YARDLEY WOOD COMMUNITY PRIMARY SCHOOL

SEND Policy

Autumn 2026
To be reviewed Autumn 2027

Yardley Wood SEND Policy November 2026

Person responsible:	Rosie Walls - (Bed hons/ Nat award for SEN) School Leadership Team The designated EYFS SENCO is Claire Taylor who is responsible for statutory SEND duties and holds the National Award for SEN Coordination. Strategic leadership of Inclusion and SENCO for all other areas of school is led by Rosie Walls, Inclusion Lead

This policy has been written in consultation with the governing body, staff and parents. It complies with guidelines set out in the SEN code of Practice 2014.

Legislative Framework

This policy for children with special educational needs or disabilities is governed and informed by the statutory frameworks set out in the following documents:

- 0-25 SEND Code of Practice 2014
- Children and Families Act 2014
- Working Together to Safeguard Children 2026
- Equality Act 2010 and Equality Act 2010: Advice for Schools (DfE)
- Statutory Guidance on Supporting Pupils at School With Medical Conditions April 2014
- The National Curriculum In England framework document Sept 2013
- Special Educational Needs and Disability Regulations 2014

The School Aims

At Yardley Wood we are an inclusive school, we aim to provide the best possible opportunity for every child with or without special educational needs or disability to fulfil his/her potential, both academically and as a responsible citizen.

Yardley Wood strives to continuously raise aspirations and expectations for all pupils with SEND. Support focuses on positive outcomes for all children.

It is our policy:

- To help each child to develop fully, according to his/her level of maturity and ability, and to cater for every child's particular needs
- To develop valuable skills and positive attitudes necessary to lead happy and fulfilled lives
- To provide a good grounding in speaking and listening, reading, writing and mathematics.
- To build a happy school society based on mutual respect and a real sense of caring for one another.
- To ensure that every child experiences success and feels that he/she is a valued member of the school community
- To enable children to know the difference between right and wrong; to encourage in each a sense of responsibility and high standards of personal behaviour; to equip them to make a positive contribution to the community
- To encourage children to take a pride in their school and in the efforts and achievements of its members
- To help and support those children who have particular difficulties with their learning or behaviour, or who have special gifts or talents
- To provide children with a range of activities outside the classroom that will enrich, stimulate and foster a greater involvement in school life
- To keep parents well informed about school and their children's work; to involve parents in the life and work of the school; to enlist the support and co-operation of parents

Identifying Special Educational Needs

At Yardley Wood we identify children's SEND needs in line with the SEND code of practice 2014:

xiii. A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

xiv. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

• has a significantly greater difficulty in learning than the majority of others of the same age, or
• has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

xv. For children aged two or more, 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, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers.

The 0-25 Code of Practice 2014 details the four main areas of SEND:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical

When identifying a child with SEND the priority is to understand what action school needs to take; not to fit pupils into categories. Depending on need children may cross several of the above areas. The school's SEND records identify category of primary, secondary and subsequent needs. Specific provision lists also detail what support they are receiving.

We recognise the benefits of early identification of need but understand for some children learning needs will become more apparent as they get older and learning opportunities are not met.

Identification process

In school we use a variety of different ways to assess whether a child or young person has special educational needs. Some of these ways include:

- Observations
- School based test results
- Use of Birmingham Continuum
- Information from parents and carers
- Information from the child or young person
- Specialised assessments carried out by members of the school's support services
- Information from previous schools or settings
- Results from end of key stage assessments
- Discussions with adults who work with the child or young person
- Official diagnosis from Community Paediatricians or ADHD/ASC assessment pathway teams

Once a child or young person is identified as having a special educational need, a graduated approach to support is taken. The child or young person's needs will first be assessed, then support will be planned, carried out and then reviewed. ~~At the review any necessary changes will be made.~~ At the review any necessary changes will be made.

