

SEN & Disability(SEND) Information @ Yardleys School



My child has a
special need @
Yardleys

SEND CoP Sept.
2014

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The new SEND Code of Practice @ Yardleys School

From September 2014 the new 0-25 Special Educational Needs and Disability Code of Practice became law, replacing the 2002 SEN CoP.

The new CoP has brought in many sweeping and far reaching changes to the way pupils with SEN and/or a disability are identified, assessed, categorised, provision planned and made for and progress reviewed.

There are now only two 'bands' of support – 'Additional Needs' (K) and those with 'Education, Health and Care Plans' (E)(formally Statemented).

One immediate result of the new CoP is that many children who were previously placed at School Action or School Action Plus will no longer be on the SEND CoP. These pupils will be supported through the school's normal progress monitoring and teacher interventions.

[What SEND is all about.](#)





What SEND is all about @ Yardleys School

In June 2014 the DfE (Department of Education) published the new 0-25 Special Educational Needs and Disability (SEND) Code of Practice. This became law in September 2014 and was updated May 2015.

This website is all about the SEND Code of Practice and how it might affect your child whilst they are at Yardleys School. We hope you find it easy to navigate and find the information you need. By working together we can support your child to thrive at Yardleys and make the progress they need and deserve.

The links below should help you to understand how they have been assessed, how they are supported and how they are reviewed, (assess, plan, do, review).



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Identification & assessment of SEND @ Yardleys School

Pupils with a SEN or a Disability are generally identified through the feeder school, by staff or parents alerting Mr Thornton (SENCO) or the Head of Year. The SENCO also regularly monitors pupil progress with the individual Heads of Faculty which again alerts the school that a child may have SEN.

Once identified Mr Thornton (SENCO) has a range of tests and surveys to make an assessment of the child's needs, enabling clarification of any underlying problems to measure and monitor progress, or refer onto another professional such as CAHMS or a paediatrician. In addition, the school can request further assessments (with the agreement of the parents) by the Educational Psychologist or an outside agency.

Mr Thornton contact details – 0121 464 5615 or email:
richard.thornton@yardleys.bham.sch.uk



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Planning Interventions for SEND @ Yardleys School

If your child is identified and assessed as a pupil with SEN or a disability, you will be invited to regular review meetings with Mr Thornton (SENCO), at least once a term. Some of these might be as part of a parent's evening or progress review day.

During these meetings a Pupil Profile (previously an IEP), will be drawn up and/or reviewed. These tell your child's teachers what they can do to support your child's progress using various objectives and strategies.



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Supporting SEND pupils @ Yardleys School

Support for SEN and disabled pupils is individually tailored to each child. Through the identification and assessment process, strategies for supporting the child are discussed and agreed with parents and the child themselves and put in place for teachers to use through the Pupil Profiles.

The school employs experienced teaching assistants who work in each faculty to assist teaching staff to deliver support.

Mr Thornton (SENCO), regularly meets with Heads of Faculty and Heads of Year to ensure the SEND pupils are receiving appropriate support.



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Reviewing SEND pupil progress @ Yardleys School

The progress of pupils with an identified SEN or Disability (SEND) is regularly reviewed to ensure that everything that can reasonably be done to support their need is being done. These reviews are both internal between the staff and with you and your child.

You are encouraged and welcome to meet with Mr Thornton (SENCO) or your child's Head of Year if you are concerned with the progress of your child.

You will be invited to meet with Mr Thornton (SENCO) at least termly to review the support your child receives.



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Special Educational Needs @Yardleys School

There is a wide range of special educational needs that pupils at Yardleys School experience. Some will have been identified and supported whilst in primary school, while some may be identified at Yardleys School. The links below should help you to understand what the different needs are, what they mean to you and your child and how we can support them at Yardleys School.

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[Hearing
Impairment](#)

[Visual
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[Behavioural
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[Autism](#)

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Disabilities @ Yardleys School

At Yardleys School we pay full regard to the Equality Act 2010, the Children and Families Act 2014 and the SEN & Disabilities Code of Practice: 0-25 2014 (SEND CoP).

