

Inclusion & SEND Policy & Guidance

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.

1. Ethos Statement and Aims

It is the aim of the Governor Board of Yew Tree Primary School to support the implementation of policies and procedures which develop the skills our children need to achieve our vision of:

'Learning without limits'

As a part of this vision, our Inclusion & SEND Policy and Local Offer Report aim to:

- Set out how our school will support and make provision for pupils with special educational needs or disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

The school's approach to SEND & Inclusion operates within the following principles:

- A child with SEND should have their needs met.
- The needs of children with SEND will normally be met in mainstream schools or settings.
- The views of the child should be taken into account.
- Parents have a vital role to play in supporting their child's education.
- Children with SEND should be offered full access to a broad, balanced and relevant education, including an appropriate curriculum.

2. Legislation and guidance

This policy and 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, SEND co-ordinators (SENDCOs) and the SEND information report
- **Equality Act 2010**, which legally protects people from discrimination in the workplace and in wider society
- **Education Bill 2011**, which legislates around educational policy and provision

3. Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools. Children may have special educational needs either throughout, or at any time during, their school career.

4. Roles and responsibilities

4.1 The Inclusion Leader (SENDCO)

The Inclusion Leader (SENDCO) is Ms Amy Walker-Laver, and she can be contacted on 01922 626 926, or by emailing enquiries@yewtree.sandwell.sch.uk

We also have an Assistant SENDCO who supports SEND provision in school. Our Assistant SENDCO is Ms Jacoba Wilkes.

They will:

- Work with the Head Teacher and Governing Body to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options, and a smooth transition is planned
- Ensure the school keeps the records of all pupils with SEND up to date
- Work alongside the ECM team and Safeguarding & Pastoral Leader in planning the curriculum for pastoral support and monitoring the emotional wellbeing of children

4.2 The SEND Link Governor

The current SEND Link Governor is Laura Chamberlain.

The SEND Link Governor will:

- Help to raise awareness of SEND issues at governing body meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the Governing Body on this
- Work with the Head Teacher and Inclusion Leader (SENDCO) to determine the strategic development of the SEND policy and provision in the school.

4.3 The Head Teacher

The Head Teacher will:

- Work with the Inclusion Leader (SENDCO) and SEND Link Governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class, including those with SEND
- Working with the Inclusion Leader (SENDCO) to ensure that children with SEND, along with all other children, receive a broad and balanced curriculum that is appropriate to their level of development
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the Inclusion Leader (SENDCO) to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow the SEND policy

4.5 Local Authority

Each Local Authority is responsible for:

- Supporting children and young people with Special Educational Needs and Disabilities (SEND).
- Ensuring that all children and young people with SEND receive appropriate educational provision, in line with the Children and Families Act 2014 and the SEND Code of Practice (2015).
- Assessing needs through the Education, Health and Care (EHC) needs assessment process and, where appropriate, issuing and maintaining EHC Plans.
- Ensuring that there is a sufficient range of high-quality SEND provision available across the local area and publish this information in the Local Offer.
- Providing support services such as educational psychologists and specialist teaching teams
- Ensuring smooth transitions between educational stages
- Promoting inclusive practice and improve outcomes for learners with SEND.

5. SEND Information Report

5.1 The types of SEND that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, speech, language and communication needs (SLCN), autistic spectrum condition (ASC).
- Cognition and learning, for example, moderate learning difficulties (MLD), severe learning difficulties (SLD), and specific learning difficulties (SpLD) which can include dyslexia, dyspraxia and dyscalculia.
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD), anxiety or attachment disorder.
- Sensory and/or physical needs, for example, visual impairments (VI), hearing impairments (HI), processing difficulties, epilepsy or physical disabilities (PD).

