

Regular reviews of a child's progress are discussed at SEND planning meetings. These will follow the format of the graduated response. The first part of this meeting is to look at the provision for the child and make decisions about the progress that the child is making. The second part is to make new plans and adjust the provision as necessary. These meetings are held at least three times per year or as required if needs change.

➤ **How will the curriculum be matched to my child's needs?**

Our curriculum is designed to match your child's needs by offering personalised learning, which is differentiated according to their ability and their style of learning. This will develop their skills as learners and help them to become more independent, enabling them to progress and reach their full potential. The classroom environment may also be adapted to suit individual needs e.g. visual timetable.

➤ **What specialist services can the school access?**

We have access to a very wide range of specialist services as including:

- SENDIASS (Parent partnership)
- CCAT (Complex Communication and Autism Team)
- CAMHS (Children and Adolescent Mental Health Service)
- Counselling Services
- Educational Child Psychologists
- Occupational Therapists
- School Nursing Team, Paediatricians and GPs
- Speech and Language Therapists
- Sensory Support Services – Vision and Hearing Support Teams
- Physiotherapists
- Inclusion support – SEMH and Learning advisory teachers
- NSPCC
- Drama Therapist
- Murray Hall

➤ **What is an Education and Health Care Plan?**

Children who have severe levels of physical, learning, communication or emotional/ behavioural difficulty, that are lifelong and complex, may need an Education and Health Care Plan (EHCP). Often this is identified for pupils with high levels of additional outside agency support.

Schools and parents/carers can request initiation of an EHCP assessment. If the LA agrees to begin the process; an EHCP takes 20 weeks to complete. Your child will continue to be supported from the school's SEND resources while the EHCP is completed.

An EHCP will specify for the school what sort of provision your child will need to access the curriculum and make progress. It is likely to be highly individualised. In some cases, additional staffing within a classroom may be used to support pupils with an EHCP through some 1:1 activities and small group support. The school tries to ensure that where suitable pupils who required individual support access this from a range of staff to ensure that pupils do not become reliant on them and staff always try to develop the child's own independence skills.

Staff in the school will access additional professional development to ensure that they have the skills to teach your child. Your child will also have access to all the provision detailed on the school's provision map.

Many children who need an EHCP will be educated in a mainstream school, but your child may benefit from a special school placement or focus provision placement. The options will be discussed with you as the EHCP is developed.

The school will keep you informed about the progress your child is making through assessment and termly review and the Annual Review of the EHCP.

➤ **How we use specialist resources to support pupils with SEND**

We have a range of sensory equipment available for pupils who require it and use workstations, visual timetables, symbol supported materials and countdown timers where necessary.

Our school works closely with a Speech and Language Therapist to deliver specified programmes for individual pupils and targeted group work to encourage effective communication. Across our school, teaching assistants deliver and monitor speech and language programmes to identified pupils where appropriate.

We use a range of ICT equipment to help motivate pupils and allow them to access learning. These include iPads, laptops, talking buttons, microphones and programmable toys. The school budget, received from the Local Authority, includes money for supporting children with SEND. The Senior Leadership Team, in conjunction with the School Business Manager, decides on the allocation of the total budget for SEND in consultation with the school governors.

The Senior Leadership Team discusses all the information they have about SEND in the school, and decide what resources, training and support is needed. SEND funding is allocated to employ staff, ensure provision of appropriate and effective resources and referral and liaison with outside specialists.

Where your child has significant additional needs, increased funding can be requested from the LA through the National Funding Formula to enable additional provision to be made to meet your child's needs fully. The school will participate in a multi-agency approach to meet the needs of your child where required.

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

We will always do our best to meet individual need, and we are always happy to discuss individual access requirements. We have toilet and changing facilities adapted for disabled users and wide doors in most of the school. As part of the annual review of school premises, accessibility issues are always considered in light of any individual need, and an accessibility plan is regularly updated. Audits are completed in partnership with outside agencies to ensure children with specific needs can access the learning environment effectively.

➤ **What support will there be for my child's wellbeing?**

The school offers a range of pastoral support for children who are encountering emotional difficulties. This could be through PHSE – Jigsaw curriculum, 1:1 discussion with the class teacher or the Inclusion Leader (SENDCO); regular monitoring meetings with parents/carers, small group support (e.g. a pastoral group or a friendship group) or may include a specific resource to support the child. School also refer and use external services such as Reflexions, Play Therapy, Black Country Women's aid and Murray Hall.

Sometimes the school will get support from elsewhere e.g. social, emotional and mental health advisory teacher, the School Nurse. Where necessary, referrals may also be made, always with your consent, to CAMHS (Child and Adolescent Mental Health Services).

For children with medical or sensory needs, the school can access the social care disability team as well as the Physical and Sensory team. This may lead to the assessment or support of a disability nurse or an occupational therapist.

➤ **How will my child be included in activities outside the classroom including school trips?**

Activities and school trips are available to all children. Where a professional makes a recommendation for a child to receive additional support out of school hours, parents/carers will be supported and signposted to the relevant service.

For activities out of school, risk assessments are carried out, and procedures are put in place to enable all children to participate. If it is decided that 1:1 support is required to support a child, an additional staff member or a parent/carer may be asked to accompany a child during the activity/trip.

➤ **Sandwell Local Authority**

Sandwell Local Authority and other services have set out a local offer of all services available to support children who are disabled or who have SEND and their families. The local offer enables families to understand what services they can access and what support they can expect from a range of local agencies, including from the local authority, health services, schools, leisure services and the voluntary sector. The offer includes provision from birth to 25, across education, health and social care.

The Sandwell Local Offer can be accessed via this link www.sandwell.gov.uk/send

Arrangements of the admission of disabled pupils is outlined in the admissions arrangements published on the school's website.

➤ **What if I have any questions or I am not happy?**

If parents/carers have any questions or are not happy about any aspects of their child's provision, they should talk to the class teacher and/or the Inclusion Leader. They will try to give the information required and alleviate any concerns.

If parents/carers remain unhappy, they can contact the Senior Leadership Team or submit a complaint by following the Complaints Policy.