



Special Educational Needs And Disabilities Information Report

February 2026

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Yewtree believes that all teachers are teachers of SEND and all are invested in ensuring that every child can reach their full potential.

Yewtree Primary School is an inclusive school that embraces a variety of special educational needs. At Yewtree we believe that every child is an individual and that each one is valuable to our school community. Every child has the equal right to join in every area of school life and the right to learn, enjoy and progress within our environment. We are a needs-based school rather than a diagnosis-led school. Children receive the support they need to achieve, regardless of formal diagnosis.

1) How does the school know if children need extra help and what should I do if I think my child may have special educational needs?

The school recognises the need for a graduated approach to the identification and assessment of children who fall behind age-appropriate expectations. This means that the approach and provision will be suited to the current needs of your child and this may change over time.

Special Educational Needs and Disabilities (SEND) provision is categorised in four broad areas of need, as detailed in SEND Code of Practice (2015).

1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotional and/or Mental Health
4. Sensory and/or Physical Needs

Teachers identify children's needs through continuous assessment, marking work, observation, and feedback to ensure high-quality teaching. Senior leaders monitor teaching and teacher assessments across the curriculum, observing children both informally in lessons and during play to see how they approach learning and interact with peers.

Children's progress and learning are regularly discussed with the Special Educational Needs and Disabilities Co-ordinator (SENCo), the Headteacher, class teachers, and teaching assistants. The SENCo also conducts focused observations to support identification and planning. Further information is gathered by speaking with parents and carers and by talking directly to the children to understand their views, experiences, and needs.

If you have any concerns about your child's learning, or if your child has a disability, the first point of contact is your child's class teacher. They will discuss your concerns with the SENCo to determine

whether any action is required. This initial stage is known as a SEND Cause for Concern (Iceberg) approach, to uncover root causes of complex problems by looking beneath visible symptoms. We will then arrange a meeting with parents to discuss any concerns in more detail. Together, we will agree on a plan for the next steps, which will be reviewed after six weeks. If it is felt that the Assess, Plan, Do, Review (APDR) cycle and targeted interventions are appropriate, this will be led by the class teacher and overseen by the SENCo.

After several cycles of targeted support focused on addressing barriers to learning, we will review your child's progress. If sufficient progress has not been made, we may consider seeking advice from external professionals. Following this, and with continued use of the APDR process, we may then consider whether an EHCP assessment is appropriate.

We operate an open-door policy; however, if the class teacher is unable to speak with you immediately, you are welcome to phone, email, or arrange an appointment. There are also opportunities to discuss any concerns during parent consultation evenings.

If your child has an identified special educational need before joining Yewtree School, the Early Years Team will work closely with you and the SEND team to ensure that appropriate support is in place prior to your child starting with us. For in-year admissions, we will also consult with you and your child's previous school to ensure a smooth transition and that any SEND support continues seamlessly.

2) How will school staff support my child?

All children are supported in school by the senior leadership team to ensure that we are providing high quality first teaching. Teaching is monitored and developed continually, and specific training, advice and support are put into place for both teachers and support staff as and when necessary.

Your child's teacher will develop a strong bond with your child. They will work with you to ensure that your child is happy and settled into school life at Yewtree. If the teacher has concerns about a pupil's learning, these will be raised with you during parent consultation, or sooner if appropriate. At this stage, the child's needs will be accommodated through an adapted curriculum and scaffolding of work in the class and remain in the class teacher's responsibility.

The class teacher will direct teaching assistants to support children in lessons. Our teaching assistants are at times deployed to support classes, as well as being trained to deliver additional and targeted support. This might be by use of programmed interventions or interventions individually tailored to

address gaps in children's learning, to show steps of progress. In addition, we deliver interventions which support children's development of their self-esteem, social skills, and behaviour choices.

The SENCo supports teachers in planning, monitoring, and evaluating provision, as well as coordinating support from external agencies. Families who receive advice or support from any external agency will have opportunities to plan and review learning targets alongside the class teacher and the parent or carer.

If a child is looked after by the local authority, the Headteacher, Mrs K Yilmaz, as the Designated teacher for looked-after children, will coordinate care within school.

The school also has a SEND Governor, Mrs Dawn Helfgott, who oversees the school's work with SEND and ensures that the quality of provision is regularly monitored.

3) How will I know how my child is doing?

Teachers at Yewtree Primary School provide feedback to your child in a variety of different forms (verbal, written, whole class, group and individual), to let them know how they are doing and to understand how they need to improve. We will always encourage pupils through pupil voice, to express their views about what helps them with their learning.