5.2 Identifying pupils with SEND and assessing their needs

At Yew Tree Primary School, we are committed to the early identification of pupils with Special Educational Needs and Disabilities (SEND) to ensure timely and appropriate support. We use a range of methods to identify potential SEND, including ongoing teacher assessments, observations, and monitoring of pupil progress against age-related expectations. Where a pupil is not making expected progress, despite high-quality teaching, staff may raise a concern and work

collaboratively with the Inclusion Leader to gather further information. Where necessary, advice from external agencies may be sought to support accurate identification. This process ensures that all pupils' needs are understood and met with suitable interventions and support strategies. Identification is a continuous process, and we remain alert to changes in a pupil's needs over time.

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

5.3 Consulting and involving pupils and parents/carers

We will have an early discussion with the pupil and their parents/carers when identifying whether they need special educational provision. At all stages of the special needs process, the school keeps parents/carers fully informed and involved. We take account of the wishes, feelings and knowledge of parents at all stages. We encourage parents to make an active contribution to their child's education. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and working with parents, we will discuss if the child should be added to the school SEND register or just continue to be monitored.

We have regular meetings each term to share the progress of special needs children with their parents/carers. We inform the parents/carers of any outside intervention, and we share the process of decision-making by providing clear information relating to the education of children with special educational needs. Early identification is vital. The class teacher informs the parents/carers at the earliest opportunity to alert them to concerns and enlist their active help and participation.

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**. The class teacher will work with the Inclusion Leader (SENDSCO) to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly. All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

The class teacher and the Inclusion Leader (SENDCO) assess and monitor the children's progress in line with existing school practices. The Inclusion Leader (SENDCO) works closely with parents/carers and teachers to plan an appropriate programme of intervention and support. Together targets are created and added to an Individual Education plan (IEP) that is assessed regularly. Individual Education Plans and Interventions are uploaded and analysed using an online system called Insight which is accessed by staff as required at each stage of the assess, plan, do and review graduated approach.

5.5 Supporting pupils moving between phases and preparing for adulthood

When a child is moving to a new school, either at the end of a Key Stage or at another time, we will share information with the school, college, or other setting the pupil is moving to. For Key Stage transitions we will also work with children to discuss the different challenges that they might face and support them with strategies to help them in their new school. Many schools offer additional transition days for children with SEND, and where appropriate we will ensure that invitation is made to children who will benefit from these.

5.6 Our approach to teaching pupils with SEND

Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations.
- require different strategies for learning.
- acquire, assimilate and communicate information at different rates.
- need a range of different teaching approaches and experiences.

Teachers are responsible and accountable for the progress and development of all the pupils in their class, including those with SEND. At Yew Tree Primary School, we are committed to providing high-quality, inclusive education for all pupils. "Ordinarily available provision" 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). This includes high-quality, differentiated teaching tailored to individual learning needs, access to targeted small group or one-to-one interventions, and reasonable adjustments in the classroom such as visual aids, assistive technology, or adapted resources. Staff are trained to recognise and respond to a range of needs, including those related to cognition and learning, communication and interaction, sensory and/or physical difficulties, and social, emotional and mental health. We work closely with pupils and their families to ensure that the support provided is appropriate and effective, and we regularly review and adapt our provision to meet the evolving needs of all learners.

We also provide a range of interventions to support accelerated progress. These could include:

- Reading: Differentiated guided reading support, Precision Teaching (Reading), additional phonics support, Lexia.
- Writing: Handwriting groups, Precision Teaching (Spelling), Sandwell Writing intervention, Fine-motor skills, Kinetic Letters.
- Mathematics: 5-minute maths box, Maths Catch-Up sessions, 99 club, MTC
- Speech and Language: Welcomm, Speech and Language Therapist and Sessions, 1:1 directed speech and language sessions, Social Use of Language Programme (SULP)
- Social, Emotional and Mental Health: Drama Therapy, Social groups, self-esteem groups, 1:1 mentoring, pastoral support.

