Yardleys School

WORKING TOGETHER FOR A BETTER FUTURE

SEND POLICY

Adopted by Governors:

Signed: ……

Date: ……

This policy is reviewed annually by the Curriculum & Standards Committee

Review date: ……

POLICY INFORMATION

Date of last review	October 2026	Review period	Annually
Date ratified by governors	Agreed at committee level, due for ratification November 2026	Governors' committee responsible	C&S
Policy owner	Richard Thornton	SLT member responsible	Gurpreet Basra/ Laura Yates
Date of next review	October 2027		

Reviews/revisions

Review date	Changes made	By whom
September 2026	No changes	R Thornton

EQUALITY AND GDPR

All Yardleys' policies should be read in conjunction with our Equal Opportunities and GDPR policies.

Statement of principle - Equality

We will take all possible steps to ensure that this policy does not discriminate, either directly or indirectly against any individual or group of individuals. When compiling, monitoring and reviewing the policy we will consider the likely impact on the promotion of all aspects of equality as described in the Equality Act 2010.

Statement of principle - GDPR

Yardleys School recognises the serious issues that can occur as a consequence in failing to protect an individual adult's or child's personal and sensitive data. These include emotional distress, physical safety, child protection, loss of assets, fraud and other criminal acts.

Yardleys School is therefore committed to the protection of all personal and sensitive data for which it holds responsibility as the Data Controller and the handling of such data in line with the data protection principles and the Data Protection Act (DPA)/GDPR.

Statement of principle – Yardleys Way

Yardleys School treats everyone equally and we value everyone the same irrespective of age; disability; gender reassignment; marriage or civil partnership; pregnancy or maternity; race; religion or belief; sex; and sexual orientation.

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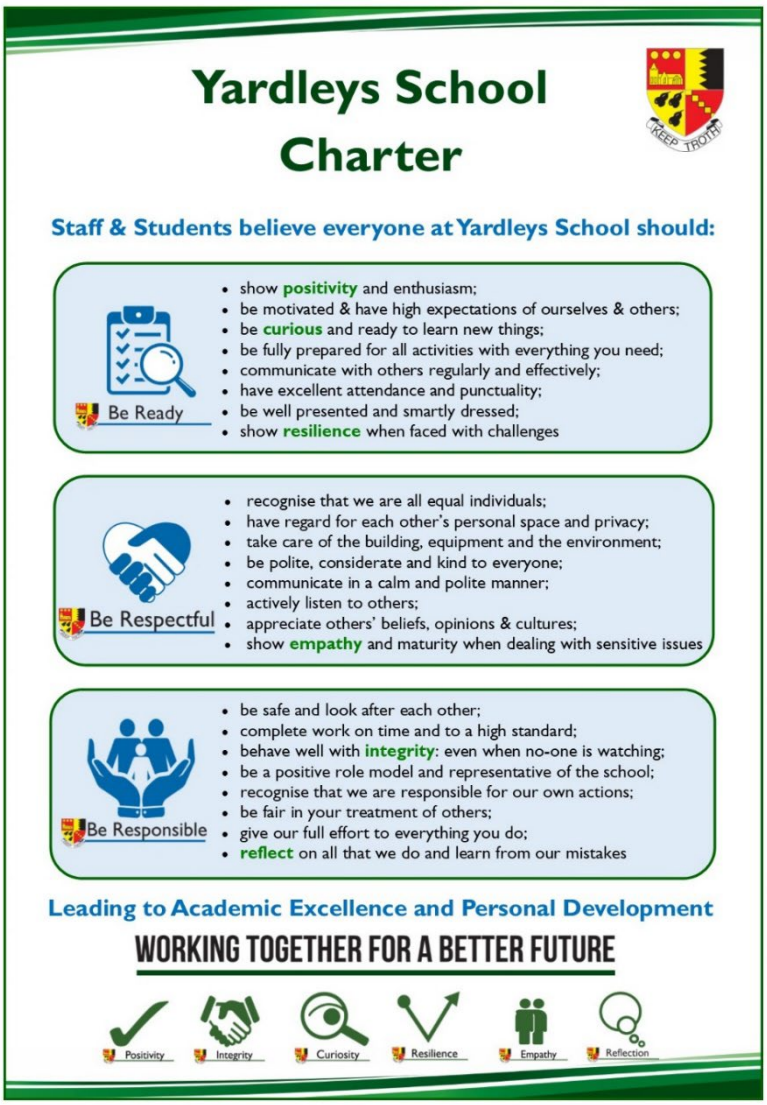
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1. Introduction

