Yewlands SEND Information Report

A very warm welcome to our Special Educational Needs and Disability (SEND) Information Report 25-26

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Frequently asked questions

Click on a question to find the answer

Which members of staff are involved in my child's learning and support?

What is SEND provision at Yewlands?

How will the school recognise and identify my child's special education needs?

How will the school support any disabilities my child has?

What are the different types of support available at Yewlands?

How will I be involved in my child's development and learning?

Is there any other support available to me?

Will my child be involved in decisions about their learning?

What can Yewlands offer for social, emotional and mental health support?

If my child is worried about transition – who will support them?

SEND at Yewlands

- Our commitment to inclusive education lies at the heart of our policy and practice in meeting the needs of all learners. We believe that every child, regardless of need or disability, should feel welcomed and valued as an individual and that working in close partnership with parents enables us to nurture and support all our children to become healthy, independent, successful and caring citizens. We seek to ensure that children with SEND are fully included in all aspects of school life including access to a wide and engaging curriculum.
- Our partnership with parents/carers plays a key role in enabling children with SEND to achieve their true potential. We recognise that parents hold key information and have knowledge and experience to contribute to the shared view of a child's need and the best ways of supporting them. We believe that children with SEND and their parents/carers should be at the heart of planning and decision making.
- We believe that all children should be given the support, resources and encouragement they need to develop a love of learning and master the skills needed to become confident, independent learners in order to achieve the highest level of personal achievement, empower them to fulfil their learning potential and prepare them for the next stage in their education.

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Contact Details

SENDCO
- Miss Caitie Travis
- ctravis@brigantiatrust.net
- 0114 243 8486

SEND Liaison Officer
- Mrs Emma Gibson
- egibson@brigantiatrust.net
- 0114 243 8486

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More Info

Expertise and training of staff

- Our SENDCO has 15 years' teaching experience, and began this role in January 2023.
- We have a team of teaching assistants, including higher level teaching assistants (HLTAs) who are trained to deliver SEN provision.
- To ensure that teachers are aware of progress being made, including that from any intervention programmes where pupils are being withdrawn from classes, regular progress meetings are held. The meetings also enable discussion about CPD requirements for staff and general discussion about strategies to meet the needs of individual pupils.
- A programme of CPD is arranged annually for all staff; information on SEND is included as a standing item in staff meetings and there is information available on individual difficulties, which is extended as more useful information becomes available.
- All staff are encouraged to develop their skills in the education and management of pupils with SEND. Each member of staff receives a copy of the SEND Policy. The SENDCO offers advice to staff on strategies to support pupils in lessons and on the production of differentiated materials.
- In the last academic year, staff have received training in creating dyslexia friendly classrooms, Edukey Provision Map, Trauma Informed Schools, Thrive, Precision Teaching. Staff have also benefitted from training and support from the Educational Psychology Team, Autism Team and Learning Support Service (Fusion TSA).

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Definition of SEND

- A pupil has SEN if they have a learning difficulty or disability, which calls for special educational provision to be made for them.
- They have a learning difficulty or disability if they have:
  - A significantly greater difficulty in learning than the majority of others of the same age, or
  - A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools
- Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