Meetings are held each term with parents and teachers, during which any Special Educational Needs and agreed targets will be discussed and reviewed. Parents and carers will have the opportunity to contribute to the strengths and interests based one-page profiles along with their child, which outlines the ordinarily available provision that works best for their child. Where appropriate, there will also be a review of APDR targets.

We value both parent and pupil voice, as this helps ensure a shared understanding of what each child is working towards throughout the year, adhering to the core principles underpinning the SEND Code of Practice (COP), by taking into consideration the views, wishes and feelings of both the child and the parent (COP 1.1).

Yewtree Primary School issues an annual progress report for all pupils at the end of the year.

The effectiveness of the school's provision for children with SEND is monitored, evaluated, and reported to governors by the Senior Leadership Team.

4) How will the learning and development of provision be matched to my child's needs?

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. (COP 6.37)

Teachers at Yewtree plan and provide targeted teaching where necessary and adapt provision for children who receive SEND support. This focused support means that the learning is suited to the child's current needs based on assessment of the children's learning. Teachers adhere to Hertfordshire's Ordinarily Available Provision guidance which supports them to reflect on and strengthen their provision for all children including those with SEND.

The method of identifying and allocating provision follows a graduated approach; the 'Assess, Plan, Do, Review' model of intervention and support. Barriers to learning are identified and assessed and support is planned by drawing on a range of strategies designed to support progress in school. This support is recorded on their individual APDR plan.

Where required, a child will have their work scaffolded which involves temporary support that is removed when it is no longer required, providing enough support so that pupils can successfully complete tasks that they could not yet do independently. Scaffolds can include modeling (think-aloud), using writing frames/sentence starters, target planners, breaking assignments into smaller chunks, pre-teaching vocabulary, and using visual aids or manipulatives.

Targets and programs of learning suggested by external professionals will be incorporated into the class work delivered by the class teacher and teaching assistants.

Some of the professional services that school may put a referral into are:

- Speech and Language Therapy Services (SALT)
- Speech Language Communication and Autism team (SCLA)
- Occupational Therapy Services (OT)
- Physical Neurological Impairment Team (PNI)
- Positive Behaviour, Autism, Learning Disability and Mental Health Service (PALMS)

In addition, we offer a range of in-school support to meet the social, emotional, and behavioural needs of our pupils, including BRICK skills for social communication, nurture groups, PSHE lessons, and the Behaviour curriculum. These interventions are designed to complement classroom learning and support each child's individual development.

5) What provision is in place to promote and support my child's overall wellbeing?

At Yewtree Primary School, children's overall well-being is a central aim. We have counsellors who are employed by the school, through Safe Space, to provide support for children's social, emotional and mental health needs.

We offer a range of proven targeted interventions such as:

- DESTY, a program written by an educational psychologist to promote emotional resilience.
- Drawing and talking, which is a therapy to support the healing of trauma.
- Brick skills, a building brick therapy which is an evidence-based intervention that has been developed to support pupils to engage in positive interactions with peers.

These interventions are carefully matched to individual needs and are delivered by trained staff. Progress is monitored regularly to ensure that the support provided is having a positive impact and helps children overcome barriers to learning.

Our behaviour policy ensures that every child's well-being is a focus and is modelled upon Restorative Practice which has a positive therapeutic approach. Adjustments of this policy for some children who receive SEND support are sometimes necessary but if this is the case, we will discuss this with you.

Our school provides a variety of playground equipment and resources, encouraging imaginative, active, and cooperative play in line with the OPAL (Outdoor Play and Learning) ethos with the vision that play is the process through which children learn everything that they need to know that cannot be taught, helping to ensure happy and engaging playtimes for all children.

6) What specialist services and expertise are available at or accessed by the school?

At Yewtree, the SENCo co-ordinates the specialist support of all external agencies. An annual audit is used to assess next steps in training for staff and external agency training is used to continue professional development in SEND areas. Whole school staff meetings and INSET are dedicated to training staff. The SENCo regularly accesses best practice locally through local SENCo cluster meetings, as well as attending specific training to inform and update their practice.

At times, it may be necessary to consult with external agencies to receive their more specialised expertise. There may also be times it is appropriate for the school to apply for Higher Needs Funding to support the school to meet the needs of the child.

The agencies used by the school include but are not limited to:

- Speech and Language Therapy Service
- Educational Psychologist
- School Nurse
- Family Support Worker
- Dacorum Family Services
- DSPL8
- Ask SALI
- Speech, Language, Communication and Autism Team
- Hertfordshire Children's Services
- NHS Health Teams
- The Virtual School
- DESC – Dacorum Education Support Centre
- ESMA (Education Support through Medical Absence)

7) What training and professional development have staff undertaken to support SEND?

