

Inspire Education Community Trust



Inspire Education Community Trust
Learning together and inspiring success

Special Educational Needs Information Report

Yew Tree Community School

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Signed by the Chair	

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Our school's approach to supporting pupils with SEND

At Yew Tree Community School, our mission is to cultivate a joyful, safe, and empowering environment where every child can thrive. We embrace a nurturing and inclusive ethos that recognises and supports the unique needs of each learner. We take pride in our whole-school inclusive approach. Guided by the belief that *Every Child is Special*, we are dedicated to ensuring every pupil receives a high-quality education. Our proactive strategy includes:

- Early identification of challenges to prevent them from becoming significant barriers to learning
- Strong partnerships with families and external agencies to support pupils in overcoming difficulties and achieving success
- Investment in specialised external support to assist teachers and pupils with needs that go beyond standard provision

Using a continuous cycle of “assess, plan, do and review,” we closely track pupil progress to identify those who may benefit from additional support. Bespoke interventions are implemented to help every student reach their full potential. We actively engage both parents and pupils throughout this process, promoting transparency and collaboration at every stage. Our open-door policy reflects our commitment to being accessible, responsive, and deeply invested in our community.

High-quality teaching forms the foundation of our support.

Catering for different kinds of SEND

Cognition and learning

Cognition and learning refers to how a child processes, understands, and applies information, which can impact their ability to access and engage with the curriculum. Pupils with moderate learning difficulties (MLD) may require tailored support to develop memory, attention, problem-solving, and basic literacy or numeracy skills.

For example:

- **Memory** (short-term and working memory)
- **Attention and concentration**
- **Processing information** (e.g., sequencing, inference, comprehension)
- **Problem-solving and reasoning**
- **Executive functions** (planning, organizing, regulating behaviour)

Learning is the process of acquiring new knowledge or skills. In primary schools, this includes:

- **Literacy** (reading, writing, spelling)
- **Numeracy** (math concepts and calculations)
- **Understanding concepts** across subjects like science, history, and geography

These skills are foundational for learning and academic success.

Examples of support in our school:

- Differentiated curriculum.
- Small teaching groups.
- The Language, Learning and Strategic Support Team (LLSS) involvement.
- In class support from Teaching Assistant.
- Specialist teaching programmes to accelerate progress.
- Involvement from School Educational Psychologist.
- Additional intervention for reading and phonics.

Cognition and Learning – Moderate Learning Difficulties (MLD)

Some pupils within the setting present with moderate learning difficulties (MLD) that impact their ability to access age-related expectations across the curriculum. These children may experience challenges with memory, processing speed, understanding new concepts, and retaining key information. Although they do not currently have an SSPP or EHCP, their needs are recognised and supported through differentiated teaching, targeted interventions, and regular monitoring.

Staff use the Toolkit Progress Tracker to review progress and identify areas requiring additional support. Strategies such as visual scaffolding, repetition, overlearning, and adult modelling are embedded into daily practice to ensure pupils can engage meaningfully with learning. These children may also benefit from small group work and personalised resources to reinforce core skills in literacy and numeracy which are stated below.

Communication and interaction

Children with Speech, Language and Communication Needs. Children with ASD, including Aspergers Syndrome and Autism.

Children need communication and language for the following:

Spoken Language

- Developing confidence and competence in speaking and listening.

- Using discussion to learn and explain ideas clearly.
- Making formal presentations and participating in debates.
- Building vocabulary and understanding grammar through speech.

Listening Skills

- Active listening to understand instructions, stories, and information.
- Responding appropriately to questions and conversations.
- Recognising tone, intent, and non-verbal cues.

Reading and Writing Foundations

- Spoken language underpins reading and writing development.
- Children learn to express ideas verbally before translating them into written form.

Language Development Progression

- Yew Tree Community School uses Toolkit Progress Trackers which breaks down spoken language skills across year groups (Y1 – Y6). In the early years Small Steps Assessment is used.
- This helps identify gaps and next steps in a child's language journey.

Cultural and Emotional Growth

- Language is a tool for emotional expression and cultural understanding.
- Literature and storytelling play a key role in developing empathy, imagination, and social awareness

Speech and Language Interventions Overview

- **Nursery:** *WellComm* – supporting early language development and identifying children who may need additional help.
- **Reception & Year 1:** *Chatty Bats* – fostering expressive language and conversational skills.
- **Years 2–4:** *Language for Thinking* – developing reasoning and verbal comprehension through structured language activities.
- **Years 5 & 6:** *Talk Boost* – enhancing communication skills and confidence in older pupils.

Additionally, **Colourful Semantics** is implemented in targeted 1:1 or small group sessions to support sentence structure and improve writing outcomes.

