

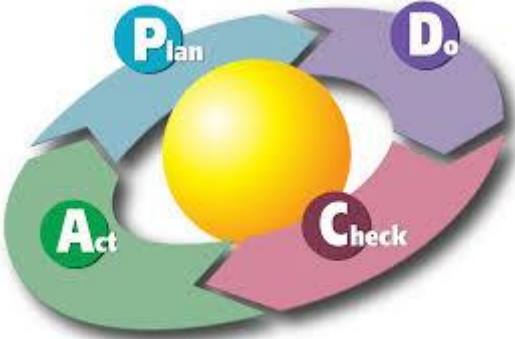



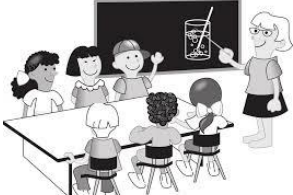
SEND Information Report – 2021-22

<p>Kinds of Special Educational Needs that are provided for at Yew Tree Primary Academy</p> 	<p>The SEND Department provides support for pupils across the 4 areas of need as laid out in the SEND Code of Practice 2014 :</p> <ul style="list-style-type: none"> • Communication and interaction • Cognition and learning • Social, emotional and mental health difficulties • Sensory and/or physical needs <p>As a fully inclusive school with a Designated Special Provision (DSP) we currently provide for children with Speech and language difficulties (Receptive and Expressive), ASC, Complex needs, Social, Emotional and behavioural difficulties, Visual impairments and Physical disabilities.</p> <p>Our DSP It is currently funded for 28 places. The places accommodate children from the ages of 4 – 11 with a wide range of special educational needs and disabilities. All of the children in the DSP have cognition and learning needs, with majority of children also having a diagnosis of Autism, presenting with social communication needs and sensory processing difficulties.</p>
<p>2 Information about the school’s Policies for identification and assessment of pupils with SEND</p> <p>Mission Statement</p> <ol style="list-style-type: none"> 1. Aims and objectives 2. Roles and Responsibilities for SEND provision 3. Arrangements for coordinating SEND provision 4. Admission arrangements 5. Specialist SEND provision 6. Facilities for pupils with SEND 7. Allocation of resources for pupils with SEND 8. Identification of pupils’ needs 9. Access to the curriculum, information and associated services 10. Inclusion of pupils with SEND 11. Evaluating the success of provision 	<p>Pupils are identified as having SEND, and their needs assessed, through :</p> <ul style="list-style-type: none"> ❖ information passed on from Nursery/ Infant/Primary/previous schools; ❖ Key stage results, baseline testing and progress data; ❖ feedback from teaching staff and observations; ❖ Pupil Premium interventions not showing impact; ❖ referrals from parents


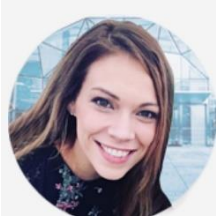

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<p>12. Complaints procedure 13. In service training (CPD) 14. Links to support services 15. Working in partnership with parents 16. Links with other schools 17. Links with other agencies and voluntary organisations</p>	<p>❖ pupil referrals</p> <p>All pupils are rigorously tracked in order to inform our planning and teaching. If there are any concerns regarding progress or if any child requires extra support then this is identified by staff at the earliest opportunity and swiftly acted upon.</p> <p>If you are concerned about any area of your child’s development please speak to your child’s class teacher in the first instance. They may be able to provide you with further information about what the school can provide.</p>
<p>3a Evaluating the effectiveness of the provision made for pupils with SEND</p> 	<p>Impact tracking is completed at least termly and adaptations to provision made in light of these findings. Progress and evaluation is reported to the Governor with responsibility for SEND. Annual report to the Governing Body and SEND Information Report posted on school Website</p>
<p>3b Arrangements for assessing & reviewing pupils’ progress towards outcomes, including opportunities available to work with parents & pupils as part of this assessment and review</p> 	<p>These arrangements include :</p> <ul style="list-style-type: none"> ❖ data tracking and analysis to ensure pupil progress ❖ observations and follow up ❖ two Parents Evening meetings a year and an end of year written report and optional meeting to discuss. ❖ ‘Open door’ policy ❖ Reviews of children’s ‘Personal Provision Plan’ targets take place 3 times a year and shared with both parents and pupils ❖ Annual ECHP reviews <p>As a school we follow a specific Plan-Do-Review cycle to support the progress of your child. More specifically this means: planning which involves discussing in-depth the nature of the problem that your child may be experiencing and what specific support can be put in place. The doing aspect involves the school and any other agency (if required) carrying out an agreed intervention over a set period of time. A review will then be arranged between the school and parents and any other agencies that may be involved or are being considered to become involved with your child.</p>