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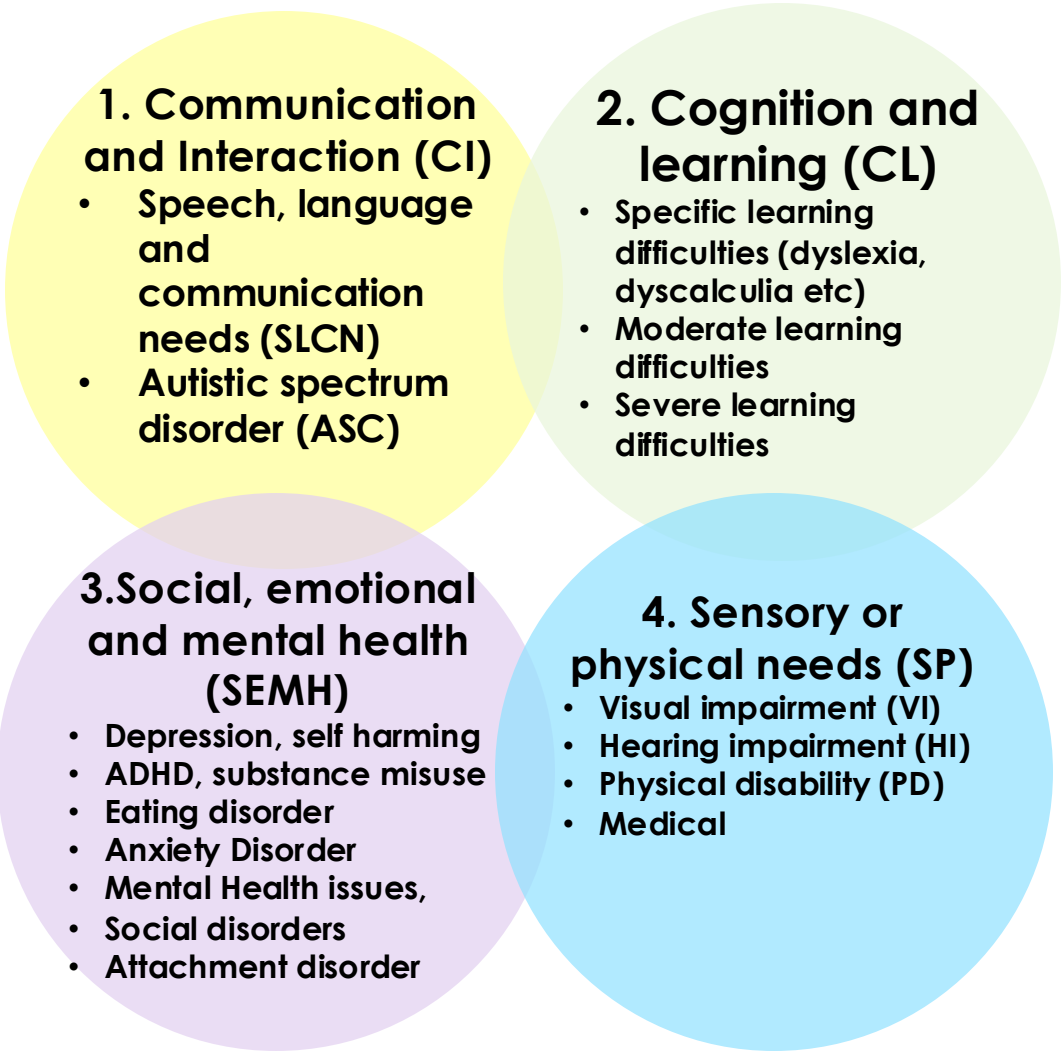
The kinds of SEND that are provided for

- Our school currently provides additional and/or different provision for a range of needs, including:
  - Communication and interaction, for example, autistic spectrum disorder, speech and language difficulties
  - Cognition and learning, for example, dyslexia, dyspraxia,
  - Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
  - Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
  - Moderate/severe/profound and multiple learning difficulties



Sometimes referred to as the 4 broad areas of need

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Identifying SEND and assessing need

- Before entry to Yewlands information is obtained about each pupil through conversations with pupils, parents and staff along with visits to current settings. This, coupled with levels of attainment on entry, enables teachers to identify and plan for support needed to promote a smooth transition between key stages.
- Class teachers make regular assessments of attainment and progress for all pupils and identify those whose progress:
  - is significantly slower than that of their peers starting from the same baseline
  - fails to match or better the child's previous rate of progress
  - fails to close the attainment gap between the child and their peers
  - widens the attainment gap
- This may include progress in areas other than attainment, for example, social needs.
- Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

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Identifying SEND and assessing need (cont.)

- When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.
- The identification and assessment of the special educational needs of pupils whose first language is not English, requires particular care. Where there is uncertainty about an individual child, teachers will look carefully at all aspects of a child's performance in different subjects to establish whether the problems they have in the classroom are due to limitations in their command of the language that is used there or arise from special educational needs. It will become apparent within a few months which of these it is.
- If our setting cannot meet the needs of a pupil, specialist external agencies provide support and advice. Once contacted (through the means of a referral form), the requested agency visits the school setting, observes the pupil and discusses how the school can meet their needs. This support is provided until the need has changed or the child leaves the school.