At Yewtree our staff team have ongoing professional development to improve skills and maximise the impact of their support. The SENCo ensures staff attend a multitude of training opportunities each year to maintain excellent professional development, and to be able to cascade training to other staff. This is embedded into the staff appraisal process.

The SENCo holds the NASENCo award and is responsible for making sure all staff have access to relevant local training opportunities and for providing/facilitating up to date training at INSET.

Training is refreshed regularly, and all opportunities for additional training are sought to ensure that staff have an up-to-date working knowledge of SEND issues and current legislation. Training is decided by children's needs; whole school focuses and staff professional development needs. Recent staff training includes HFL Effective planning and support for pupils with SEND in English.

The school uses a range of SEND support services including teachers for Hearing and Visual Impairment, ASD Advisory teachers, Behaviour Support advisors and Speech and Language Therapists. Requests for this level of support are accessed through a referral process and allocated in line with need thresholds.

8) How will you help me to support my child's learning?

Your role as parent is central to their education. We therefore value your knowledge and expertise about your child and aim to do this by supporting not only your child but also you as a family.

Regular communication between parents, class teachers, pupils and the SENCo is key to supporting children in their education. Some children will only require targeted support for a brief period whereas others might need longer term, specialist support. Yewtree Primary School, in line with advice from the Local Authority may reference or use the new September 2025 guidance regarding Ordinarily Available Provision to make decisions about strategies to support children experiencing barriers to learning.

The Class Teacher is responsible for:

- Delivering quality first teaching (QFT) - targeted classroom teaching.
- Alongside the SENCo, identifying what support will be appropriate to ensure that progress is made in every area.
- Adjust lessons considering the primary needs of the learners (this involves whole class and individuals).
- Providing/coordinating in class interventions where appropriate.
- Working with SENCo to check on the progress of your child and identifying, planning, and delivering any additional help your child may need.
- Writing SEND report action plans (assess, plan, do, review, process).
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

The SENCo is responsible for:

- Developing and reviewing the school's SEND policy.
- Co-ordinating all the support for children with special educational needs or disabilities (SEND). This involves collaborating closely with all staff involved with children in need of additional support.
- Ensuring that you are i) Involved in supporting your child's learning, ii) Kept informed about the support your child is getting.
- Consulting with all the external agencies who may be coming into school to help support your child's learning.
- Updating the school's SEND register (a system for ensuring that all the SEND needs of pupils in this school are known) and making sure that records of your child's progress and needs are kept.
- Providing specialist support for teachers and support staff in the school, so that they can help children with SEND in the school to achieve the best progress possible.

9) How does the school enable constructive partnership working with families?

There are a range of ways you as the parent/carer will be included in the discussions and planning to support your child:

- Regular communication from your child's class teacher.
- Parent teacher consultations where parents participate in discussions about their child's education.
- 'Open door' policy where parents can speak to a teacher after school - Telephone calls/Email via the school office.
- Workshops where parents/carers can be included.
- Regular parent forum meetings and SEND coffee mornings.
- Termly reviews for children with APDRs (Assess, Plan, Do, Reviews).
- Annual review meetings with parents and professionals of children with an EHCP.
- An annual questionnaire is sent out to ascertain parent voice surrounding the provision of inclusion at Yewtree and this is used to inform next steps and celebrate what we are doing well.
- The SENCo can be contacted by phone, email or by drop in when she is available.
- We would discuss any additional outside agency involvement with you, in advance, and we would always gain your permission for any external agency involvement.
- Additional 1:1 meetings are held with the SENCo, and these can be requested by parents at any time.

10) How will my child be included in activities outside the classroom including school trips?

All children are included in all school activities and trips.

- Staff plan for any additional resources/accessibility issues, which might need to be addressed.
- Parents are involved at every stage, and the aim is for every child to fully participate in the full life of our school. This includes residential trips.
- Where necessary, risk assessments will be conducted, and reasonable adjustments will be made according to each child's needs.

11) How accessible is the school environment?

The school is fully compliant with the Equality Act and reasonable adjustments are made for all children with SEND where necessary. The building is fully wheelchair accessible and has disabled changing and toilet facilities. Specialised equipment is provided where appropriate for children with SEND needs and advice is sought from the appropriate medical/health professionals to ensure all children's health and physical needs are catered for within the school environment.

12) Who can I contact for further information?

