

# Special Educational Needs and Disability Policy

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## 1. Aims

Our SEN policy and information report aims to:

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

At Yardley we strive to provide a safe, stimulating and inspirational environment for children to learn and thrive academically, socially, physically and emotionally.

All pupils must take the next step in their learning at the earliest opportunity they are ready to do so.

## 2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the SEN information report

## 3. What are Special Educational Needs?

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.

A key element of the Special Educational Needs Code is the necessity for joint cooperation and work between agencies. The result of which is a Core Offer in regard to SEND. The Core Offer outlines what support is available to children, young people and families. It also sets out access arrangements and processes.

Schools also have duties to make reasonable adjustments for disabled children and young people, to support medical conditions and to inform parents and young people if SEN provision is made for them.

Class and learning support teachers, aided by the senior leadership team, make regular assessments of progress for all pupils. These seek to identify pupils making less than expected progress given their age and individual circumstances. This is characterised by progress which:

- 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 between the individual pupil and similar aged peers

It can include progress in areas other than attainment – for instance social development.

Our first response to lack of progress is high quality teaching targeted at an individual's areas of weakness. Where progress continues to be less than expected the class teacher, works with the SENCO to assess whether the child has SEN. While informally gathering evidence (including the views of the pupil and their parents) we put in place extra teaching or other interventions designed to secure better progress.

For some children, SEN can be identified at an early age. However, for other children difficulties become evident only as they develop. All staff who work with our pupils are alert to emerging difficulties and respond early. Parents know their children best and it is important that they tell us of their concerns and that we listen and respond to those concerns. We also listen to and address any concerns raised by children themselves.

Children who have issues with behaviour do not necessarily have SEN. However, we undertake an assessment to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues. If it is thought housing, family or other domestic circumstances may be contributing to the presenting behaviour a multi-agency approach, supported by the use of approaches such as the Early Help Assessment, may be appropriate. In all cases, early identification and intervention is important.

Staff are alert to other events that can lead to learning difficulties or wider mental health difficulties, such as bereavement, parents separating or bullying. Such events will not always lead to children having SEN but it can have an impact on well-being and sometimes this can be severe. We ensure appropriate provision is made for a child's short-term needs in order to prevent problems escalating. Where there are long-lasting difficulties we consider whether the child might have SEN.

We do not assume that a pupil making slow progress or having low attainment has SEN. We are also aware that pupils with English as a second language can display difficulties because of language acquisition rather than SEN. Nevertheless, concerns are investigated.

There are four broad areas of needs we plan for. They are not to fit a pupil into a category. In practice, individual children often have needs that cut across all these areas and their needs change over time. A detailed assessment of need ensures that the full range of an individual's needs is identified, not simply the primary need. The support provided to an individual is based

on a full understanding of their particular strengths and needs and seek to address them all using well- evidenced interventions targeted at their areas of difficulty.

### Communication and interaction

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

Children with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

### Cognition and learning

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

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

### Social, emotional and mental health difficulties

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

and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

### Sensory and/or physical needs

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

Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

## 4. SEN at Yardley Primary School

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

High quality differentiated teaching is our standard way of ensuring pupils learn well. It becomes even more differentiated for individual pupils, as the first step, who have or may have SEN.

In deciding whether to make special educational provision, the teacher and SENCO consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This includes assessment data and accurate formative assessment. For higher levels of need we have arrangements in place to draw on more specialised assessments from external agencies and professionals.

This information gathering includes early discussions with the pupil and their parents. These are structured in such a way that they develop a good understanding of the pupil's areas of strength and difficulty, the parents' concerns, the agreed outcomes sought for the child and the next steps. A short note of these early discussions are shared with the parents and kept on

record. Parents are informed about the local authority's information, advice and support service.

Consideration of whether special educational provision is required starts with the desired outcomes, including the expected progress and attainment and the views and wishes of the pupil and their parents. This helps determine the support that is needed and whether it can be provided by the school or whether something different or additional is required.

Regardless of the support provided, all concerned will be clear about how the pupil desired outcomes of the support and how to achieve them. A date for reviewing progress will be agreed with the parent. The overriding purpose of early action is to help the pupil achieve the identified outcomes and remove any barriers to learning. Where it is decided that a pupil does have SEN, the decision will be recorded in the school records and the pupil's parents formally informed that special educational provision is being made.