Examples of support in our school:

- Social interaction and communication support.
- Level 1 Autistic Syndrome Disorder training.
- Communication and Autism Team involvement.
- Speech and Language Therapist involvement (NHS & Soundswell).
- Early screening programmes.
- Specialist teaching programmes to accelerate progress.
- Small teaching groups.

Social, emotional and mental health

Children may experience a wide range of Social and emotional difficulties which manifest themselves in many ways:

Emotional Concerns

- **Anxiety or Worry:** About schoolwork, friendships, separation from parents, or unfamiliar situations.
- **Low Self-Esteem:** Feeling inadequate or comparing themselves negatively to peers.
- **Mood Swings:** Difficulty regulating emotions, especially during transitions or stressful periods.
- **Frustration or Anger:** Often linked to unmet needs, communication difficulties, or academic challenges.
- **Sadness or Withdrawal:** Could signal underlying emotional distress or issues at home.

Social Concerns

- **Difficulty Making Friends:** Struggles with initiating or maintaining peer relationships.
- **Conflict with Peers:** Frequent arguments, bullying, or exclusion from groups.
- **Poor Social Skills:** Trouble with sharing, turn-taking, or understanding social cues.
- **Overdependence on Adults:** Reluctance to engage with peers or seek peer support.
- **Isolation:** Choosing to play alone or being left out of group activities.

Linked Developmental or Behavioural Indicators

- **Speech and Language Delays:** Can impact social interaction and emotional expression.
- **Attention and Focus Issues:** May lead to frustration or social misunderstandings.

- **Sensory Sensitivities:** Affecting participation and emotional regulation in busy environments.

Examples of support in our school:

- Support from Pastoral staff.
- School Nurse, who can also support referrals to Forward (mental and emotional health) resources.
- School Educational Psychologist.
- Interventions from Compass.
- Consistent use of the Zones of Regulation.
- Regulation toolkits available within all classrooms.
- Soft starts in the morning.
- Pupil voice.
- Art Club.

Sensory and/or physical needs

Children who require Special Educational provision which prevents or hinders them from making use of the facilities generally provided, for example:

Sensory Needs

- **Sensory Sensitivities:**
 - Overreacting to noise, light, textures, or smells (e.g. covering ears, avoiding messy play).
 - Underreacting and seeking sensory input (e.g. touching everything, loud vocalisations, constant movement).
- **Sensory Processing Difficulties:**
 - Trouble filtering sensory input, leading to overwhelm or distraction.
 - Difficulty transitioning between activities or environments due to sensory overload.
- **Vestibular and Proprioceptive Needs:**
 - Seeking movement (rocking, spinning, jumping).
 - Poor body awareness (bumping into things, clumsiness).
- **Visual or Auditory Processing Challenges:**
 - Difficulty interpreting what they see or hear, even with normal vision/hearing.
 - May struggle with following instructions or reading cues.

Physical Needs

These involve mobility, coordination, and access to the physical environment.

- **Gross Motor Difficulties:**
 - Challenges with running, jumping, climbing, or balance.
 - May need support in PE or playground activities.
- **Fine Motor Challenges:**
 - Struggles with handwriting, cutting, buttoning clothes.
 - May benefit from occupational therapy or adapted tools.
- **Medical or Physical Conditions:**
 - Conditions like cerebral palsy, muscular dystrophy, or juvenile arthritis.
 - May require mobility aids, physiotherapy, or adapted seating.
- **Fatigue or Pain Management:**
 - Some children may tire easily or experience discomfort that affects participation.

Examples of support in our school:

- Appropriate outside agency involvement e.g. Hearing Impaired Team or Visually Impaired Team.
- Staff to implement physical exercises appropriate to individual needs.
- Some specialist personalised resources within the classroom.
- The majority of our school building is accessible for physically impaired children.
- Adaptations and adjustments are made to ensure all areas are accessible to all children.

Key staff and expertise

The SENCO

Name of SENCO	Email address	Phone number
Mrs Phillips	SENCO@yewtree.bham.sch.uk	0121 464 2967

Securing and deploying expertise

Specialist Staff and Roles: Each school within Inspire Community Education Trust has a qualified SENCO, supported by an Assistant SENCO, who oversee the strategic and day-to-day implementation of SEND provision. Staff are deployed according to their expertise and experience to meet the specific needs of pupils.

Targeted Professional Development: Staff receive regular, targeted training on a range of SEND topics. Training is informed by pupil profiles and emerging needs across the school.

External Expertise and Partnerships: The Trust works closely with external professionals. These specialists provide assessments, advice, and direct support for pupils and staff.

Peer-to-Peer Support and Coaching: Experienced staff members mentor and coach colleagues to build capacity across the school. This includes modelling inclusive teaching strategies, supporting differentiation, and sharing best practice.