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	<p>The impact of all interventions are measured and monitored closely. If, following interventions a child's progress continues to give cause for concern, your child's class teacher and/or the SENDCo will discuss next steps with the child's parent/carer. If it is felt a child requires further additional support school will discuss with you the pathways to more specialist support/provision.</p>
<p>3c The school's approach to teaching pupils with SEND</p> 	<p>Provision for SEND pupils includes :</p> <ul style="list-style-type: none"> • quality first teaching, with appropriate differentiation in place; • extra adult support in classrooms or for individuals where appropriate; • reduced class sizes where appropriate; • personalised provision through time limited programmes; • personalised provision through adapted resources and interventions (1-1 or small group work) • Multi-sensory teaching methods • Support from external services such as Educational Psychologist, Speech and Language Therapist, Occupational Therapist etc. • Curriculum around the pupil in the DSP
<p>3d How adaptations are made to the curriculum and the learning environment of pupils with SEND</p> 	<p>The curriculum /learning environment may be adapted by :</p> <ul style="list-style-type: none"> ❖ groupings that target specific levels of progress; ❖ differentiated resources and teaching styles; ❖ appropriate choices of texts and topics to suit the learner; ❖ access arrangements for tests and or examinations; ❖ additional adult support.

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<p>3g Support that is available for improving the social emotional and mental health of pupils with special educational needs</p> 	<p>Pupils are well supported by :</p> <ul style="list-style-type: none"> • A clear policy regarding behaviour and expectations that all children adhere to • An anti-bullying policy that is supported by all staff • Highly experienced Learning Mentor who support children individually or in groups to ensure their needs are being effectively understood and also help provide them with skills to support their learning in school. • Targeted support for individual pupils • Relax kids in the DSP • Go Noodle activities on the smartboard • Check in / check out system for some children • Circle time • PSHE lessons • School Council • Pupil Voice
<p>4 The Name and contact details of SENDCo and SEND Governor</p>	<p>Miss Appleton is the whole school SENDCo – 0151 477 8950 Mrs Farrell is the SEND Governor – 0151 4778950</p>  
<p>5 Information about the expertise and training of staff in relation to children and young people with SEND, including how specialist expertise will be secured.</p>	<p>Our specialist staff consists of:</p> <ul style="list-style-type: none"> • Miss Appleton - Assistant Principal/Inclusion Manager/Special Educational Needs Coordinator (SENDCo) – has overall responsibility for both DSP and mainstream SEND provision at Yew Tree, completes multi agency referrals, attends SEND planning and review meetings, supports the writing of PPP’s, tracks the progress and attainment of SEND pupils and liaises with parents. The SENDCo attends Local Authority Briefings and conferences to keep up to date with any legislative changes in SEND and the most up to date practise and provision. This is then shared with all school staff within the weekly staff meetings.

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Some of our amazing team...



Miss Graney – Learning Mentor



Mrs Grey – DSP Manager



Miss Ellis – Intervention HLTA



Mrs Atkins – Outreach teacher

- Mrs Grey - Manages the Designated Special Provision, completes multi agency referrals, attends SEND planning and review meetings, supports the writing of PPP's, tracks the progress and attainment of children within the 3 DSP classes and liaises with parents.
- Miss Graney - Learning Mentor – supports the emotional well-being of all pupils through individual, paired and group work, liaises with families and multi agencies
- School Nurse
- Mrs Atkins - Specialist outreach SEND Teacher – part time staff who support via small group intervention children on the SEND register or who are working below age related expectations
- Miss Ellis - HLTA –supporting children with SEND across EYFS, Key Stage 1 and Key Stage 2 via one to one sessions or small group intervention
- Educational Psychologist – commissioned by the school to support SEND/Vulnerable pupils
- Speech and Language Therapist – commissioned by the school to support early language development
- Occupational Therapist – commissioned by the school to support the sensory curriculum around the child
- Stronger Families, Family First, Inclusion Support Workers, ASC Advisory Teachers, Speech and Language Therapy, CAMHS and Paediatricians (see LA Offer) – all provide support when required by children and families.

