



Special Educational Needs and Disabilities Policy

Approved :

March 2026

Next review date

March 2027

Introduction

This document supports the stated visions and values of the school:

Choosing to learn, Growing success

At Yewtree Primary School, every child is empowered to grow, learn, and succeed through strong relationships, high expectations, and a commitment to equality, we nurture confident, curious and resilient learners who thrive academically, socially and emotionally.

The following core values underpin our vision in order for us to support children to **thrive** in our school environment and the wider world.

School Values – T.H.R.I.V.E

T – Trust: We act with honesty and respect, building strong relationships.

H – Hardworking: We try our best and take pride in our achievements.

R – Resilience: We learn from challenges and keep going when learning feels difficult.

I – Independence: We think for ourselves and take responsibility for our learning.

V – Valued: Everyone is important, included and supported.

E – Equality: We ensure fairness, acceptance and equal opportunities for all.

Our SEND policy and SEND Information Report aims to:

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

Statutory legislation

This policy is written in line with Yewtree Primary School's ethos and current legislative requirements, guidance and responsibilities:

- SEND code of practice 0–25 (2015)
- Equality Act 2010
- Children and Families Act 2014
- Schools SEN Information Report Regulations 2014
- Statutory Guidance in Supporting Pupils at School with Medical Conditions April 2014

School's objectives

Based upon our vision, our objectives are to:

- Enable every pupil to experience success
- Provide a high-quality education which has equal academic ambition for all pupils whilst avoiding narrowing or reducing the child's access to the National Curriculum
- Make reasonable adjustments to adapt provision to meet the needs of individuals
- Ensure early identification of SEND
- Promote individual confidence, self-esteem, positive attitudes and opportunities across the school so that every child feels equal
- Ensure pupils who have SEND acquire the knowledge and cultural capital they need to succeed in life
- Give pupils with SEND equal opportunities to take part in all aspects of the school's provision
- Remove the barriers to learning of children with SEND wherever possible
- Identify, assess, record and regularly review pupils' progress and needs.
- Involve parents/carers in planning and supporting at all stages of their child's development
- Work collaboratively with parents, other professionals and support services
- Ensure that the responsibility held by all staff and governors for SEND is implemented and maintained

Definition of Special Educational Needs and Disabilities (SEND)

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them, over and above reasonable adjustments being made within normal classroom practice.

A child of compulsory school age or young person has a learning difficulty or disability if they:

- a) Have a significantly greater difficulty in learning than most others of the same age; or
- b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at a) or b) above or would do so if special educational provision was not made for them (Children and Families Act 2014).

There are four broad areas of Special Educational Need. See Appendix 1 for more details of each area of need.

The SEND Code of Practice 2014

The SEND Code of Practice accompanies the Children and Families Act 2014. More details about the reforms and the SEND Code of Practice can be found on the Department for Education's website: www.education.gov.uk/schools/pupilsupport/sen

Equality and Inclusion

Many children and young people who have SEND may have a disability under the Equality Act 2010 – that is, “a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.”

We understand that these factors affect the well-being of children and can impact on their learning and attainment and so a highly personalised education is required. Yewtree Primary School is committed to promoting equality of opportunity and valuing diversity for all children and families and will comply with its duties under the Equality Act 2010.

The school complies with all relevant accessibility requirements. Please see the Accessibility Plan and Equality Policy and Objectives, which can be found on the school's website, for further details.

Supporting Pupils with Medical Conditions

Pupils with medical conditions are supported in school. Individual healthcare plans specify the type and level of support required to meet the medical needs of such pupils.

Some pupils with medical conditions may also have Special Educational Needs and Disabilities (SEND) and may have an Education, Health and Care Plan (EHCP) which addresses both their medical needs and their educational provision. Yewtree Primary School works closely with parents, healthcare professionals and external agencies to ensure these pupils are fully supported in line with the SEND Code of Practice (2014). The school follows the statutory guidance provided in 'Supporting Pupils at School with Medical Conditions' (2015).

Please refer to Yewtree Primary School's Supporting Pupils with Medical Conditions policy.

