



# **Special Educational Needs (SEN) & Disability Policy**

**Agreed by the Governing Body 25th January 2022**

**Reviewed dates:**

**January 2023**

**January 2024**

**Next review date January 2026**

## Contents

|  |   |
|--|---|
| 1. Aim .....   | 3 |
| 2. Procedures .....  | 3 |
| 3. Roles and Responsibilities of Headteacher, Staff and Governors..... | 4 |
| 4. Education, Health, and Care Plans (EHCP) .....                      | 5 |

## 1. Aim

Yewtree Primary School is committed to providing an inclusive and supportive learning environment for all students, irrespective of their abilities, disabilities, or special educational needs. This policy outlines the school's approach to identifying, assessing, and meeting the needs of students with SEND. Our educational philosophy emphasises the provision of learning opportunities through continuous observation and monitoring. This practice is designed to offer firsthand, practical experiences tailored to meet the evolving needs of the students who attend Yewtree Primary School.

## 2. Procedures

In line with the SEND Code of Practice (2015) we have a designated member of staff to be the Special Educational Needs Co-ordinator and Assistant Head Teacher

**Pascie King-Bushell**

**Contact Details**

**Tel: 01442 424920**

- Provision for children with Special Educational Needs is the shared responsibility of all staff.
- Our admissions practice ensures equality of access and opportunity for all learners.
- We offer a broad and balanced curriculum that is adapted to be inclusive, catering to the diverse needs of all children.
- At Yewtree, we implement a graduated approach for early identification of SEND needs, following a clear flow chart to explore potential requirements.
- We adhere to a three-step process for identifying needs and making reasonable adjustments to support learners effectively.
- When adjustments benefit the learner, we introduce a one-page profile that communicates their needs to all staff. The learner is then placed on the monitoring register to track the provisions and support in place.
- If it becomes evident that a child requires more targeted support, we develop an ADPR (Additional Detailed Provision Review) to ensure their needs are met.
- Parents are kept informed throughout the process and are encouraged to share valuable insights about their child's needs.
- The child's details are placed on the school's SEND register, outlining needs, individual targets, and links with external agencies.
- Parents, and where possible the child, will be fully involved in developing and reviewing the Individual Support Plan and their classroom provision.
- We have systems for assessment, planning, provision reviewing provision and support for children with SEND.
- We ensure that our staff receive comprehensive training from both internal and external agencies, staying up to date with the latest best practices and resources in SEND support.
- We collaborate with other external agencies through, Early Support Team Around the Family meetings (TAF), Families First Assessments and the Education Health Care plan (EHC) process
- We ensure effectiveness of our special educational needs provision by collecting information from a range of sources e.g., Individual Support Plan reviews, staff and management meetings, parental and external agency views, inspections, and complaints.
- This information is collated, evaluated, and reviewed annually.
- We provide a formal complaints procedure for any concerns or issues.
- The policy is monitored and reviewed annually.

### **3. Roles and Responsibilities of Headteacher, Staff and Governors**

All staff members will actively contribute to addressing the unique educational needs of individuals and adhere to established school protocols for assessment, adjusting provisions, as necessary. In collaboration with the Headteacher, the governing body bears the legal responsibility for formulating policies and determining the provisions for children with Special Educational Needs and Disabilities (SEND).

#### **Staff at Yewtree School will:**

- Identify the needs of children with SEND as early as possible and being anticipatory of need.
- The SENCO will conduct an observation of the child, deciding whether the child needs targeted intervention or a change in provision.
- Staff will work alongside the SENCO to support the child, reviewing and assessing targets and provision.
- Discuss with parents if children's progress gives cause for concern and together agree how children can be best supported.
- A one-page profile will be created to help adults understand a child's barrier to learning and how to ensure they are planning to meet their needs.
- Use the Assess, Plan, Do, Review cycle in guidance with SEND code of Practice (2015)
- Work collaboratively with parents to support children through developing Individual Support Plans (ADPR), that will be reviewed regularly to ensure need is matched to provision and adapting, as necessary.
- Provide a school environment where children feel safe and valued.
- Have a whole school approach to the support of SEND
- Work in partnership with other agencies to meet individual needs and develop provision on site
- In line with the Equality Act (2010), aim to make reasonable adjustments to provision, promote inclusive practice and remove barriers to learning
- Monitor and review our policy, practice and provision and adjust accordingly.
- For substantial needs, the initiation of an Education, Health, and Care Plan (EHCP) will commence when identified by the SENCO.

#### **The Headteacher has responsibility for:**

- The management of all aspects of the school's work, including provision for SEND
- Keeping the governing body informed about SEND issues.
- Ensuring the implementation of this policy and the effects of inclusion policies are monitored and reported to governors.

#### **The governing body will ensure that:**

- Appropriate provision is made for children with SEND.
- Parents are notified if the school decides to provide special educational needs provision for their child.
- Children with SEN are included in all school activities as far as practical and compatible with their needs.
- They are kept fully informed of SEND issues, so they can play a part in school self-review.
- The quality of SEND provision is regularly monitored
- They are involved in the development and monitoring of this policy.

**The Special Educational Needs Co-ordinator/Inclusion Co-ordinator (SENDCo/INCo) is responsible for:**

- Overseeing the day-to-day operation of this policy
- Ensure all practitioners in the setting understand their responsibilities to children with SEND and the setting's approach to identifying and meeting SEND needs.
- Observing staff and advising and supporting colleagues to deliver quality first and inclusive teaching.
- To ensure that necessary interventions are put in place for children's needs that are not met through quality first teaching.
- Ensuring parents are actively involved throughout and that their insights inform action to be taken by the setting.
- Liaising with professionals or agencies beyond the setting, coordinating meetings and
- provide a link between agency, staff, and parents
- Liaising with staff to coordinate provision for SEND
- Maintaining the schools SEND register and records
- Contributing to the in-service training of staff
- Liaising with SENDCO's in receiving schools/settings to provide smooth transitions
- Applying for additional funding which is used to support children's individual SEND
- Applying for an Education Health Care Plan if appropriate so that children's individual needs are supported

**Class Teacher/Teaching Assistant responsibilities:**

- Include all children in the class by providing an adapted and inclusive approach
- Ensuring their individual needs are met through the Individual Support Plan and informing the SENDCo/INCo when targets need reviewing
- Ensuring robust assessment through observations, monitoring, and assessment.
- Making themselves aware of the procedure for identifying SEND — Assess, Plan, Do, Review.
- Give feedback to parents during parent consultations.

#### **4. Education, Health, and Care Plans (EHCP)**

When the SENDCo or headteacher feel a child has extensive needs which will impact their access to the school provision and a support plan is not sufficient to meet a child's needs, in partnership with parents/carers, Yewtree Primary school can apply to the Local Education Authority for an assessment to decide if an Education, Health and Care Plan (EHCP) is necessary. Whilst this process takes place, existing support will continue. Parents may also apply for an EHCP independently from the school if they prefer. In this instance, the school will then provide any information requested from the Local Authority as part of the process.