A Graduated Approach to SEN support

We recognise that a range of different factors may impact a child's progress and these may not always be actual SEN needs. For example, we do not consider children whose difficulties are solely related to having English as an additional language as children with special educational needs, however we do ensure they are provided with robust intervention to

support development of English skills and ability to access the curriculum. (6.24 SEN CoP 2014)

As required in the SEN CoP 2014 Yardley Wood recognises varying levels of need and refers to this as a 'Graduated Response' (6.19) When assessing children's special educational needs we use teacher assessment, outside agency support and the Birmingham SEND continuum graduated response driver to decide level of need, children are then judged as having Low/ Medium / High needs.

Each level of need is judged against the following criteria:

Low – In class support and possible use of booster groups and/or small adaptations to classroom such as seating arrangements, physical aids or regular verbal cues to support focus and attention.

Medium – Requiring greater support within the classroom and specific targeted intervention. Behaviour charts, visual aids to support learning.

High – Children who require outside agency support.

Identification of greater needs- those who require SEND Support Provision Plans (SSPP) Education Health Care Plans (EHCP).

All children will move up the levels of need if they are not making progress despite quality first teaching (QFT) and high quality intervention. For children who have complex high level needs the Inclusion Lead, along with parents and any relevant outside agencies will write a SEND Support Plan, this will outline detailed support and be reviewed at least once a year, alongside 3 SEND reviews for IEPs and profile documents. In a very few cases if a child is still demonstrating significant cause for concern, following discussions with parents or carers, a request for an EHCP will be made by the school to the Local Authority. The Local Authority will then consider the school and educational professional's evidence, along with any advice provided by the Health and Social Care professionals. This will support decisions related to the nature of the provision necessary to meet the young person's SEND.

The child's class teacher and the Inclusion Lead or SENCO will decide on the nature of targeted and specialist support which may be in the form of:

- Adapted tasks and resources
- Adaptations to the learning environment
- Use of visual support
- Adult support in whole class settings
- Small group work
- One to one adult support in some, or in rare cases, most lessons.
- Targeted researched interventions
- Advice and support from outside agencies

Managing pupils needs on the SEN register

Following identification appropriate support will be identified and put in place. This support will be recorded on either a class provision plan and or Pupil Profiles, targets are tracked using Birmingham's SEND continuum assessment. Provision for all pupils will be recorded on a provision list, including outside agencies and all interventions run.

With regard to the graduated response, low to high needs may be met using the processes identified above. In some cases, in particular if school have need to apply for additional funding to support a child's needs or if an EHCP request is being planned for in the future, children with higher needs will have a SEND Support Provision Plan (SSPP) written. This is a document similar to a full EHCP that outlines strengths and needs, pupil and parent wishes and plans for targets to support key areas of development.

All SEND support follows the Assess Plan Do Review process as set out in SEND CoP 2014. Reviews are held regularly and shared with parents through parents' evenings, structured review meetings and SEND review processes as appropriate. Teachers are responsible for sharing targets, types of provision in place and gaining parents and pupils views. If a child has a SSPP or EHCP the Inclusion Lead or SENCO runs at least yearly reviews with parents and any appropriate outside agencies in addition to the reviews that occur during parents evening.

For those pupils whose needs require whole class strategies to improve access to the curriculum, such as those with ASC or who have physical needs, Pupil Profiles are used to outline needs, ways to support and remove barriers to learning and if applicable targets children are working towards. These are updated for parents evening if changes need to be made and information is shared with parents during parents evening.

Teachers are responsible for ensuring all Pupils Profiles are kept up to date and relevant. That progress is recorded according to the outcomes described in plans and that interventions are carried out as stated in planning documents.

It is the Inclusion Lead and SENCO's responsibility to arrange outside agency support for any pupil who is identified as requiring additional support and to write SSPP and EHCP requests and reviews as required.

Criteria for exiting SEN register

When a teacher assesses that a pupil's targets are achieved and that a child has made suitable progress and is now working at a level that is in line with national expectations and there is no longer a need for provision that is different to and/or additional to that is normally available to pupils of the same age, they will make the decision to take a child off the SEND register.