We try hard to ensure that no child is disadvantaged as a result of a disability by making 'reasonable adjustments', clear risk assessments to minimise the impact of their disability and improvements to the building and equipment to ensure the easiest possible access both to the building and the curriculum.

Ensuring
Equality

Disabled
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Ensuring Equality @ Yardleys School

The Equality Act 2010 defines 'disability' as: 'a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.' In other words, a disability is something physical or mental that your child has had or will have for a long time, that hinders them from doing the things that their peers can do.

If we know about your child's disability it is our duty to minimise the impact this has on their experience whilst at Yardleys School. To do this it is important that you let Mr Thornton (SENCO), know all about their disability. You will be invited, along with your child to regular meetings (at least termly) to decide what the school can do to ensure they are treated with equality.

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Disabled Facilities @ Yardleys School

Yardleys School is in a modern building giving easy physical access to disabled pupils and visitors. There is ramp access to the main door and the entrance by the drama studio. Each floor can be accessed via staircases with high visibility strips, alternatively there is an internal lift giving access to all floors.

The school uses the Brays Outreach team to assess any disabled child's mobility and access to the curriculum. We then strive to implement any recommendations to ensure access to the curriculum.

Please note that Yardleys School does not have a resource base.

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Access across the curriculum @ Yardleys School

At Yardleys School we make every effort to ensure every child, regardless of their ability or disability makes good progress.

Children, regardless of their disabilities are given access to learning, encouragement and support to overcome their difficulties. This is achieved through regular reviews, and risk assessments with the parents and their child and could involve Mr Thornton (SENCO), the Head of Year, the Business Manager and/or the School Lead First Aider.

Teaching staff are made fully aware of children's disabilities and the things they need to do to support the child's learning through 'SEND pupil profiles.' These are treated confidentially and made available to Yardleys School staff via the school's secure VLE and SIMs.

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Medical Needs @ Yardleys School

In April 2014 the DfE (Department of Education) published statutory guidance for 'Supporting pupils at school with medical conditions'. We have made every endeavour to comply with the guidance this recommends to support your child if they have a long term medical condition that may affect their learning whilst at Yardleys School. The links below give you details of how we will do this.

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Healthcare
Plans

What to do if
your child is too
ill for school

Links with
the NHS

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I'm worried about my child @ Yardleys School

Whilst we try to ensure every child enjoys their time and thrives at Yardleys School there may be times when you become aware that they appear to be having a difficult time. If you have a concern please contact your child's form tutors or their Head of Year. Our staff really do care about your child's well being. You can contact Mr Thornton, the SENCO, if you are concerned your child may have a special educational need, a disability or a long term medical need that may affect their learning.

There are some common concerns parents have. Click on the buttons below for some help related to these.

My child isn't
coping with
the work at
Yardleys

My child
isn't coping
with the
homework at
Yardleys

My child
isn't happy
at Yardleys

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How can I help my child @ Yardleys School?

As the parent of a child with SEN or a disability we want to meet regularly with you to discuss together the best ways to support your child. You will be invited to regular review meetings, at least once a term where you will be made very welcome and encouraged to fully discuss your concerns. We aim to work with you to ensure your child's needs are met.

Your child is encouraged to attend all (or part) of any review, where we try hard to make them the centre of any discussion, after all it is about them.

The SENCO also attends every parent's evening and is available during pupil progress events to support you and your child. If you want to speak to him please ask.

Practical ways to
help your child
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Practical ways to help @ Yardleys School?

There are many things you can do to support your child's learning, encourage them to be curious about the world we live in. That curiosity can be developed simply by talking to them about the things they see and hear around them.

Reading is hugely important. There are many sources of written information, newspapers, magazines and the Internet amongst them. Please encourage your child to read for at least thirty minutes every day.

At Yardleys School homework is set on-line using the VLE. Pupils are expected to complete their homework within a timescale, usually a week. Encourage them to do their homework on the night it is set and not leave it to the last minute. Remember that computers are available in school if they don't have internet access at home.

How can I help
my child
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My child had help before

Many children have support for a variety of needs in their primary school. If they were placed on the SEN Code of Practice they will have been at School Action Plus (now referred to as K support) or they had a Statement of SEN which should have been transferred to an EHCP now. Your child may have had an IEP with targets. If this is the case, their primary school has probably already told us and we would have had a conversation with them about your child's needs. Check with Mr Thornton, (SENCO), that we have been told.