Roles and Responsibilities

Provision for children with special educational needs and disabilities is a priority matter for the school as a whole. It is each teacher's responsibility to provide for pupils with SEND in their class and to be aware that these needs may be present in different learning situations. All staff are responsible for helping to meet an individual's special educational needs and for following the school's procedures for identifying, assessing and making provision to meet those needs.

Teaching Assistants (TAs)

TAs work as part of a team with the inclusion team and the teachers in supporting pupils' individual needs ensuring inclusion of pupils with SEND within the class.

They play an important role in implementing targets, assessments and monitoring progress. They contribute to review meetings and help pupils with SEND gain access to a broad and balanced curriculum. In addition, TAs may sensitively work with pupils in small groups or individually to deliver additional interventions and support children in reaching targets identified in APDRS or through Pupil Progress Meetings. The class teachers, in liaison with the SENCO, set the work and oversee timetables and records of progress.

TAs are responsible for:

- being fully aware of the school's SEND policy and the procedures for identifying, assessing and making provision for pupils with SEND
- using the school's procedures for giving feedback to teachers about pupils' responses to tasks and strategies
- liaising with the SENCO to report progress made by pupils taking part in interventions
- supporting individual children or groups within the class setting as required
- taking part in training to support a pupil with a specific need.

Class teachers are responsible for:

- Including pupils with SEND in the classroom, and for providing an appropriately differentiated curriculum.
- Liaising with the SENCO for advice on assessment and strategies to support inclusion, including the use of the graduated approach.
- Making themselves aware of the school's SEND Policy and procedures for identification, monitoring and supporting pupils with SEND. Setting targets for APDRs for children identified with barriers and partaking in interventions, ensuring that the children and parents are involved in this process.
- Tracking all children receiving additional support, on a class Provision Map giving feedback to parents of pupils with SEND.
- Taking part in training to support a pupil who may have a specific need.

Role of the SEND Co-ordinator

- The SENCO at Yewtree Primary School will hold the National Award for SEND Coordination and will liaise with the Senior Leadership Team (SLT). The SENCO has day-to-day responsibility for the operation of the SEND policy and coordination of specific provision made to support individual pupils with SEND, including those who have Education, Health and Care Plans (EHCPs).
- The SENCO provides professional guidance to colleagues and works closely with staff, parents and other agencies to ensure effective support for pupils.
- The SENCO is aware of the provision in the Local Offer and works with professionals providing a support role to families to ensure that pupils with SEND at Yewtree Primary School receive appropriate support and high-quality teaching.

The key responsibilities of the SENDCO include:

- The SENDCO and SLT are aware of the provision in the Local Offer and will be able to work with professionals providing a support role to families to ensure that pupils with SEND receive appropriate support and high-quality teaching.
- Overseeing the day-to-day operation of the school's SEND Policy
- Helping staff to identify pupils with SEND

- Carrying out assessments and observations of pupils with specific learning difficulties
- Coordinating provision for pupils with SEND
- Advising on the graduated approach to providing SEND support
- Liaising with parents of pupils with SEND so that they are aware of the strategies that are being used and are involved as partners in the process
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- Being a key point of contact with external agencies, particularly the local authority and its support services
- Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- Working with the headteacher and Governing Body to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- Ensuring that the school keeps the records of all pupils with SEND up to date

The Headteacher has responsibility for:

- The management of all aspects of the school's work involving the provision for pupils with SEND
- Keeping the Governing Body informed about SEND issues
- Working closely with the Inclusion coordinator and Special Educational Needs Coordinator (SENCO) within the school
- Ensuring the implementation of this policy

Role of the SEND Governor

The SEND Governor at Yewtree Primary School is ...

They will:

- Meet regularly with the SENCO to monitor and discuss the school's arrangements for SEND provision
- Help to raise awareness of SEND issues at Governing Body meetings
- Participate in the review of the school's policy on provision for pupils with SEND
- Ensure that the school website publishes the school's SEND Information Report in accordance with the SEND Code of Practice (2014)
- The SENCO at Yewtree Primary School will hold the National Award for SEND Coordination and will liaise with the Senior Leadership Team (SLT).
- The SENCO has day-to-day responsibility for the operation of the SEND policy and coordination of specific provision made to support individual pupils with SEND, including those who have Education, Health and Care Plans (EHCPs).
- The SENCO provides professional guidance to colleagues and works closely with staff, parents and other agencies to ensure effective support for pupils.