The SEN support given takes a graduated approach - a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. The four elements are assess – plan – do – review. In this way interventions can be refined as required and be informed by increasing input from experts in particular fields. Parents will have clear information about the impact of the support and interventions provided, enabling them to be involved in planning next steps. We seek parental views and permission before engaging with professional specialists.

## 5. Education Health Care Plans

### **Education, Health and Care needs assessments and plans**

The majority of children with SEN or disabilities will have their needs met within local mainstream early years settings, schools or colleges. However, a minority of children may require an EHC needs assessment in order for the local authority to decide whether it is necessary for it to make provision in accordance with an EHC plan. Parents or the school can request an assessment.

The purpose of an EHC plan is to make special educational provision to meet the special educational needs of the child, to secure the best possible outcomes for them across education, health and social care and, as they get older, prepare them for adulthood. To achieve this, local authorities use the information from the assessment to:

- Establish and record the views, interests and aspirations of the parents and child or young person
- Provide a full description of the child or young person's special educational needs and any health and social care needs
- Establish outcomes across education, health and social care based on the child or young person's needs and aspirations
- Specify the provision required and how education, health and care services will work together to meet the child or young person's needs and support the achievement of the agreed outcomes

EHC plans should be forward-looking documents that help raise aspirations and outline the provision required to meet assessed needs to support the child or young person in achieving their ambitions. EHC plans will specify how services will be delivered as part of a whole package and explain how best to achieve the outcomes sought across education, health and social care for the child or young person.

An EHC needs assessment will not always lead to an EHC plan. The information gathered during an EHC needs assessment may indicate ways in which the school, college or other provider can meet the child or young person's needs without an EHC plan.

### **Considering whether an EHC needs assessment is necessary**

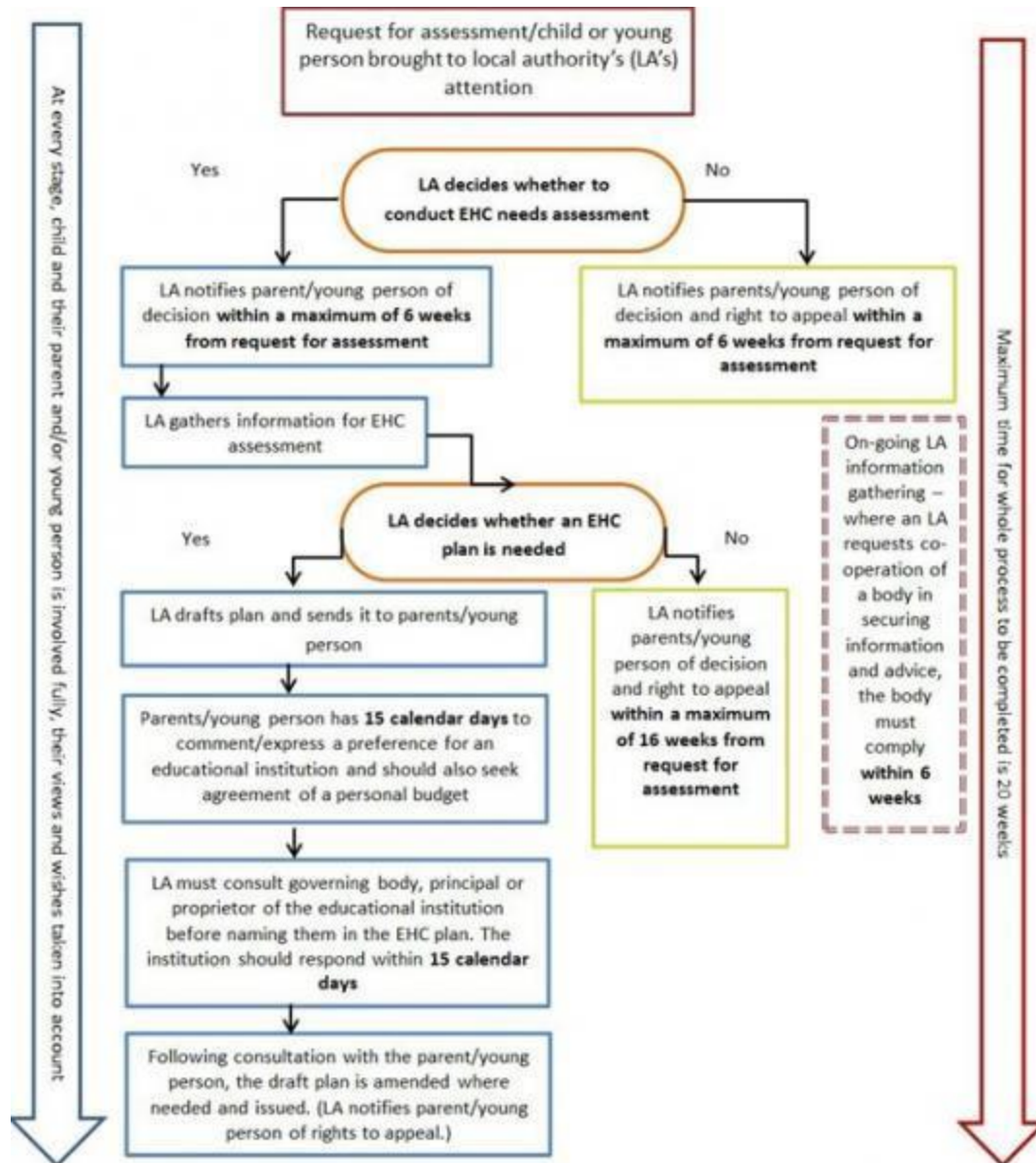
Following a request for an EHC needs assessment the local authority will determine whether an EHC needs assessment is necessary. The local authority must make a decision and communicate the decision to the child's parent or to the young person within 6 weeks of receiving the request.