Monitoring and Evaluation: The impact of expertise deployment is regularly reviewed through pupil progress data, staff feedback, and quality assurance processes. Adjustments are made to ensure that support remains effective and responsive.

Trust-Wide Collaboration: SENCOs across the Trust meet regularly to share expertise, review provision, and develop consistent approaches. This collaborative model strengthens the quality of SEND support across all schools.

Equipment and facilities

At Inspire Community Education Trust, we are committed to ensuring that pupils with SEND have access to the resources they need to thrive. We secure and deploy specialist equipment and facilities in response to individual needs, following professional recommendations and in consultation with families and external agencies.

Provision may include:

- **Assistive Technology:** Devices such as laptops, tablets, voice-to-text software, and reading pens to support communication, literacy, and independent learning.
- **Sensory Resources:** Access to sensory rooms, calming spaces, weighted blankets, ear defenders, and fidget tools to support pupils with sensory processing needs.
- **Mobility and Physical Aids:** Specialist seating, writing supports, adapted furniture, and mobility aids to ensure physical comfort and access to learning environments.

- **Visual and Hearing Support:** Enlarged print materials, coloured overlays, visual timetables, and radio aids or soundfield systems for pupils with visual or hearing impairments.
- **Specialist Teaching Spaces:** Smaller group rooms or breakout areas for focused interventions, speech and language sessions, or therapeutic work.

How we secure equipment and facilities:

- We work closely with external professionals such as Occupational Therapists, Physiotherapists, and Advisory Teachers to assess needs and recommend appropriate resources.
- Funding is allocated through the school's SEND budget, and where necessary, applications are made for additional funding via the Local Authority or through Education Health Care Plan (EHCPs) or SEND Support Provision Plans (SSPPs).
- Equipment is regularly reviewed for effectiveness and maintained to ensure safety and suitability.
- Staff receive training on how to use specialist equipment appropriately and effectively.

Our goal is to remove barriers to learning and ensure every child can access the curriculum in a way that meets their individual needs.

Identifying and assessing pupils with SEND

Identification of additional needs may be initiated by the class teacher or arise from concerns raised by parents or guardians. These concerns are always discussed openly with families, and the child's views are actively considered throughout the process.

A clear and thorough analysis of the child's individual needs is carried out by the class teacher, supported by the Special Educational Needs Coordinator (SENCO). When a child is identified as requiring additional support, a graduated approach is implemented. If a child needs provision that is *additional to and different from* that which is ordinarily available, we follow the Four-Point Plan: **Assess, Plan, Do, Review**. This structured process places the thoughts and feelings of both parents and pupils at its centre and outlines the specific provision to be made.

These provisions are reviewed regularly, based on the child's evolving needs. If a child makes significant progress and no longer requires support beyond ordinarily available provision, they may be removed from the record of SEND.

When the school determines that it is appropriate to formally record a child as having Special Educational Needs and Disabilities (SEND), a meeting is held with parents to explain the rationale and next steps. A formal letter is then issued to seek parental support.

Consulting with pupils and parents

Parents

We actively encourage and value parental involvement at every stage of a child's educational journey. We recognise that parents and carers are the experts on their children, and their insights are essential in shaping effective support.

- **Regular Communication:** We maintain open lines of communication through review meetings, parent evenings, and informal check-ins. Parents are kept informed of progress, concerns, and next steps through written reports and face-to-face discussions.
- **Collaborative Planning:** Parents are invited to contribute to the development and review of SEND Support Plans (SSPPs) and Education, Health and Care Plans (EHCPs), ensuring that their views and aspirations are reflected in the provision we offer. Parents are also invited to contribute and discuss children's short term next steps.
- **Accessible Support:** We operate an open-door policy and offer flexible meeting times to accommodate family schedules. Our SENCO and wider SEND team are available to discuss concerns, explain processes, and offer guidance on accessing additional support.
- **Workshops and Resources:** We provide opportunities for parents to attend for parents to attend SEND-focused workshops, information sessions and signposting to external services empowering them to support their child's learning and development at home.
- **Feedback and Evaluation:** We welcome feedback from parents on the effectiveness of SEND provision and use this to inform future planning and school improvement.

We are committed to home and school working in partnership.

We are committed to working in partnership with families to ensure that every child is supported to achieve their full potential educationally, socially, and emotionally and is well prepared for the next stage of life and learning.

Pupils

At Yew Tree Community School, we believe that every child has a voice and that their views, wishes, and feelings should be central to their educational journey. We actively involve pupils with Special Educational Needs and Disabilities (SEND) in planning and decision-making about their learning and support.