- The SENCO is aware of the provision in the Local Offer and works with professionals providing a support role to families to ensure that pupils with SEND at Yewtree Primary School receive appropriate support and high-quality teaching.

The Governors have a legal responsibility for:

Monitoring the policy and provision for pupils with SEND. The Governing Body maintains a general overview and has appointed a representative governor (the SEND Governor), who takes particular interest in this aspect of the school.

In addition, all governors will ensure that:

- They are aware of their role and responsibilities about the SEND Code of Practice (2015)
- A SEND Governor is appointed and has oversight of the school's provision for pupils with SEND and ensures that all governors are aware of SEND
- SEND provision is an integral part of the School Development Plan
- The SEND Governor will monitor the inclusivity of the school
- They are informed about SEND issues so that they can play an integral role in the self-evaluation process
- The quality of SEND provision is regularly monitored
- They are involved in the development and monitoring of this policy

Yewtree's Approach to Identification

A pupil is identified as having SEND where their learning difficulty or disability calls for special educational provision, namely provision that is different from or additional to that normally available to pupils of the same age.

All those involved with the pupil, including parents, teachers and other agencies, are responsible for identifying pupils with Special Educational Needs and Disabilities and, in collaboration with the SENCO, will seek to ensure that those pupils requiring different or additional support are identified as early as possible. Please refer to Yewtree Primary School's SEND Information Report for details on how SEND is identified.

Early identification of SEND is supported by liaison with Children's Centres, pre-school placements, previous schools, Nursery and Reception baseline assessments, and through regular assessment of pupil progress. Concerns about progress and the needs of pupils can be raised by parents, class teachers, the SENCO or the Headteacher.

Every teacher is a teacher of SEND. At Yewtree Primary School, we take a graduated approach to managing SEND. Please refer to Appendix 2 for details of this approach.

SEND Support

Where it is determined that a pupil does have SEND, parents will be formally advised of this, and the child will be added to the SEND register. The aim of formally identifying a pupil with SEND is to ensure that effective provision is put in place and barriers to learning are removed.

The support provided consists of a four-part process:

- Assess
- Plan
- Do
- Review

Please see Appendix 3 for details of the Assess, Plan, Do, Review procedure. This is an ongoing cycle that enables provision to be refined and revised as the understanding of the pupil's needs develops. This cycle supports the identification of interventions that are most effective in enabling pupils to make good progress and achieve positive outcomes.

Where additional intervention outside the classroom is provided, sessions aim to:

- Emphasise key concepts and skills required for attainment in that subject
- Clarify difficult concepts and address misconceptions covered recently
- Pre-teach challenging concepts ahead of quality first teaching
- Allow learners to demonstrate learning and reinforce it through application and assessment for learning
- Instil self-confidence and equip learners with strategies to improve their learning
- Enhance capability and performance in internally assessed components

Assistive technologies are used where appropriate to enhance provision and ensure access to learning. Learning aids are deployed to specific pupils with SEND according to their individual needs.

Referral for an Education, Health and Care Plan (EHCP)

If a child has lifelong or significant difficulties, they may undergo a statutory assessment process so the Local Authority (LA) can determine whether it is necessary to make provision in accordance with an Education, Health and Care (EHC) Plan. This assessment is usually requested by the school but can also be initiated by a parent.

The purpose of an EHC Plan is to make special educational provision to meet the child or young person's needs, secure the best possible outcomes across education, health and social care, and, as they get older, support preparation for adulthood.

For further information about EHC Plans, please see Chapter 9 of the SEND Code of Practice or speak to the school's SENCO.

School's Approach to Teaching Pupils with SEND

Yewtree Primary School recognises that children with SEND are entitled to a broad and balanced curriculum. Most pupils' learning needs are met through high-quality teaching, where class teachers adapt lessons to meet a range of needs. This may involve adjusting the content, delivery or methods of learning to ensure that every child can access and engage with the curriculum.