All staff in the school receive ongoing training to meet the needs of all the children attending the school at any point in time. This may include Speech and Language, Dyslexia Training, ASC awareness training, positive handling etc. Training provided responds to the needs of the children and staff at any given time.

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6 Information about how equipment and facilities to support children and young people with special educational needs will be secured.




- The school's SEND budget is allocated to meet the needs of the children on the SEND Register
- The progress and attainment of all children is tracked and resources are allocated according to need.
- The SEND budget is used to ensure that sufficient numbers of school staff are employed, qualified and trained to support your child and to purchase specialist help if needed. For example, we purchase a Service Level Agreement with Southern Area Support Team to support children who have specific learning difficulties.
- We also use the budget to ensure that children's individual needs are met from specific interventions and programmes, where appropriate.
- Our pupil premium allocation is allocated effectively to ensure that all pupils have the best possible chance to achieve. Information showing how specific allocations have been spent is available on our school website www.yewtreeknowsley.co.uk

7 The arrangements for consulting parents of children with special educational needs about, and involving such parents in, the education of their child.

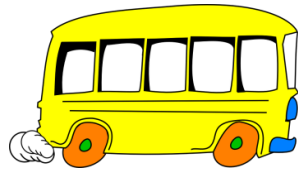
- Parent/carer and teacher meetings by appointment each term.
- School staff meet and greet the children and parents/ carers each morning and likewise at the end of the school day.
- Parents/carers are regularly invited to class/school assemblies and special celebrations.
- A variety of planned workshops throughout the year (see class information and our website regarding family learning)
- Parents/careers are invited to join EYFS 'Stay and Play' activities and activity afternoons in the DSP.

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<p>8 The arrangements for consulting young people with special educational needs about and involving them in, their education.</p>	<ul style="list-style-type: none"> ▪ Sessions with the Learning Mentor ▪ School Council ▪ Annual Reviews ▪ Sharing and evaluating Personal Provision Plan Targets ▪ Curriculum subject pupil Interviews
<p>9 Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.</p>	<ul style="list-style-type: none"> • For further information or to discuss any concerns, please contact Miss Jenny Appleton - Assistant Principal, Inclusion Manager and Special Educational Needs Coordinator (SENDCo) in the first instance • We do have a complaints procedure and you are entitled to ask the staff in the office for a copy of this at any point.
<p>10 How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils.</p>	<ul style="list-style-type: none"> • Our school governing body reviews our settings' accessibility plan and policy on a termly basis to ensure that as a school we meet the needs of all our children. 
<p>11 The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with section 32.</p>	<ul style="list-style-type: none"> • A fully comprehensive list of support services can be found on the Knowsley Council website http://www.knowsleyinfo.co.uk/

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12 The school's arrangements for supporting pupils with special educational needs in a transfer between phases of education or in preparation for adulthood and independent living.



- On entry to Nursery, you will be invited to look around the school and meet significant staff. Your child will also be invited to a stay and play before they start.

- We will ensure we contact any early years settings, or other schools you child has attended to gather information about their needs.

- Where necessary, we will support pupils moving to new settings and Key Stages by making opportunities available to them to attend the new setting.

- Where necessary we may develop a transition plan in partnership with you, your child, the new setting and specialist staff supporting your child to ensure that they enjoy a smooth transition.

- For children in Year 6, a SENDCO transition meeting takes place each summer term where information is passed to the receiving secondary school.

13 Information on where the local authority's local offer is published.

The Knowsley Council SEND local offer can be found on the Knowsley Council website <http://www.knowsleyinfo.co.uk/#>