5.7 Adaptations to the curriculum and learning environment

Here are some examples of adaptations made to ensure all pupils' needs are met:

- Scaffolding our curriculum to ensure all pupils can access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing

- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.

Differentiation of teaching methods can include giving longer processing times, pre-teaching of key vocabulary, visual aids, reading instructions aloud, etc. All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to:

- understand the relevance and purpose of learning activities.
- experience levels of understanding and rates of progress that bring feelings of success and achievement.

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, we ensure that children experience success. IEPs identify the SMART targets pupils are working towards and the provision that is in place to support the pupil to reach these targets. IEPs are shared, regularly updated and analysed using Insight, and these are shared with parents in a termly review and amend cycle.

We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom situation. There are times though when, to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom.

5.8 Additional support for learning

Teaching assistants will support pupils, sometimes on a 1:1 basis or in a small group, when it has been identified that the child needs support that is additional to and different from their peers, and where the intervention fits with the identified targets for the child.

We work with the following agencies to provide support for pupils with SEND:

- Complex Communication and Autism Team (CCAT)
- Counselling Services
- Educational Child Psychologists
- Occupational Therapists
- School Nursing Team, Paediatricians and GPs
- Speech and Language Therapists
- Sensory Support Services – Hearing Support Team
- Sensory Support Services – Vision Support Team
- Physiotherapists
- NSPCC
- Community Paediatricians
- Inclusion support – Social, emotional and mental health advisory teacher
- Inclusion support – Support and learning advisory teacher
- Child and Adolescent Mental Health Service (CAMHS)
- Drama Therapist
- SENDIASS

5.9 Expertise and training of staff

Our Inclusion Leader (SENDSCO) has worked as a class teacher across the whole Primary School range and has been SENDSCO at previous settings.

We currently have a team of 26 teaching assistants, including 2 higher level teaching assistants (HLTAs) who work within the ECM team. In the last academic year, teachers and Teaching Assistants have received training within school to support the development of our provision for all children. This has included target setting, differentiation and tailored neurodiversity training.

We use specialist external staff for individual provision, including Speech and Language Therapy, Drama Therapy and Educational Child Psychology Assessments.

5.10 Securing equipment and facilities

When required, we secure appropriate equipment and amend facilities to support children with SEND. More detail relating to these elements can be found in our Accessibility Plan.

5.11 Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each long term
- Reviewing the impact of interventions after every short term
- Using pupil questionnaires
- Monitoring by the Inclusion Leader (SENDSCO)
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC Plans

The Inclusion Leader (SENDSCO) monitors the movement of children within the SEND system in school. The Inclusion Leader (SENDSCO) provides staff and governors with regular summaries of the impact of the policy on the practice of the school.

The Inclusion Leader (SENDSCO) is involved in supporting teachers in drawing up Individual Education Plans (IEPs) for children. They and the Head Teacher hold regular meetings to review the work of the school in this area. The Inclusion Leader (SENDSCO) and the named link governor with responsibility for special needs also hold termly meetings.

The Governing Body reviews this policy annually and considers any amendments considering the annual review findings. The Inclusion Leader (SENDSCO) reports the outcome of the review to the full governing body.

5.12 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

All of our extra-curricular activities and school visits are available to all our pupils, including our after-school clubs. All pupils are encouraged to go on our residential trips in Years 2, 4 and 6. All pupils are encouraged to take part in sports day, themed weeks and special workshops through the year. No pupil is ever excluded from taking part in these activities because of their SEN or disability. Our Accessibility Plan is available on our website and contains further information about the development of our school as an inclusive building and community.

In some cases, additional staffing within a classroom may be used to support pupils with an EHCP through 1:1 activities or in small group support. The school tries to ensure that any pupils who require some individual support access this from a range of staff to ensure that pupils do not become reliant and begin to develop their own independence skills.