What happens next?

The SEN CoP changed dramatically in September 2014, as a result many pupils previously considered as SEN may no longer need additional support from SEND. Now that your child is at Yardleys we will look at the information we have been given, reassess them in detail and meet with you to decide what support, if any, they need now.

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My child doesn't want to come to school

We aim for all pupils to attend 100% of the year. Most absences are due to illness or hospital/doctor appointments. Occasionally there are a number of reasons why your child might not want to come to school. If you are at all concerned about your child because they are reluctant to attend please contact their Head of Year as soon as possible. It is easier to resolve whatever the problem is sooner rather than when it has become a serious issue.

If your child was previously happy at school and suddenly becomes reluctant it may be that they are being bullied. Again it is really important to contact your child's form tutor or Head of Year as soon as possible so that we can investigate and deal with any bullying issues.

Finally, sometimes the reason for them not wanting to attend school is more personal, Ms Mukadam is the member of staff responsible for supporting pupils with these issues. Please contact her if you are concerned.

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Learning Needs @ Yardleys

If your child appears to be struggling with their learning at Yardleys it may be because of an underlying learning need. The most common are listed below.

If you are at all concerned, please contact Mr Thornton, the school's Special Educational Needs and Disability Co-ordinator (SENCO).

Please click on a button to find out more about these needs.

MLD @
Yardleys

Dyslexia
@Yardleys

Dyspraxia
@ Yardleys

Dyscalculia
@ Yardleys

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SpLD (Dyslexia) @ Yardleys

A Specific Learning Difficulty (for example 'Dyslexia'), is defined as 'an underlying phonological deficit'. People with an SpLD have difficulty identifying, manipulating and using sounds in words (phonics). This means they MIGHT have a problem decoding (working out what a word is on a page), or they might find it difficult to know how to spell a word.

It takes a specialist to identify an SpLD following a whole series of tests and a short investigation.

Pupils with a diagnosis of an SpLD are placed on the SEND Code of Practice where with Mr Thornton (SENCO), a programme of support is agreed with you and your child. This is reviewed at least once a term.

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MLD @ Yardleys

A child with a Moderate Learning Difficulty, or MLD, will find it difficult to process information. They tend to put their learning into 'boxes' and often fail to see the links between a word, sentence or idea. As a result they find it hard to recall previous information, remember things or build on what they know.

To help a child with MLD they need to have things explained in simpler ways, usually pictures will help. Things have to be explained many times before they can remember them. They need to be given time to process information or the task they need to do.

Vocabulary needs to be explained, they may not even understand everyday words or realise that a word might have more than one meaning.

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Dyspraxia @ Yardleys

Dyspraxia is when a child finds it difficult to co-ordinate their hands and fingers which results in them appearing to be awkward and clumsy, or to have very untidy, often unreadable handwriting.

Whilst a child with dyspraxia can practise their handwriting which may improve it slightly, often by secondary school their handwriting will never really be good. It is important to recognise that this isn't a lazy child, or a child who doesn't care, they cannot help but produce untidy writing.

Exam boards accept that a student with dyspraxia needs assistance to demonstrate what they know, therefore an exam access arrangement is often granted in the form of using a word processor. We therefore encourage any child with dyspraxia to use a laptop for all their work throughout KS3 & 4.

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Dyscalculia @ Yardleys

A very small number of children have a genuine difficulty with numbers, this is called dyscalculia. It is difficult to identify and there are no tests available that give a clear diagnosis. However through careful observation of the child's mathematical skills and some general testing, it is possible to assess the areas of maths that need to be specifically taught to improve their mathematical confidence.

As a parent you can help your child by setting them maths problems such as adding up a shopping list, using a rail timetable, working out the cheapest price of toys on line or looking at shapes in a building etc. The most useful skill to help them is to learn the times-tables. Constantly practising these will assist them immensely with their maths.

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Hearing Impairment @ Yardleys School

There are a surprising number of pupils with a hearing impairment at school. Many wear hearing aids, some have radio aids where the teacher wears a transmitter around their neck. We are used to these types of aid.