The school office is always open throughout the day, and office staff can direct enquiries to the most appropriate member of staff. Class teachers are the first people to contact if you have a concern or query.

Class teachers are available at the end of the day, or will gladly see you with an appointment, which can be made through the school office on: admin@yewtree.herts.sch.uk.

Please contact the SENCo/Assistant Head Mrs P King-Bushell or SENCo Mrs K Feeley on 01442 424920 or through the school office admin email above.

If you wish to make a complaint, the school has a complaints procedure, which is available from the school website and/or the school office.

13) How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education and life?

There is a detailed transition program in place for children new to the school, moving to new classes or leaving the school. The level of support offered is dependent on each child's needs, age, and development. Children entering the school with SEND will have a tour of the school with their parents or carers and a member of the senior leadership team.

After that, the point of contact will be the class teacher and SENCo who may conduct a home visit (if needed) to ascertain what provision a child may need before they start school. This helps to support a smooth transition and ensures that settling into school is comfortable and manageable for the child.

We share information from the preceding school and will work closely with you to help transition. When starting Nursery or Reception, before starting school, the Early Years team will meet with you to discuss your child.

Children moving from one year group to the next within school take part in transition days with their new teachers. Teachers also hold transition meetings to discuss the needs of all children in their new class, ensuring continuity of support.

Children who are moving on to secondary school take part in transition days within their new settings. Primary-to-secondary transition arrangements may include pupils meeting teachers from their new secondary school while still at primary school, handover meetings between primary and secondary staff, and meetings between the SENCos from both schools. These meetings take place during the summer term to ensure that essential SEND information is shared, and that appropriate provision is in place from the first day of the autumn term. Transition into Year 7 for children with SEND begins with the completion of transition paperwork to identify whether additional support may be required. This support may include extra transition days or meetings involving parents and the secondary school. Once arrangements have been confirmed, parents will receive a letter from the secondary school outlining the transition of support in place and the dates their child will be able to visit. If you have any concerns that your child is worried about in terms of induction or moving on, please contact the class teacher.

14) How are the school's resources allocated and matched to children's special educational needs?

The school has a designated portion of its overall budget known as the SEND budget. This funding is used to support the progress of children with SEND, including employing Teaching Assistants to provide targeted support and purchasing specialist equipment and resources to meet individual needs.

These decisions are made in consultation between the SENCo, Headteacher and class teacher. Some decisions are informed by advice from outside agency recommendations and termly tracking of pupils' progress. The school may be able to buy specific resources which can help to remove barriers to learning or to meet needs. However, decisions about resources are all signed off by the Headteacher as the use of resources needs to be carefully balanced to consider the needs of the entire school community.

15) How is the decision made about how much support my child will receive?

Unless your child receives Local Higher Needs, Funding or has funding as part of their EHCP (county dependent), they will not receive 1:1 adult support. Sometimes, pupils need support which is different from or additional to that of their peers. If this is the case, we will meet with you to discuss and plan

this. Any adjustments or interventions put in place for a child will be clearly detailed and shared with relevant staff, you, and the pupils, as necessary. Support is recorded on APDR (Assess, Plan, Do Review) plans and throughout the year you will be invited to comment on these plans/sign in agreement to them.

The amount and type of support offered to a child is determined by a detailed analysis of a child's needs, barriers to learning, stage of development, their own views and consultation with their class teacher and external agencies. This support is reviewed regularly with amendments being made to the program of support. Interventions typically last between 1 and 2 terms, with the emphasis being on early identification and targeted effective support to minimise any long-term need for additional support.

16) How will my child be supported if they have a medical need?

Yewtree supports children with medical needs by working closely with parents, external professionals, and staff to ensure each child is safe, included, and able to achieve.

Care plans are put in place where needed, outlining medical requirements, medication, and emergency procedures. Staff receive appropriate training, including up-to-date paediatric first aid, and medication is stored and administered safely with clear records kept. Reasonable adjustments and risk assessments ensure children can take part fully in learning and school activities, while ongoing communication and pastoral support promote wellbeing and confidence.

We have qualified pediatric first aiders on our staff, with designated staff on call at play and lunch times, to deal with first aid matters; all staff have bi-annually first-aid training which includes asthma and Epi-pen/JEXT training.

17) How can I find information about the local authority's Local Offer of services and provision for children and young people with special educational needs and disabilities?

The authority's local offer of services and provision for children and young people with SEND can be accessed at <https://www.hertfordshire.gov.uk/microsites/local-offer/the-hertfordshire-local-offer.aspx>