For children whose difficulties are linked to Cognition and Learning teachers will complete the Birmingham SEN continuum and track objectives on the SEND identification grid. This will

ensure that children only come off the register when assessed as in line with national expectations.

If a child's needs are linked to Social, Emotional and Mental Health needs, then an extended period will need to be identified under which those additional needs have not arisen. Once this is clear the child may be taken off the register, however regular monitoring will still take place to ensure needs are continuously met and concerns are addressed if they arise again.

Children with Language and Communication needs will be assessed using the Birmingham SEND continuum and or other published language assessments. If needed intervention will be put in place, if progress is limited or further concerns arise School will request a Speech and Language Therapist to measure whether or not a child is within age expectations, or teachers will use the Birmingham Continuum for Speaking and Listening to assess if a child has achieved targets and no longer requires additional support in this area. In some occasions if difficulties are significant and clear a Speech Therapist assessment will be requested without additional intervention first.

Supporting pupils and parents

SEND report and Local Offer

Yardley Wood publishes it's SEND information report in line with statutory requirements (reg 51, part 3 section 69 (3)(a) SEN CoP 2014. It can be found on the school website under the Key Information Tab, SEND offer, or by clicking the link below;

https://primarysite-prod-sorted.s3.amazonaws.com/yardley-wood-ps/UploadedDocument/d90fb595-c3d3-4374-996e-23d5e0afc314/send-information-report-september-2025.pdf

School's SEN report clearly explains how parents can access the local authority's local offer for SEN in line with regulation 53, part 4.

The SEND report is updated yearly.

Supporting families

School works closely with many outside agencies to ensure the best outcomes for families of all children including those with SEND. Family support workers are requested, from the local area, when family needs are identified and school strives to support all cases where additional family needs are identified.

To support families of children with ASC and ADHD school will signpost parents to parent groups ran by different agencies, when appropriate.

Support transition

Transition for children with SEND is arranged to fit the needs of the child. School will provide all children with 'going up days' and opportunities to get to know their new teachers, if further work is required, as for children with ASC or other social interaction needs, then school may seek advice from the Communication Autism Team, or other outside agency.

All children are given a new teacher/teaching assistant profiles to support them to feel more comfortable when they move to new classes.

All relevant information regarding SEND needs are shared with next class teachers or settings and resources such as personal passports are used to support pupils in smooth transition periods. These are provided to all children to support them to feel more comfortable when they move to new classes.

When moving to secondary schools the Inclusion Lead shares all relevant information with the new school and if required arranges additional transition days with the new setting.

Medical Conditions (see Medical Policy)

School recognises that pupils at school with medical conditions should be appropriately supported to ensure they have full access to education, including school trips and physical education. For children with medical needs who are disabled, school complies with its duties under the Equality Act 2010 and schools Accessibility Plan identifies steps to improve access for pupils from all groups of need.

School refers to the local school nurse team for care plans when required, training for additional medical needs is kept up to date and when necessary regular contact is made with hospital teams to ensure medical needs are met.

Monitoring and evaluating SEND

The Inclusion Lead updates the SEND school improvement plan and regularly keeps it up to date reviewing progress across the department and identifying completed actions and next steps for continued improvement.

Parent and pupil's views will be collected yearly to help inform the Inclusion Lead identifying areas of strength and areas for improvement. Evaluation of progress against areas identified will be shared with Governors at least twice a year.

Training and resourcing

The SEND department is allocated a yearly budget that comes from notional funding. The Inclusion lead is responsible for managing this budget to ensure the best outcomes for children with additional needs. This includes identifying training needs, arrangements and fees from outside agencies and resources as appropriate.

Training needs are identified in relation to individual's performance management needs as set out in support staff's 'My Appraisal' and through teachers Performance management.

Training is also linked to school priorities as set out in the School's development planning process.