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Consulting and involving pupils and parents

- Where there is a concern about the additional needs a child may have, an early discussion will take place with the pupil and their parents. These conversations will make sure that:
    - Everyone develops a good understanding of the pupil's areas of strength and difficulty
    - The academy takes into account any concerns the parents may have.
    - Parents/carers are clear about aspects of the SEND Code of Practice, the procedures involved in it and their child's entitlement within the SEND framework.
    - Everyone understands the agreed outcomes sought for the child
    - Everyone is clear on what the next steps are
- Notes of these early discussions will be added to the pupil's record on Provision Map (SEND tracking software) and if required, notes can be given to their parents.
- The SENDCO and/or the SEND Liaison Officer will liaise closely with the parents/carers of any pupil with SEND who is experiencing difficulties with learning. This liaison may be managed by letter, phone, meeting or visit.
- Parents/carers will be consulted and involved in the review of progress, target setting and planning the programme of support until the next review.
- Permission will be sought from parents/carers before any individual programme is begun or before any external agency works with their child.
- Parents/carers will be invited to attend all reviews of students at SEN Support. Reviews will occur each term and use a person-centred approach, which seeks the views of the child and their parents/carers alongside that of teachers and external agencies. These reviews may form part of the parent meetings scheduled for every child or may be held as additional meetings where necessary.

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Assessing and reviewing progress

- At Yewlands we follow the graduated approach (four-part cycle) of **assess, plan, do, review**.
- The class teacher will work with the SENDCO to carry out a clear analysis of the pupil's needs. This will draw on:
    - The teacher's assessment and experience of the pupil
    - Their previous progress, attainment and behaviour
    - Other assessments (where relevant)
    - The child's development in comparison to their peers and national data
    - The views and experience of parents
    - The pupil's own views
    - Advice from external support services (where relevant)
- All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required.
- We regularly review the effectiveness of the support and interventions carried out across school and their impact on the pupil's progress. For most interventions, specific assessments are carried out at the beginning and end of the programme and the progress of each pupil is monitored. This is then discussed, alongside teacher assessment grades and scores from standardised assessments.

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Yewlands approach to teaching pupils with SEND

- All teachers are teachers of pupils with special educational needs or disabilities. Teaching such pupils is, therefore, a whole school responsibility requiring a whole-school response. Quality Teaching* and Learning is the benchmark for every lesson drawing upon evidence-based strategies (eg EEF's Five-a-day Principle), with differentiation and personalisation for individual pupils.
- Pupils will be taught, as far as is appropriate for their own needs, in classes with their peers where they may receive additional support from teaching assistants. They may also receive additional support from teaching staff in withdrawal groups. Support may be offered to groups or individuals and is aimed to answer individual need.
- When staff identify that a pupil has special educational needs then interventions that are additional to or different from those provided as part of the school's usual differentiated curriculum are sought, adapted or devised as necessary. Any programme of intervention is discussed with the pupil and parent/carer before commencing.

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*Quality teaching = wave 1/teaching in the classroom

Strategies and interventions for pupils with SEND

Strategies/Interventions may include:

- Teaching assistant support in class, small groups or 1:1
- Subject specific programmes
- Computer-based literacy programmes e.g. Lexia
- Multi-sensory or specific support programmes (dyslexia/dyscalculia/dyspraxia)
- Group work on a range of topics e.g. motor skills, emotional regulation, social skills
- Access arrangements to support students in formal examinations such as GCSEs

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Adaptations for pupils with SEND

- As far as possible, pupils with SEND will be integrated into mainstream classes and supported within them. Students will only be withdrawn from mainstream groups on a regular basis:
  - to receive help with literacy, numeracy, emotional, social or mental health skills
  - to work with Educational Psychologist or other Local Authority Support Teams

- We make the following adaptations to ensure all pupils' needs are met:
  - Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, teaching style, content of the lesson etc.
  - Adapting our resources and staffing
  - Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
  - Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

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Additional support for learning

- We have a team of teaching assistants who are trained to deliver interventions, support pupils in class and small groups dependent upon the needs of the pupils.
- We work with the following agencies to provide support for pupils with SEN:
  - Educational Psychology
  - Autism Team
  - Ryegate Children's Centre
  - Family Intervention Service (FIS – formerly MAST)
  - School Nursing
  - Social Care
  - CAMHS
  - Speech and Language Therapy
  - Hearing / Visual Impaired Service

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Securing equipment and facilities

- Where a child requires additional equipment or facilities to enable them to access a mainstream school, advice, equipment and support are sought from the relevant outside agency:
  - Communication and Interaction – Speech and Language Therapy Service, Autism Team
  - Cognition and learning
  - SEMH – MAST/CILS, CAMHS, Educational Psychology
  - Sensory or physical need or disability - Visual Impairment Team, Hearing Impairment Service, Sheffield Children's Hospital, Occupational Therapist, School Nursing

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Working with other agencies

- Where we cannot meet the needs of a pupil alone, specialist external agencies provide support and advice. Once contacted (via consultation or a referral form), the requested agency visits the school setting, observes the pupil and discusses how the school can meet their needs. This support is provided until the need has changed or the child leaves the school.