Within school these pupils are supported by the SEND Faculty and by the Hearing Impairment teacher that regularly visits the school.

The best way to support your child in school is through regular contact with us. We encourage you to let us know if there is a problem with your child's aid, or if your child is telling you that they are having trouble hearing in a lesson. Through good communication and regular reviews we can work together to ensure your child makes good progress.

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Visual Impairment @ Yardleys

If your child has a visual impairment (other than being short sighted) they will be supported by the SEND team and possibly the visiting Visual Impairment (VI) teacher (depending on the nature and degree of the visual impairment).

The best way to support your child in school is through regular contact with us. We encourage you to let us know if there is a problem with your child's vision, or if your child is telling you that they are having trouble seeing in a lesson. Through good communication and regular reviews we can work together to ensure your child makes good progress.

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Behavioural Needs @ Yardleys School

Pupils can experience difficulties in school due to their behaviour. This is generally monitored and dealt with through the school's 'behaviour ladder'. Mostly our child's teachers and form tutors will deal with minor behavioural issues.

Your child's Head of Year will become involved if there are persistent behavioural difficulties. If these continue Mr Thornton (SENCO) and Deputy Head Pastoral (Mr Basra) may become involved. Your child may be placed on the SEND Code of Practice to identify the reason for their poor behaviour.

The school may involve outside agencies such as the behaviour support teacher or the Educational Psychologist, however before we do this we will contact parents to ask for their permission.

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Autism @ Yardleys School

Pupils with Autistic Spectrum (AS), including Asperger's Syndrome, are supported in school by the SEND team and the CAT (Communication and Autism) Team. It is essential that you share the medical diagnosis with Mr Thornton (SENCO) to confirm your child has AS.

Sometimes we might approach you with a concern that your child is showing signs (traits) related to autism. This is so that we can understand their needs and work towards meeting them.

A child with AS will need support, the best way to support your child in school is through regular contact with us. We encourage you to let us know if there is a problem, or if your child is telling you that they are having trouble in school. Through good communication and regular reviews we can work together to ensure your child makes good progress.

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ADHD @ Yardleys School

There are several forms of behaviour described as Attention Deficit Hyperactivity Disorder (ADHD) or Attention Deficit Disorder (ADD). It is important to realise that these are medical diagnoses and not a label. A consultant paediatrician normally makes the diagnosis after several months of investigation.

A child with ADHD or ADD has difficulties concentrating, their mind quickly wandering from the original thought. They are easily distracted by anything around them. A child with ADHD has seemingly boundless energy as well.

A child with ADD or ADHD will need support. The best way to support your child in school is through regular contact with us. We encourage you to let us know if there is a problem, or if your child is telling you that they are having trouble in school. Through good communication and regular reviews we can work together to ensure your child makes good progress.

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Mental Health @ Yardleys School

Some children experience depression, eating disorders, schizophrenia, bipolar disorder, obsessive compulsive disorder (OCD), panic attacks and emotional difficulties during their time at school. These usually have a medical diagnosis so that a multi-disciplinary team may be involved.

At Yardleys we take these difficulties seriously. If your child suffers from any of these, several members of staff might be involved in supporting them. Their form tutor and Head of Year are important to them as they see them on a daily basis. Ms Mukadam may be involved as might Mr Thornton (SENCO). The school's lead first aider, Ms Small and the attendance officer, Mr Tullet may also be involved depending on your child's needs.

The best way to support your child in school is through regular contact with us. Through good communication and regular reviews we can work together to ensure your child makes good progress.

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Emotional Needs @ Yardleys School

Adolescence is a difficult phase in growing up, but for some children this is a very emotional time. If you are concerned that your child is finding school very emotionally difficult, or their education is suffering because of his or her emotional state please contact the school. Your first point of contact is your child's form tutors or Head of Year.

Sometimes 'reasonable adjustments' need to be made to help your child in school. There is a range of things that we can do, but these need to be arranged through the Head of Year.

The best way to support your child in school is through regular contact with us. We encourage you to let us know if there is a problem, or if your child is telling you that they are having trouble in school. Through good communication and regular reviews we can work together to ensure your child makes good progress.