1.1 Yardleys Charter

The Yardleys Charter is the driving force behind everything the school does and hopes to achieve. We aim to create **a safe and supportive learning environment** in which all members of the school are **working together** to develop their maximum potential. The Yardleys Charter is designed to incorporate our **vision** and **values** and develop a key ethos. This policy reflects the belief in Inclusion and that all students will benefit from a high quality inclusive education.



All students at Yardleys School follow a broad curriculum and any exceptions are seen as a rare occurrence but will be based on evidence of need and in collaboration with the Curriculum Deputy Headteacher, Head of Year and the Special Educational Needs Co-ordinator (SENCo), with reasonable adjustments being made accordingly.

1.2 Aims and Objectives

- In line with the Yardleys Charter, all students have the right to a broad and balanced curriculum and will gain from an inclusive approach, which seeks to ensure maximum access.
- Students of SEND are the shared responsibility of all staff and all teachers are teachers of SEND. Teachers are responsible and accountable for the progress and development of the students in their class, including where students access support from teaching assistants or specialist staff.
- All staff should have awareness of appropriate SEND information and teaching strategies, and where required attend in-service courses. Staff should work in collaboration with the SENCo to provide students with access to the whole curriculum. Materials and resources should be adequate, well organised and accessible.
- Students' individual special needs will be assessed by both the SENCo and subject staff and teaching assistants (TA's).
- Parents/carers should be involved as partners in the Education of their children. Students should also be considered as partners and their views taken into consideration.

The procedures for documentation and reviews will be operated in line with the Code of practice and the following actions aim to maximise the progress of SEND students.

- correct and early identification;
- effective teaching;
- interventions for identified needs;
- reviews and progress checks.

2. Correct and Early Identification

2.1 Liaison with Primary Schools

We undertake close liaison with the primary feeder schools to facilitate as smooth a transition as possible and appropriate provision is in place. SEND students, and those considered to be 'at risk' are visited in their primary school and invited to Yardleys School for a Pre-Induction Day visit. For those students already in possession of an Education Health Care Plan (EHCP), the SENCo will endeavour to attend their transition meeting in Year 6 to ensure that any provisions that are allocated can be met by Yardleys School.

2.2 Existing data and information

Students starting in Year 7 will have their past data examined to identify their level of need and the possible areas of deficit. Students who are below their expected levels in English and Mathematics are not automatically regarded as SEND students, but will be provided with the targeted teaching that they require. Those students who require additional support over and above that provided in the classroom may be said to have Special Educational Needs (SEN).

2.3 Screening of students

All students starting at Yardleys will be screened to determine their level of reading and numerical ability. Those who are identified as being below the expected level or who are already on the SEN Code of Practice from KS2 will then receive further diagnostic testing to identify the particular areas of need and will be added to the Code of Practice as necessary.

2.4 On-going identification

If the regular data collection shows that a student is not making the expected progress, the SENCo, in consultation with the Head of Year, form tutor, subject teachers and parents will decide whether additional and/or different provision is necessary. Students will also be identified through the regular reviews of behavioural data, or as a result of critical mental health or medical issues which would otherwise impact on their progress. This on-going review of data may also result in students being removed from the Code of Practice if their need is no longer an impact on their progress.