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Support for improving emotional and social development

- The school offers a wide range of provision to support the emotional wellbeing and social development of all pupils through school:
    - PSHE/RSHE is taught across the school by class teachers. The programme includes online safety, building successful relationships and Fundamental British Values. Planning and delivery of such lessons is monitored by the Subject Leader and Leadership Team.
    - Pupils with SEND are encouraged to be part of the school council or to hold other roles of responsibility within the school.
    - A small team of support staff are available to children who need extra support throughout the school day including unstructured times of the day where they support pupils if they are having difficulties making and keeping friendships and also help when disagreements occur.
    - Support is offered at breaks and lunchtimes for pupils who need this. Supervised structured activities including indoor games, outdoor sports and a quiet room are available each day.
    - The school also runs intervention programmes to support individuals who are anxious, angry, lack confidence, are on the autistic spectrum, find it difficult to comply with the school organisation and other difficulties.
    - Careful discussions are held with the class teacher, support staff and SENDCO about an individual`s needs. These discussions also involve parents/carers and pupils wherever possible.
- We have a zero tolerance approach to bullying.

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Inclusion of SEND students in all activities

- We are committed to ensuring that pupils with SEND have access to all activities within and outside the school setting.
- Many children and young people who have special educational needs may also have a disability. The Equality Act 2010 defines disability as '…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'. In this context, 'long term' means over a year and 'substantial' means 'more than minor or trivial'. This definition includes long term health conditions such as asthma, diabetes, epilepsy, cancer and sensory impairments. Many children and young people who have these medical/health conditions will not have special educational needs and their safe and full access to learning and progress will be covered by the duties set out in The Equality Act, including the requirement on all public bodies to make reasonable adjustments.
- This means that, where a child or young person has a disability, the way in which their needs are met will depend on the impact the disability has on their access to education. If, with the appropriate non-discriminatory practices and reasonable adjustments, they can access education and make progress commensurate with their peers by accessing the resources 'normally available' to their educational setting, there will not be a need for them to be protected by an Education, Health and Care plan. Some of these children and young people with long term health conditions should have a Health Care Plan which addresses their safety, health and wellbeing whilst in the school setting. The Department for Education (DfE) have published guidance, 'Supporting pupils at school with medical conditions' which can be found at:
- Statutory_guidance_on_supporting_pupils_at_school_with_medical_conditions.pdf (publishing.service.gov.uk)
- Further details about our approach to meeting the needs of pupils with disabilities can be found within our Accessibility Plan.
- All of our extra-curricular activities and school visits are available to all our pupils, including our breakfast and after school clubs. Parents/ carers support school trips where necessary.
- Before any major trips/ residentials, there are meetings with parents/carers and permission is always sought from parents/ carers before any visit out of school.
- All pupils are encouraged to take part in sports day/school plays/special workshops, etc. No pupil is ever excluded from taking part in these activities because of their SEN or disability.

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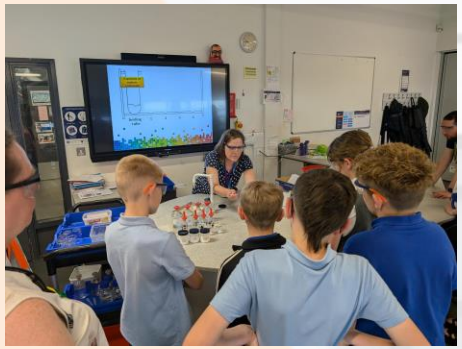
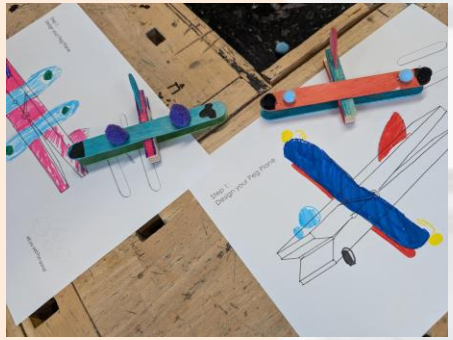
Transition – Y6 to Y7