Lessons are carefully planned to enable all pupils to meet lesson objectives through strategies such as scaffolding, the use of concrete resources and guided support.

Classroom organisation and management ensure that children have opportunities to participate in a range of learning contexts with appropriate support, including whole-class teaching, mixed-ability groupings and targeted group work. Staff use pupils' One Page Profiles to gain an understanding of individual needs, which informs planning and teaching. Ordinarily available provisions followed to ensure that the learning environment meets a range of needs.

Where additional in-class support is provided, it is deployed sensitively and thoughtfully to promote independence and avoid over-reliance on adult support. Support is used to assist pupils in accessing learning, developing skills and achieving agreed outcomes while encouraging them to become confident, independent learners.

At Yewtree Primary School, we are committed to ensuring that every pupil is supported to do the very best they can.

The school does not have specialist teachers; however, individual teachers and Teaching Assistants have experience of working with pupils with specific learning difficulties (SpLD), moderate learning difficulties (MLD), pupils on the autistic spectrum and those with speech and language difficulties. Staff have received appropriate training to support these needs.

The school may involve specialist services at any point to advise on the early identification of SEND and to support effective provision and interventions.

The school has access to the following support services: Speech and Language Therapy; Communication and Autism Advisory Service; Hearing Impairment Team; Visual Impairment Team; DSPL (Delivering Special Provision Locally); DESC (Dacorum Education Support Centre); Dacorum Family Services (Hertfordshire) Occupational Therapy; Physiotherapy; School Nursing Service; and Woodfield Outreach.

Every effort is made to educate pupils with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, Yewtree Primary School will consult closely with parents to consider alternative, flexible arrangements that best meet the child's needs.

Working in Partnership with Parents

Yewtree Primary School believes that a close working relationship with parents is vital to ensure that:

- Parental views are valued and considered
- Early and accurate identification and assessment of SEND leads to appropriate intervention, provision and positive outcomes
- Children with SEND make continued social and academic progress, enabling personal success
- Personal and academic targets are set and met effectively

We offer regular meetings to share the progress of children with SEND. Parents may receive formal and informal communication about their child as and when necessary, through phone calls, letters, three times a year SEND meetings etc.

The SENCO supports teaching staff throughout the school in their communication and meetings with parents upon request. Where more frequent contact is required, this will be arranged according to the individual needs of the pupil.

The SENCO may also signpost parents of pupils with SEND to the local authority's Special Educational Needs and Disabilities Information, Advice and Support Service (SENDIASS) or Extended Schools services where specific advice, guidance or support is required.

Where assessments or referrals indicate that a pupil has additional learning needs, parents and pupils will always be consulted regarding future provision. Parents are invited to attend meetings with external agencies concerning their child and are kept informed and involved in decisions and actions relating to their child's support.

Our approach to actively listening to pupils' views

Yewtree Primary School seeks to establish a love of learning through a purposeful, engaging and inclusive approach.

Pupil voice is gathered regularly and is central to our approach to SEND. When One Page Profiles are introduced, pupils are supported to share their views about what helps them learn best to inform their one-page profiles or APDRs. These profiles are reviewed regularly by the class teacher in discussion with the child to ensure provision remains relevant and effective.

Record keeping, monitoring and data management

All pupils have their achievements and progress recognised, and the school's curriculum reflects the range of attainment levels likely to be achieved. Teachers monitor and review pupil progress using the school's assessment systems and procedures.

Pupil progress is monitored and reviewed termly and discussed during pupil progress meetings, which are attended by the class teacher, the Inco, the Headteacher and other staff as appropriate. These meetings are used to identify pupils who may be at risk of underachievement and to plan targeted interventions.

The progress of pupils on the SEND register is reviewed regularly, and next steps are planned accordingly.

Pupils with Education, Health and Care Plans (EHCPs) are assessed using CAPPs small-step progress measures, which are used within local SEND specialist settings. This enables Yewtree Primary School to provide a highly personalised curriculum where progress is clearly identified and celebrated.

The SENCO holds records relating to SEND Support, including the SEND Register, provision maps, reports from external agencies and records of meetings with parents. These records are stored on Edukey where all staff can access. The SEND Register is reviewed monthly, and provision maps are reviewed and updated termly.