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My child can't do the work @ Yardleys School

Part of our job at Yardleys is to challenge your child to learn and aspire to achieve. We do our very best to match the work to the ability of each child and sometimes pupils find this hard.

There are many reasons why children struggle with the work we give them but there is support from the staff.

If your child has a barrier to learning such as a learning difficulty we will contact you to discuss what can be done to help them. Equally, if your child is going through an emotional time please let us know by contacting their teacher, form tutor or Head of Year. Communication between us is the key to overcoming whatever barrier to learning your child is experiencing.

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My child can't do the homework

Homework, or home-learning, is a vital part of your child's education and one means of ensuring progress.

Homework is set online at the start of each week for completion by the following Monday, and will not be accessible after 9 pm that evening.

Problems usually occur because pupils leave it to the last minute, although they are advised to attempt it several times in order to achieve the best result possible.

Yardleys School has a 'Homework Club' in the school's Library. This is open to pupils for help with their homework everyday from 8.00-8.45 am, at lunchtime and after school until 4.30 pm. In addition there are a number of computers in the atrium that pupils can access when not in lessons.

If you are concerned about the homework your child has please speak to their Head of Year.

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My child isn't happy @ Yardleys School

There are several reasons why children become unhappy at school, we take your child's welfare very seriously. The important thing as a parent is to contact us and talk to us about why so that we can try to address the cause. Bullying, peer pressure, and relationships with other pupils are frequent causes of unhappiness in school. Sometimes it can be their relationship with a teacher. Worrying about the work or exams is also a cause of stress and worry.

Your child's form tutors or Head of Year are your first port of call. Mr Thornton (SENCO), Ms Mukadam (Child Protection) and Mr Basra (Deputy Head Pastoral) are also people within school who can help.

My child doesn't
want to come to
school.

I'm worried about my
child @ Yardleys

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Transition: KS2 to KS5

Moving in and moving on

At Yardleys School we recognise that whilst most children move from one Key Stage, and from Primary to Secondary to college, without much difficulty, others experience different sorts of difficulty moving through education.

We offer a range of support for all sorts of children at the different stages (transitions) of their education as they move into Yardleys School and move on to college.

KS2 to KS3:
Primary to
Secondary

KS3 to KS4:
Choosing
options

KS4 to KS5:
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Transition: KS2 to KS3

Moving into Yardleys School

During Y6 a member of the SEND/Pastoral team at Yardleys will have met with the SENCO or Year 6 teacher of the primary schools to discuss and share SEND information about each child who has needs, this is shared amongst the senior staff, Heads of Faculty and Heads of Year.

Pupils with an Education, Health & Care Plan (EHCP) will have visited during Y5 to help them make their choice.

Mr Thornton (SENCO) is available at the Open Days in September so that parents of Y6 children who have concerns can discuss these with him.

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Transition: KS3 to KS4

Making study choices

Choosing the right options for GCSE study can be a difficult decision for pupils with SEND. Once the choices have been made it is very difficult to change them. For this reason SEND reviews are held in the spring term prior to the Option evening to discuss the possible choices.

Pupils will have listened to assembly presentations from each faculty and would have been given opportunities to discuss what each exam course entails. Option booklets are sent home and an Option evening held for the parents and children to decide on their choices.

Mr Thornton (SENCO) also attends these events to discuss their choices so that pupils with SEND can make an informed decision.

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Transition: KS4 to KS5

Moving onto college

Moving on to further education is another important milestone in your child's life. Yardleys School does not have a Sixth Form so choosing the right college course, apprenticeship or career path is crucial.

SEND reviews are held for pupils who have an identified need or disability in the summer of Y10 to discuss possible career paths and college choices. This is prior to Post 16 transition reviews at the start of Year 11.

Pupils and their parents are strongly advised to visit colleges during their open days and to discuss their child's needs with the college student support teams.

Often colleges will request information from the SEND team so that provision can be made for your child in KS5.

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Who supports my child @Yardleys School?

There are several levels of support for children with SEND at Yardleys School. The main staff are:

Pastoral (Behaviour, emotional and attendance): Deputy Head Pastoral - Mr Basra; Heads of Year – Mr Lawrence, Mrs Killarney, Mr Buckley, Mr Tilley & Mr Sohal ; Attendance – Mr Tullet.