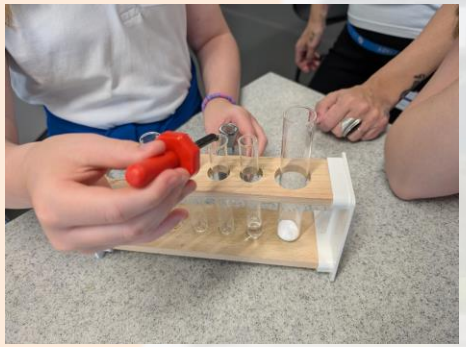
Transitions from 6 to Y7 are carefully planned for children with SEND

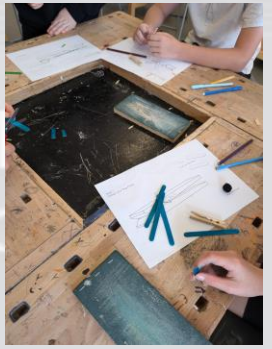
Y6 to Y7

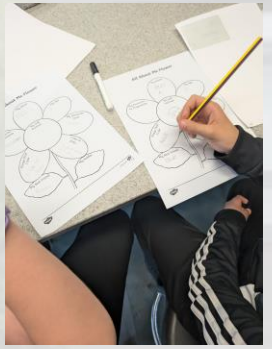
- Yewlands has excellent links with feeder primary schools
- As well as a main transition event, all SEND students are offered additional SEND visits to allow students to familiarise themselves with our school and staff
- These visits may include additional time both within the school day and after school.
- The SENDCO will meet with teachers who have taught your child to ensure all relevant information is shared
- Y6 SEND students receive a personalised transition booklet containing information about their new school, photos of the school and the staff who will be supporting them











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Transition – post-16

Transitions to post-16 are also carefully planned for children with SEND

Post-16

- Planning for Post-16 starts in Y10 with support from the Yewlands in-house careers service (including career events, careers interview – SEND students are prioritised)
- Post-16 applications begin in the autumn term of Y11 – students are supported by form tutors, year lead and SEND team
- Y11 EHCP students have their Annual Review in the Autum term (and will include a Career Link representative from Sheffield LA who will provide specialist advice around appropriate post-16 settings)
- SEND Students can be supported with post-16 interviews and additional visits if required

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Transitions in other years

- If your child moves to another school the SENDCo will share information about your child with the SENDCo in the new setting to ensure that all information is shared.
- SEND students starting with Yewlands outside of typical transition periods are taken through a comprehensive transition process to ensure they quickly settle into school and staff are fully aware of the individual needs.
- When a pupil joins Yewlands from another school, all records are requested from the sending school. If the pupil was identified as having additional needs at the previous school, then the SENDCO contacts the school directly to seek further information. This information will then be shared with the relevant staff.
- Within school, there are meetings between teachers before pupils move to different classes and information is shared. Meetings are held with parents and pupils and pupils spend introductory time with their new teachers.
- The class teachers, supported by the SENDCO, are responsible for the transition arrangements for the move of the pupils to the various secondary schools.
- It is the SENDCO's responsibility to ensure that the papers of any pupil with SEND are passed on to a receiving school.
- For pupils with EHCPs, the SENDCO is responsible for transition arrangements, ensuring that the receiving school staff get all relevant information. Where possible, the SENDCO or Inclusion staff from the secondary school will attend the last annual review before transition. Pupils with SEND often have extra visits to the schools before official transition visits.

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Evaluating the effectiveness of SEND provision

- The effectiveness of the school's provision for pupils with SEND is evaluated by:
  - Reviewing pupils' individual progress towards their targets (at least termly)
  - Reviewing the impact of interventions (at least half-termly)
  - Using pupil and parent questionnaires
  - Monitoring by the SENDCO
  - Regular reviews of Pupil Profiles (SEND passport) and Extended Support Plans (previously called a MyPlan)
  - Holding annual reviews for pupils with statements of SEN or EHC plans

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Making a complaint

- Complaints about SEN provision in our school should be made to the SENDCO in the first instance. They will then be referred to the school's complaints policy.
- The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:
  - Exclusions
  - Provision of education and associated services
  - Making reasonable adjustments, including the provision of auxiliary aids and services

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SENDIAS

Sheffield SENDIAS on 0114 273 6009 or

www.sheffieldsendias.org.uk

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Links with other policies and documents

SEND Policy at Yewlands

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