Working Together with Others, Including Health, Social Care and Outside Specialists

Yewtree Primary School has strong working relationships with external support services to effectively support pupils with SEND and promote inclusion. Sharing information and expertise with external professionals is key to securing high-quality provision.

Our SEND Information Report outlines how we support children with SEND and identifies the specialist services and professionals from whom we may seek advice or support.

The school actively seeks advice and support from external agencies, including family support workers, to assist with the identification, assessment and provision of SEND. The SENCO is the designated member of staff responsible for liaising with external professionals and agencies.

Where a child is under observation or there are emerging concerns, focused meetings will be arranged with the relevant professionals. Parents will be invited to and informed about any meetings relating to their child unless there are overriding safeguarding concerns.

Transition

Transition planning is in place for all pupils, including those with SEND, who are moving between year groups or key stages.

For pupils with Education, Health and Care Plans (EHCPs), next-phase destinations and transition arrangements are discussed at annual review meetings. Where appropriate, accompanied visits and additional transition visits to new settings or providers may be arranged to support a smooth transition.

For further details regarding transition arrangements, please refer to Yewtree Primary School's SEND Information Report.

Children in Specific Circumstances

No child will be refused admission to Yewtree Primary School based on their special educational needs and/or disability. In line with the Equality Act 2010, the school will not discriminate against disabled children and will take all reasonable steps to provide effective educational provision.

Please refer to the information available on the school website and the Admissions Policy for further details.

The school SENCO is also a DSL. The SENCO ensures that all staff understand the implications for children who are looked after and who may also have SEND.

Our Headteacher is the designated teacher for Children Looked After. If a Looked after child as a SEND need, they are supported in the same way as all pupils with SEND through the Graduated Response and the Assess, Plan, Do, Review cycle. Please refer to the Children Looked After (CLA) Policy for further information.

Training and Expertise of Staff

Yewtree Primary School recognises the importance of ongoing professional development and is committed to training all staff in relation to SEND. We aim to ensure that all school staff are kept up to date with relevant training and developments linked to the needs of pupils with SEND.

Staff training needs are identified through performance management processes and reflect both school priorities and individual professional development goals. Teaching Assistants are a skilled and motivated team who, alongside teaching staff, have received specialist training in a range of SEND needs and intervention strategies.

The SENCO attends relevant SEND training; cluster SEND meetings and signposts or facilitates SEND-focused external training opportunities for staff where appropriate. The SENCO delivers training to meet the needs of the SEND Children at Yewtree.

Safeguarding, including anti-bullying and e-Safety

At Yewtree Primary School, we recognise that children with Special Educational Needs and Disabilities (SEND) may face additional safeguarding challenges, as outlined in the Department for Education's Keeping Children Safe in Education guidance.

All staff are aware of their responsibilities to remain vigilant to the specific needs of children who may be vulnerable, including those with SEND and young carers.

The Designated Safeguarding Lead (DSL) at Yewtree Primary School is Karen Yilmaz (Headteacher).

The Deputy Designated Safeguarding Lead is Pascie King-Bushell (Assistant head/ SENCo), Lisa Wright (Assistant head/ Pastoral) and Steve Bostock (Assistant head/Teaching and Learning)

Safeguarding procedures are followed in line with the school's Safeguarding and Child Protection Policy.

As part of our PSHE programme, Yewtree Primary School teaches pupils about anti-bullying and e-safety. All children, including those with significant needs and disabilities, are fully included in these lessons. Please refer to the school's Safeguarding Policy for further information.

Funding and Resources

It is the responsibility of the Senior Leadership Team, SENCO and Governing Body to agree how resources, including the deployment of Teaching Assistants, are allocated. Pupil Progress Meetings are used to determine the organisation of additional support for pupils, which is provided from within the school's existing budget. Pupils may receive support from Teaching Assistants through targeted interventions and/or in-class support.

For pupils with more complex needs, the school may apply for Local High Needs Funding (LHNF) from the Local Authority to provide resources and provision additional to those normally available within the school.