To ensure that the Inclusion Lead is up to date on local and national SEND issues they regularly attend local authority SENCo network meetings and can work with other local SENCOs and Inclusion Leads through locally organised events.

Roles and responsibilities

SEN Governor – Marion Adkin

The SEND Governor meets regularly with the Inclusion Lead/SENCO to monitor implementation of the policy and outcomes for pupils with SEND.

Inclusion Lead – Rosie Walls

SENCO – Responsible for EYFS – Claire Taylor

Is responsible for;

- Organising SEN support across school
- Monitoring provision
- Line Managing TAs
- Reviewing, recording, reporting progress
- Writing EHCP requests and SEND support plans
- Liaising with SENAR

Class Teachers -

Are responsible for;

- Quality first teaching within their classrooms to ensure good teaching strategies are used to support progress and additional needs of all pupils.
- Assessing learning needs within their classroom – completing the Birmingham SEN continuum.
- Updating IEPs as targets are achieved or when changes need to be made.
- Ensuring IEPs and Pupil Profiles are up to date and have appropriate targets.
- Directing Teaching Assistants for supporting all children within their classes.
- Reviewing progress
- Sharing information with parents and Inclusion Lead

Teaching assistants –

- Running specific interventions as directed by school leaders or class teachers.
- Supporting all children within their classrooms.

- Updating IEPs as targets are achieved or when changes need to be made.
- Ensuring they are in regular conversation with class teachers regarding the progress and needs of all children.

Other areas of responsibility that are sometimes but not exclusively linked to SEND so are outlined in separate policies are covered by the named people below;

DSLs Ben Turner, Rosie Walls, Sarah Ford, Hannah Jakeways, Katie Palmer.
CIC – Rosie Walls
Managing medical needs of pupils – Sarah Ford
EAL – Rosie Walls
Behaviour – BECo – SLT

Storing and managing information

All special educational needs records are confidential. The Inclusion Lead will keep and update all SEND records and ensure they are held securely. When a child transfers to a new school, the SEND records will be passed on to the new school.

Any confidential information that is to be thrown away will be shredded.

Each class has a SEND file, this contains;

- SEND register
- Provision map
- SEND intervention timetable
- Current IEPs
- Pupil profiles
- EHCPs or SEND Support plans
- Speech and Language plans
- Master copies of regularly used resources
- Any current reports that need to be address though IEP and/or pupil profile

All documents are stored in line with GDPR – (please see GDPR policy)

Accessibility (see accessibility plan in appendix)

Yardley Wood is working towards becoming a fully accessible school. Currently all classrooms are accessible except Y6 which is upstairs, however if the situation arose that we required disabled access to year 6 then there is flexibility in where year 6 are taught and school would relocate classrooms to address need.

School's Accessibility Plan is updated regularly and addresses improvement across school.

Complaints

It is always advised that concerns are first addressed with the class teacher.

Concerns and complaints about SEN/D provision should be addressed to the Head Teacher, or Inclusion Lead who will respond by meeting with parents/carers to discuss the situation. If this does not resolve the situation, then the complaint should pass to the first level of the complaints procedure within school.

How to complain is also explained to parents clearly within the schools SEND report on the school's website.

Bullying

The issue of bullying is taken extremely seriously throughout school details of steps that are taken to mitigate the risk of bullying of vulnerable pupils are outlined within our schools Behaviour Policy.

In addition to details as set out in the Bullying Policy school encourages a restorative approach when addressing any relationship concern across the school's population. Where possible we aim to teach children about differences and vulnerability and help children become thoughtful people with consideration for everybody's needs, including understanding peers who have ASC.

Related Documents

SEND Offer
Intimate Care Policy
Sleep policy
Accessibility plan
Behaviour policy
Medical policy

Autumn 2026
To be reviewed Autumn 2027

POLICY APPROVED BY THE GOVERNING BODY:

Signed: …….. Chair of the Curriculum Committee

Date: ……