The local authority will notify the child's parent that it is considering whether an EHC assessment is necessary, and will consult the child's parent as soon as practicable following a request for an EHC needs assessment. This is particularly important where the request was not made by the child's parent or the young person, so they have sufficient time to provide their views. In considering whether an EHC needs assessment is necessary, local authorities will pay particular attention to the views, wishes and feelings of the child and his or her parent.

If the local authority decides not to conduct an EHC needs assessment it will inform the child's parents of their right to appeal that decision and the time limit for doing so, of the requirement for them to consider mediation should they wish to appeal, and the availability of information, advice and support and disagreement resolution services.

The process of EHC assessment and EHC plan development must be carried out in a timely manner. The whole process of EHC needs assessment to the final plan would not usually take more than 20 weeks. The process is outlined below.

### Statutory timescales for EHC needs assessment and EHC plan development



A parent has the right to request a particular school to be named in their EHC plan. The local authority must comply with that preference and name the school or college in the EHC plan unless:



- It would be unsuitable for the age, ability, aptitude or SEN of the child or young person, or
- The attendance of the child or young person there would be incompatible with the efficient education of others, or the efficient use of resources

The local authority will consult the governing body, principal or proprietor of the school or college concerned and consider their comments very carefully before deciding whether to name it in the child or young person's EHC plan, sending the school or college a copy of the draft plan. If another local authority maintains the school, they too will be consulted.

Children with EHC plans can attend more than one school under a dual placement. Dual placements enable children to have support from a mainstream and a special school

Where a parent does not make a request for a particular nursery, school or college, or does so and their request is not met, the local authority will specify mainstream provision in the EHC plan unless it would be against the wishes of the parent or young person, or incompatible with the efficient education of others

### Personal Budget

A Personal Budget is an amount of money identified by the local authority to deliver provision set out in an EHC plan where the parent is involved in securing that provision.

Local authorities will provide information on Personal Budgets as part of the Local Offer. This will include a policy on Personal Budgets that sets out a description of the services across education, health and social care that currently lend themselves to the use of Personal Budgets, how that funding will be made available, and clear and simple statements of eligibility criteria and the decision-making processes.

Personal Budgets are optional for the child's parent but local authorities are under a duty to prepare a budget when requested. Local authorities must provide information about organisations that may be able to provide advice and assistance to help parents and young people to make informed decisions about Personal Budgets.