Complaints Process

Yewtree Primary School endeavours to ensure that all pupils with SEND receive the level of support they require and values a strong partnership with parents and carers.

If a parent or carer wishes to raise a concern regarding SEND provision, they should speak to their child's class teacher in the first instance. If concerns remain, parents are encouraged to contact the SENCo Mrs King or Mrs Feeley to discuss the matter further.

Please refer to the school's Complaints Policy and SEND Information Report, available on the school website, for further details.

Links to Other School Policies:

- SEND Information Report
- Admissions Policy
- Complaints Policy
- Supporting Pupils with Medical Conditions Policy
- Accessibility Plan
- Equality Policy and Objectives
- Children Looked After Policy

Appendix One

Broad areas of need (SEND Code of Practice 2014)

Communication and interaction

6.28 Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all the different aspects of speech, language or social communication at different times of their lives.

6.29 Children and young people with ASD are likely to have difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and learning

6.30 Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

6.31 Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

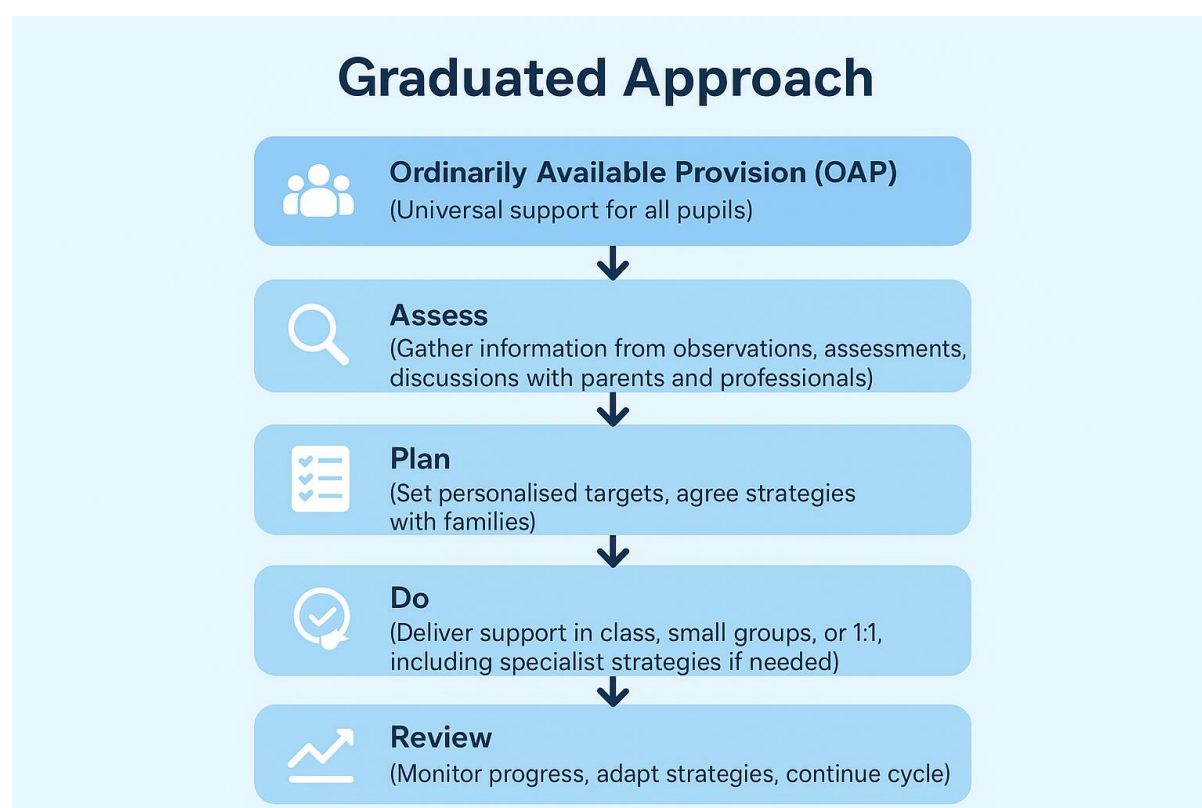
6.32 Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Sensory and/or physical needs.