5.13 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in a range of ways, from in-class discussion to withdrawal time and specific intervention to help children's emotional development. Within class, we ensure that teachers are aware of any needs relating to social and emotional development. The PSHE curriculum is used weekly for classes to discuss issues together and develop their understanding and appreciation of each other.

Our Safeguarding and Pastoral Leader is Ms Roberts, and we have a pastoral team who see children in small groups or on a 1:1 basis.

Staff are trained and deployed to support the social and emotional development of children in a variety of ways including 1:1 mentoring, behaviour support, social groups and provide advice for teachers and other staff as to how best to support children's emotional and social development. We also have a 'Worry Post-Box' which gives children opportunity to express any concerns that they have, and all contributions to this are followed up.

5.14 Working with other agencies

We engage with a range of external support agencies where appropriate, including:

- The Educational Child Psychologist visits the school regularly, following discussion with the Inclusion Leader (SENDCO) as to the purpose of each visit.
- A Speech and Language Therapist who works with children whose speech or language understanding is delayed, and to set targets for them to work on with other school staff. These visits are coordinated with the Inclusion Leader (SENDCO).
- The school liaises with Local Authority Teams such as Social, Emotional and Mental Health and Learning advisory teachers to access specific support and information, share resources and access in-service training, which is resourced through Sandwell Inclusion support.
- Specialist expertise is sought where we do not have the necessary in-house expertise: for example, in relation to children with autistic spectrum disorders, severe emotional and behavioural difficulties.
- Teachers from the Sensory Impairment Team work in school to support children, both with and without Education and Health Care Plans, who have vision or hearing impairment. The specialist teachers work directly with children where this is indicated on an Education and Health Care Plan. Class teachers plan alongside these specialist teachers who also attend and contribute to reviews of children's targets and IEPs.
- Consultations with other agencies such as the School Nursing Team, Relexions and the Primary Mental Health Specialist and CAMHS take place as required.

5.15 Complaints about SEND provision

We need to know immediately if your child's progress or behaviour causes you concern so that we can devise and agree a strategy with you and carry it out. Complaints about SEND provision in our school should be made to the class teacher or to the Inclusion Leader (SENDCO) in the first instance. If these remain unresolved, then they will be referred to the Head Teacher.

The governor with specific responsibility for SEND may be involved if necessary. In the case of an unresolved complaint, the issue should be taken through the general Complaints Procedure (available on our website). This excludes complaints about the statutory assessment process for children with SEND.

5.16 Contact details of support services for parents of pupils with SEND

Our Every Child Matters (ECM) Team at Yew Tree works with parents/carers and families to support them, including through our Family & Community Leader, parenting courses and individual meetings. More information about this team can be found on our website at

www.yewtreeprimary.co.uk/meet-the-staff

Support for parents/carers is also available through other agencies and services, and these agencies are listed on the Sandwell Local Offer site at www.sandwell.gov.uk/send

5.17 Contact details for raising concerns

In the first instance, concerns about a child's progress or behaviour should be raised with the class teacher. The teacher will then make observations and report back to you and the Inclusion Leader (SENDCO), so that appropriate targets can be set and provision put in place if required.

Class teachers are available to meet with parents, and can be contacted through the school office on 01922 626 926 or enquiries@yewtree.sandwell.sch.uk

5.18 The Local Authority local offer

Our contribution to the local offer is found on our website at www.yewtreeprimary.co.uk/send-information-1

Our Local Authority's local offer is published at: www.sandwell.gov.uk/send

6. Monitoring arrangements

This policy and information report will be reviewed by the Inclusion Leader (SENDCO) **every year**. It will also be updated if any changes to the information are made during the year. It will be approved by the Governing Body.

7. Links with other policies and documents

This policy links to our policies on:

- Accessibility Plan
- Anti-Bullying Policy
- Equality and Diversity Policy
- Medical Needs and Medication Policy
- Positive Behaviour Policy

All of these can be found on our website at www.yewtreeprimary.co.uk/key-policies-procedures