### Reviewing EHC Plans

EHC plans are used to actively monitor children's progress towards their outcomes and longer term aspirations. They will be reviewed by the local authority as a minimum every 12 months. Reviews will focus on the child's progress towards achieving the outcomes specified in the EHC

plan. The review will also consider whether these outcomes and supporting targets remain appropriate. A review prior to a pupil moving to secondary school will consider in detail this important step and allow for planning and commissioning support at the new school. Such reviews will be completed by 15 February in the year of moving.

Reviews will be undertaken in partnership with the child and their parent, and will take account of their views, wishes and feelings, including their right to request a Personal Budget. Professionals involved in supporting the EHC will also attend.

There is scope for amendments and ending EHC Plans depending on review outcome. Parents or the school can also request re-assessment if they have concerns. In the case of disagreement between the parent and Local Authority there are independent processes for disagreement resolution and mediation. Ultimately, the issue can be dealt with by a First-tier Tribunal (Special Educational Needs and Disability). The Local Authority will keep parents informed of their rights all through the process.

## 6. Roles and responsibilities

### The Role of School

Every school is required to identify and address the Special Educational Needs (SEN) of the pupils that they support. As all mainstream schools must do, we will:

- Use our best endeavours to make sure that a child with SEN gets the support they require
- Ensure that children with SEN engage in the activities of the school alongside pupils who do not have SEN
- Designate a teacher to be Special Educational Needs and Disabilities Co-ordinator – the SENDCO. **The present SENCO is Mrs S Odysseas**
- Inform parents when we are making special educational provision for a child
- Prepare an SEN information report outlining our arrangements for the admission of disabled children, the steps being taken to prevent disabled children from being treated less favourably than others, the facilities provided to enable access to the school for disabled children and our accessibility plan showing how we plan to improve access progressively over time
- The governing body has oversight of the school's arrangements for SEN and disability.

### The SENCO

The SENCO is Mrs Odysseas who can be reached through the school office, or at [senco@yardleyprimary.co.uk](mailto:senco@yardleyprimary.co.uk)

They will:

- Work with the head teacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the head teacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

### **The Governing Body**

The governors will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the board on this
- Work with the head teacher and SENCO to determine the strategic development of the SEN policy and provision in the school

### **The Head teacher**

The Head teacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

## **Class Teachers**

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

## **7. SEN information report**

Updated November 2020, Updated May 2021, Updated November 2021, Updated January 2023

We are required to publish specific information on our website about the implementation of our policy for pupils with SEND. The information published will be updated annually and when changes to the information occur during the year the report will be updated as soon as possible.

### **What types of SEND do we provide for?**

Yardley Primary School is a mainstream school, we do not have specialist provision for SEND but we do have highly skilled class teachers and a very good support system to ensure pupils with varied levels of SEND make progress.

There are four broad areas of Special Educational Needs and Disabilities (SEND), as defined by the Department for Education:

1. Communication and interaction for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
2. Cognition and learning, for example, dyslexia, dyspraxia
3. Social, Emotional and Mental Health (SEMH) for example, attention deficit hyperactivity disorder (ADHD)
4. Sensory or physical for example, visual impairments, hearing impairments, processing difficulties, epilepsy

A school's provision for SEND is defined as support which is additional to or different from that which is available to pupils of the same age.

### **How do we identify and assess pupils with SEND?**

Early identification and making effective provision improves long-term outcomes for a child. For some, SEND can be identified at an early age, however, for others difficulties become

evident only as they develop. Pupils are formally assessed on entry to nursery and reception, as a matter of course during lessons with termly summaries of progress. Our Speech and Language Therapist screens pupils in Nursery and Reception during the Autumn term. This helps to determine those pupils who may need additional support or onward referral to outside agencies. There are more formal early years' assessments, Year 1 phonics assessment and standardised assessments three times a year through Year 1 to 6.

Additional assessments we may carry out for some pupils;

- Pre key stage standards in Years 2 and 6
- Phonological Assessment Battery (PHAB)
- Sandwell Early Numeracy Test (SENT)
- York Assessment of Reading Comprehension (YARC)

We also liaise with previous settings, outside agencies and of course listen to concerns raised by parents or teachers about progress; not only academic but also social and emotional. All class teachers meet termly with members of the senior leadership team to discuss pupil progress. These systems seek to identify pupils making less than expected progress given their age and individual circumstances. This is characterised by progress which:

- 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 between the individual pupil and similar aged peers

It can include progress in areas other than attainment – for instance social development. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

## **What is our approach to teaching pupils with SEND?**

Teachers are responsible and accountable for the progress and the development of all the pupils in their class, including where pupils access support from teaching assistants or specialist staff. High quality, differentiated class teaching is a prerequisite, this will result in fewer pupils needing support. Adaptations are made to the curriculum and interventions are put in place where required.