3. Effective Teaching

3.1 Clear understanding of need by all

Each student on the SEND Code of Practice will have a pupil profile which will clearly explain their need and advice to staff on how best to support the pupil. This is written and reviewed in consultation with students, parents/carers, teachers and TA's. It may also involve consultation and advice from external agencies. To ensure it remains relevant, it will be reviewed regularly in line with the Code of Practice. All teachers and TA's are expected to familiarise themselves with and use the information on each pupil they teach or supervise on an activity.

3.2 Support and Training

The SENCo will ensure that, where needed, additional training and advice will be provided to ensure that all teachers are able to meet the needs of their classes.
A comprehensive guide for all staff - SEND Staff Handbook Terms and strategies for supporting Special Educational Needs & Disabilities (SEND) CoP 2014, has been written to support effective teaching.

4. Interventions for identified needs

4.1 In class support

Students of SEND are the shared responsibility of all staff and all teachers are teachers of SEND. Teachers are responsible and accountable for the progress and development of the students in their class, including where students access support from teaching assistants or specialist staff. TA's are deployed to support pupils in-class. The TA's work under the direction of individual subject teachers to help meet individual student's needs although the students that they are concerned with will be centrally agreed by the SENCo and Senior Leadership Team (SLT). The SENCo is responsible for the general administration, training and support for TA's across the whole school.

4.2 Small group/individual withdrawal

Where required, small groups or individuals may be removed from the classroom for more intensive support. This will be focused on a particular need and be of limited duration with clear success criteria.

4.3 Personalised curriculum

With some students who are unable to access the full school curriculum, a personalised curriculum may be developed which will meet their needs more fully and improve their chances of continuing in full time education or training. Only in extreme circumstances will pupils be removed from core subjects.

Students are also supported with the wider curriculum including provision to help them develop personally, to secure safety and wellbeing as well as preparing them for life after school. For example SEND students will receive extra careers educational and personal interviews.

4.4 Pastoral Support

The SENCo and Heads of Year will meet regularly to put in place support plans for SEND students who are facing difficulty with pastoral issues such as behaviour, attendance or issues around personal, social and emotional development.

To review and support ongoing Social, Emotional and Mental Health Needs (SEMH) the SENCo attends regular mental health meetings with our school mental health lead, our Designated Safeguarding Lead (DSL), and members of our Senior Leadership Team (SLT).

4.5 Support with examinations and assessments

Some students are given extra support in exams and assessments based on the students learning needs and abilities, or if they have an EHCP. These are determined by the SENCo and are governed by the Joint Council for Qualifications (JCQ). Any formal access arrangements given must become part of their normal way of working or learning in school.

4.6 Supporting students with disabilities and long term medical conditions

Students with known disabilities or long term medical conditions are given special consideration. Those who have or develop a long term medical condition during their time at Yardleys are in danger of falling behind and not reaching their full potential principally due to the time they have to spend in hospital, attending clinics or recuperating at home. At Yardleys the SENCo, Lead First Aider, Head of Year, SLT, attendance officer and parents work closely together to ensure the child's

disability or medical needs are fully understood and appropriate provision is made. Detailed risk assessments are made to ensure these pupils can access both the curriculum within school and join their peers on trips and visits outside of school. Both the parent(s) and the child are fully involved in this process. Staff are informed of the child's needs and any special arrangements via the Pupil Profile.

5. Reviews and Progress Checks

5.1 Regular reviews of progress

Yardleys is a data rich environment and student progress is closely monitored with whole school data regularly updated. The progress of all students will be monitored by all staff, from teachers to SLT. Where their progress gives cause for concern, it will be determined whether they have additional needs which require further identification and support. If this is the case, they will be added to the Code of Practice. Parents and carers are invited to regular progress and review meetings and are supplied with up to date documentation of both the provision for their child as well as their progress and achievements.

5.2 Use of Key Workers

Students on the Code of Practice may have a named member of staff who will act as their Key Worker. They will meet regularly during each term and review their progress, behaviour and personal development with a view to maximising their potential. The Key Workers will feed back to the SENCo as necessary and will take part in the formal reviews.