Special Educational Needs, Disability and Medical: SENCO – Mr Thornton; Physical Access & Risk Assessment – Miss Webb; Medical – Ms Small.

In addition we access support from the following outside agencies: Education Psychologist; Hearing and Visual Impairment services; the Communication and Autism Team; Brays Outreach (physical disability); Pupil and School Support Service and the Behaviour Support Service.



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How does Yardleys School make learning accessible?

The staff at Yardleys School have access to the information regarding your child's needs through the secure VLE and SIMs. This information is used to help staff plan strategies to support your child in receiving high quality inclusive teaching and learning.

Information for every child on the SEND list is shared via an Individual Pupil Profile.

SEND pupils and their parents are invited and encouraged to attend the regular reviews held by Mr Thornton (SENCO) so that they can discuss and agree the interventions that are put in place to ensure the child can access the curriculum.



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How do I complain about the support @ Yardleys School?

We do our very best to support your child throughout their time at Yardleys School. During the year there are opportunities to discuss your child's progress with us. For all pupils there are parent evenings and progress review days.

If you are the parent of a pupil with special educational needs, a disability or a long term medical condition Mr Thornton (SENCO) will invite you to SEND review meetings at least once each term.

From time to time parents can feel that their child isn't receiving the support they need in Yardleys School. If you feel unhappy with what we are doing please contact your child's Head of House or Mr Thornton. Should you feel your concern has not been addressed then you can contact Mr Basra (Pastoral Deputy), Mrs Pritchard (Curriculum Deputy) or Mr Warner (Head Teacher).



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Individual Healthcare Plans @ Yardleys School

New Government guidelines (April 2014) mean that if your child has a long term medical condition the school should draw up, in co-operation with you, your child and their consultant, an Individual Healthcare Plan.

The reason for this is to minimise the impact of your child's medical condition on their education. The plan will include details of their condition, how the condition affects them and what you, your child and the school will do should your child be unable to attend school due to their condition.

Staff involved in drawing up and reviewing the plan may include Mr Thornton (SENCO), Miss Webb (risk assessment), your child's HoY, Ms Small (School Lead First Aider) and Mr Tullet (attendance). The plan will be reviewed at least once a year and will be shared with your child's consultant (NHS).

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What to do if your child is too ill to come to school?

In any case where your child is unable to attend school due to illness you must contact Mr Tullet (attendance) or your child's Head of Year as soon as possible on the day.

If your child has a long term medical condition, or a disability which means they might not be able to attend school, then there should be a Pupil Profile or an Individual Healthcare Plan (IHP) where we have agreed in advance what should happen should they be unable to attend school. If this has been agreed then you should follow what was agreed.

Should your child develop a medical condition that is likely to be long term and affect their attendance please contact Mr Thornton so that an Individual Healthcare Plan can be drawn up.

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Links with the NHS @ Yardleys School

Children with long term medical conditions are usually under the care of a consultant paediatrician or a NHS specialist. In order to ensure that these children make at least expected progress the school needs to be in contact with that specialist to ensure we are doing everything we can to support your child. Permission will always be sought from parents before contacting any medical specialist or outside agencies.

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LA Local Offer

The new SEN&D Code of Practice requires the Local Authority to publish their Local Offer from September 2014. The Local Offer tells you, the parents of a pupil with a Special Educational Need or a Disability what is available to you in the area your child goes to school.

This link takes you to the LA Local Offer.

The LA
Local Offer

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Frequently Asked Questions @ Yardleys School

What kinds of SEND is provision made for?

How are SEND needs identified?

How do we know progress is being made?

What extra-curricular activities can SEND pupils access?

Which staff deal with SEND pupils?

What SEND training does the staff have?

How do you get more specialist help for SEND pupils?

How can parents and pupils with SEND best support their learning?

How does the Headteacher and/or governing body deal with a complaint?

How does the school involve other people in meeting the needs of SEND pupils?

Who are the support services that can help parents with an SEND pupil?

How are SEND pupils supported through transition?

What admission arrangements for pupils with SEND?

How do you prevent pupils with SEND from being treated less favourably?

How does the school ensure SEND pupils can access facilities ?

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