We will also provide the following interventions where needed:

- Toe-by-Toe
- Precision Teaching
- Power of 2
- Plus 1
- Nessy reading and spelling
- Speech and language programmes including speech sounds
- Social skills groups
- Self-esteem groups
- Lego therapy
- Colourful Semantics
- Attention Autism

- Phonics intervention
- Fine motor skills
- Physiotherapy programmes
- Counselling

## **How do we adapt the curriculum and learning environment?**

Special Needs Assistants (SNAs) or Teaching Assistants (TA) may work directly with children who have additional needs for some of their time at school. This may take the form of support during lessons or withdrawal to take part in an intervention. Adaptations to the learning environment and the curriculum are made as required by individual circumstances.

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, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, sloping boards etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

## **How do we enable pupils with SEND to engage in activities with other pupils who do not have SEND?**

All of our pupils are taught as a class with all pupils undertaking tasks that will take them forward to the next stage in their learning. Learning can be differentiated by objective and/or by task. There is some small group or individual teaching for specific interventions.

When learning is taking place off site, risk assessments are carried out before all visits as per the School Visits Policy.

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trip(s) to Suntrap.

All pupils are encouraged to take part in sports day, school plays and special workshops.

No pupil is ever excluded from taking part in these activities because of their SEND or disability.

We are an inclusive school and endeavour to make reasonable adjustments to ensure that any activity on offer as part of the school curriculum can be accessed by all students.

## **How do we secure equipment and facilities to support pupils?**

The school will purchase, when needed, specialist equipment to support students with a special educational need or disability. When appropriate, we work with external agencies to secure the correct equipment and facilities for these students.

## **How do we consult parents of pupils with SEND and involve them in pupils' learning?**

Frequent informal meetings are a regular feature of our SEND work. These meetings are initiated by the teacher, SENDCo or parents.

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- 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 made. We will formally notify parents when it is decided that a pupil will receive SEN support.

## **How do we consult pupils with SEND and involve them in their education?**

The relationships between staff and pupils is such that a pupil's views are taken into consideration as a matter of course. There are no formal arrangements for pupils to attend reviews and formal meetings although they do when it is thought appropriate by the school and parents.

## **How do we assess and review pupils' progress towards their outcomes?**

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject 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 and attainment or behaviour

- Other teachers' assessments, where relevant
- The individual'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, if relevant

The assessment will be reviewed regularly.

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 will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

## **How do we support pupils moving between different phases of education?**

We support children in making a smooth transition when they move on to another school by giving pupils the opportunity to visit their chosen secondary school in the summer term. Meetings are held between respective SENDCOs and information exchanged about the child's strengths and needs. An invitation is extended to the Secondary School to attend the year 6 annual review meetings (for children with EHC Plans). Year 6 teachers also meet with the Heads of Year for year 7, and complete reports on the request of some schools.

A transition group is run in the summer term for those pupils who are anxious about the transition to secondary school.

When pupils are moving to a new year group or key stage all pupils spend time in their new class with their new teacher in the summer term. Transition books are made for some children to take home over the summer with photographs and information about their new class.

## **How do we support pupils with SEND to improve their emotional and social development?**

Social and emotional development is a key aspect of education and the curriculum in all schools. We have a specific Thinking Skills curriculum, which includes Emotional Intelligence. There is a meeting held with the head teacher in the first term to discuss emotional and social developmental needs of pupils.

We have a member of staff who is 'Place2b' trained who acts as our in-house counsellor. The Educational Psychologist also works with some children with an emotional focus. We also have links with the Child, Adolescent Mental Health (CAMHS) service, bereavement counsellors and



the Speech and Language Therapist also runs groups to improve social communication and interaction.

Some children with SEND may need support during playtimes and lunchtimes and if this is the case we have an adult who will assist with interactions and routines.

For those children who need support with personal care, we also provide support for this.