6.34 Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties.

Appendix 2

A Graduated Approach



Ordinarily available provision

- Inclusive high quality first teaching for all - monitored by SLT (learning walks; work scrutinise, observations; pupil voice; Pupil Progress Meetings (PPMs); data analysis)
- One page profile
- OAP Checklist followed
- Evaluation of Staff CPD needs with training offered and encouraged to develop confidence in teaching of children with specific needs
- Class enhancements – differentiation; use of scaffolds including adult support
- Monitoring of overall provision for SEND through using Hertfordshire Schools' SEND Benchmarking & Planning Toolkit.

Targeted support

- Provision maps – monitored by the SENCO
- Reasonable adjustments to provision and additional interventions to enable children to work towards and at age-related expectations – impact monitored by Headteacher and Inclusion team, pastoral lead and teaching and learning (intervention tracking from baselines; learning walks; work scrutinise, observations; pupil voice; PPMs; data analysis)

- All those involved with the pupils to alert to any concerns about individual pupil's barriers to learning and parents informed of concerns
- Observations by Inclusion team and advice given for further support
- Exploration and monitoring by class teaching team, Inclusion team and SLT- Assess, Plan, Do, Review and One-page profiles in place.
- Regular meetings with parents to review targets and provision
- External agencies contacted for further advice and guidance on supporting the pupil
- Meeting arranged with parents and pupil put on SEND Register if concern about progress and barriers to learning continue despite high quality targeted intervention

Specialist support

- APDR's; EHCP reviews
- Parental involvement in annual reviews and in One Page Profile and Individual Teaching Plan reviews.
- Additional highly personalised interventions: Assess, Plan, Do, Review (see appendix three)
- Small Step Progress measured through CAPPS
- Supported transition for Y6 SEND pupils from KS2 to KS3 settings
- Supported transitions through key stages
- Involvement from outside agencies (EY Advisory Team; SaLT; OT; PT; PNI Team; VI Team; HI Team; DESC; Woodfield Outreach; CAT)
- Educational Health Care Plan needs assessment requested and plans put in place.

Appendix Three

Assess

At Yewtree Primary School, assessment involves clearly analysing the pupil's needs using the class teacher's assessments and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national expectations, as well as the views and experiences of parents.

The pupil's own views are also sought and, where relevant, advice from external support services is considered. Parental views and concerns are recorded and compared with the school's assessment information and data on the pupil's progress.

This analysis is reviewed regularly to ensure that support and interventions are appropriately matched to need, that barriers to learning are clearly identified and addressed, and that provision continues to develop and evolve as required.

Where external professionals are already involved, their advice and recommendations will inform the assessment of need. Where they are not involved, external services may be contacted where appropriate, following discussion and agreement with parents.

Plan

Planning involves consultation between the pupil, parents, class teacher, SENCO and, where appropriate, external agencies. Together, they agree the adjustments, interventions and support to be put in place, the expected impact on progress, development and/or behaviour, and a clear date for review. Where appropriate, parents may be asked to contribute to or reinforce learning and strategies at home.

All staff working with the pupil, including Teaching Assistants, are informed of the pupil's individual needs, the support being provided, the teaching strategies and approaches being used, and the intended outcomes.

Do

The class teacher remains responsible for the pupil on a day-to-day basis and retains overall responsibility for their progress, even where interventions involve group or one-to-one support delivered away from the classroom.

Class teachers work closely with Teaching Assistants to plan, deliver and assess the impact of support and interventions, ensuring strong links with classroom teaching. The Inclusion team provides support through further assessment of the pupil's strengths and needs, problem-solving and advice on the implementation of effective provision.

Review

Reviews of a pupil's progress take place regularly. The review process evaluates both the impact and quality of the support and interventions and takes account of the views of the pupil and their

parents. The class teacher, in conjunction with the inclusion, reviews outcomes and revises provision where necessary, based on the pupil's progress and development. Any changes are discussed and agreed with parents and, where appropriate, the pupil.

Parents are provided with clear information about the impact of support to enable them to be fully involved in planning next steps. Formal review meetings are held termly for all pupils on the SEND register at Yewtree Primary School.