The whole school community must be aware of the need to create an environment where bullying is frowned upon and not accepted. Pupils are encouraged to report any incident where they feel someone has been unkind, threatened, hurt or isolated. This encouragement must be regular on the part of all staff - bullying never just goes away and we are dependent on being told by pupils themselves, their friends or parents that things are happening to them that they do not like.

Any reporting of bullying must be investigated by a member of the Leadership Team. The Leadership Team deals with all forms of aggression both physical and verbal. Notes on incidents are recorded together with actions. Where patterns occur that might indicate bullying parents must be informed and their assistance required to correct a pupil's inappropriate behaviour. (Link to the school's behaviour policy <http://www.yardleyprimary.co.uk/our-school/pastoral-care/school-behaviour-policy/> )

## **How will we secure specialist expertise?**

We are able to refer to services within the London Borough of Waltham Forest, such as the:

- Educational Psychology Service
- Physiotherapist
- Child & Adolescent Mental Health Services (CAMHS)
- Early Help Team
- Social Inclusion Team
- Occupational Therapy
- SEND Success - Outreach Service
- Social Care
- School Nurse
- Speech & Language Therapy
- Social and Communication Clinic
- Child Protection Advisers/Safeguarding Officers
- Prevent Coordinators
- Hearing Impairment Service
- Visual Impairment Service

Yardley Primary also has a service level agreement to ensure access to specialist expertise and regular support from Educational Psychologists and Speech and Language Therapists. We also, when needed, use a private play therapist.

## **What expertise and training do our staff have to support pupils with SEND?**

Continued professional development (CPD) of the teaching force is a key feature of the school. Support staff attend and observe sessions run by the speech and language therapist for CPD. The Educational Psychologist also provides training for support staff. Support staff and teachers attend workshops and courses that best fit the needs of pupils they are working with. Certain staff are trained to a high level in Makaton.

We frequently access training, support and resources provided by 'Flourish' who support mainstream schools in Waltham Forest to support pupils with Autism, Learning Difficulties, Hearing Impairment, Vision Impairment and Dyslexia.

## **How do we involve other organisations in meeting the needs of pupils with SEND and supporting their families?**

When required, we seek help. Our focus is firmly on progress for all pupils and when we cannot ensure that ourselves, we seek the assistance of others. Where a child is looked after by the local authority the SENCO will liaise with the relevant designated teacher and social care bodies. *Flourish* provide support to the school.

## **How do we evaluate the effectiveness of our SEND provision?**

- Reviewing pupils' individual progress towards their goals frequently
- Reviewing the impact of interventions
- Using pupil questionnaires
- Monitoring by the SENDCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans
- Reviews by the Speech and Language Therapist
- An audit by a member of the Send Success team with the SENDCO is carried out twice a year resulting in outcomes to be met and reviewed.

## **Who is our Special Educational Needs and Disabilities Coordinator (SENDCo) and how can she be contacted?**

Our SENDCO is Mrs. Odysseas who can be contacted through the school office on 020 8529 3671

Or via email: [senco@yardleyprimary.co.uk](mailto:senco@yardleyprimary.co.uk)

## **Who is our Special Educational Needs and Disabilities Governor and how can he be contacted?**

Our SEND Governor is Salima Nanji who can be contacted via the school office on 020 85293671

### **How do we handle complaints from parents of children with SEND about provision made at the school?**

Complaints about how the school works with SEND pupils should initially be made through the school's Complaint Procedure.

The first point of contact in such circumstances will be the class teacher or head teacher. You have the right to make a formal complaint and in such an event the formal procedures will apply.

### **What support services are available to parents? Where can the LA's local offer be found?**

For those pupils with an EHCP, Waltham Forest SEND service has a dedicated case officer for the school. They can be contacted on 020 84966503.

The Local Offer provides parents/carers with information about how to access services in their area, and what they can expect from those services. With regard to Education, it will let parents/carers and young people know how school and colleges will support them, and what they can expect across the local settings.

Waltham Forest's Local Offer can be found at:

<https://www.walthamforest.gov.uk/service-categories/local-offer>

Parent support groups for Autism and DOWn syndrome are offered by Flourish and take place termly on site at Whitefield school and Centre.

Yardley Parents have also organised their own support group taking place at the school.