Our approach includes:

- **Listening to Pupils:** We regularly seek the views of pupils with SEND through structured conversations, informal check-ins and pupil voice activities. These insights help us understand their experiences and shape the support we provide.
- **Empowering Decision-Making:** Pupils are given the information and support they need to make informed choices about their education. We explain plans and processes in accessible ways, using visuals, simplified language, and trusted adults to guide them.
- **Involving Pupils in Planning:** Pupils contribute to the development of their SEND Support Plans (SSPPs) and, where applicable, Education, Health and Care Plans (EHCPs). Their personal targets, aspirations, and preferences are incorporated into these plans and reviewed regularly.
- **Consistent Systems for Feedback:** We have established and consistently applied systems for collecting pupil feedback. This includes input during review meetings, mentoring sessions, and SEMH interventions led by our Senior Learning Mentor and Learning Mentor, who play a key role in gathering pupil voice and shaping provision.

Our goal is to ensure that every child feels heard, respected, and actively involved in their education. By placing pupil voice at the heart of our SEND practice, we foster a culture of inclusion, empowerment, and shared responsibility.

Involving key stakeholders

Yew Tree Community School, work with a range of outside professionals to ensure all pupils' needs and their families are met appropriately.

Agency or Service	Who they work with
The Language, Learning and Strategic Support Team (LLSS)	All SEN children and teachers to support and assess children with cognition and learning difficulties.

Educational Psychology Service (EP)	The EP Service provides psychological support for children, young people and families in a wide range of settings. They use their expertise to develop an understanding of children's developmental issues, including very complex situations involving SEN.
Communication and Autism team (CAT)	All children who have a diagnosis of Autistic Spectrum Disorder (ASD). The CAT team work with teachers to suggest appropriate strategies to use to support. They work with parents and families to help reduce stress and anxiety related to autism.
Soundswell and NHS Speech and Language	Children with language difficulties are supported by this service.
Compass	Children with identified social, emotional and mental health difficulties are supported by this service.
Occupational Therapy	Children who have identified physical difficulties.
Forward Thinking Birmingham	Children with emotional and mental health problems are supported by this service.
Learning Mentors	Children who are identified as needing extra support.
School Nurse	Children with medical needs or health concerns.
Special Educational Needs Assessment and Review Service	SENAR is responsible for the administration, assessment and the approval of Educational, Health Care Plans and Sen Support Provision Plans for children by Birmingham City Council.
Special Educational Needs and Disabilities Information Advice and Support Services	SENDIASS offer information, advice and support for parents and carers of children and young people with special educational needs and disabilities (SEND).
Social care	Children who need additional support in the home, as well as school
City of Birmingham School (COBs)	To support with behaviour and inclusion strategies.

Progressing towards outcomes

Teachers carry out daily, ongoing informal assessments of children within the classroom to monitor progress and inform learning and have the opportunity to feedback to parents daily as well as during parent evenings.

The SENCO identifies appropriate formal assessment processes for each child with SEND, tailored to their individual needs. These assessments are carried out termly, in accordance with the Graduated Approach.

Assessment tools used include:

- Small Steps
- Engagement Model Assessment

- Stages of Development
- Toolkit Progress Tracker
- SCERTs
- PIC
- AET (currently being introduced)
- SEMH assessment and plan

All children accessing the National Curriculum from Year 1 onwards are monitored using the Toolkit Progress Tracker. This ensures regular review of how their special educational needs (SEND) impact their engagement with and access to the curriculum.

Parents play an integral role in the *Assess, Plan, Do, Review* cycle. Where a pupil is receiving SEND support, the school will regularly liaise with parents in setting outcomes and reviewing progress. The class teacher, guided by the SENCO or Phase Leader, will meet with the parents twice per year (during parents' evening). Copies of individual assessments and planned actions are shared each term to ensure families remain fully informed. If a concern arises from the child, teacher or parent the SENCO, Head of School or Phase Leader will meet with the parents to discuss this concern.

Assessments are carried out at the beginning and end of any interventions which are in place, and regularly observations are made by the teachers and SEND team. Outcomes of interventions delivered are evaluated through effective target setting and by employing a tiered response to the needs of the children and effective involvement of external professionals.

The school operates an open-door policy, encouraging ongoing dialogue so that concerns can be addressed swiftly and appropriate provision can be implemented as needed.

In addition, parents are invited to formal review meetings to evaluate their child's SEND Support Plan (SSPP) or Education, Health and Care Plan (EHCP). These meetings are held in collaboration with the SENCO and relevant external agencies, providing a comprehensive overview of progress and ensuring that all voices are heard in shaping future support.

SEND children may be characterised by progress which:

- Is significantly slower than that of their peers
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and his/her peers
- Widens the attainment gap

For some children with a high level of need, their progress is measured based on their starting point celebrating their small steps of progress.

We have a planned and coordinated approach to the involvement of external professionals and to the identification of children in need of this support.

Transition support

At Yew Tree Community School, we recognise that transitions—whether between year groups, key stages, or moving on to a new school or setting—can be a significant time for pupils with SEND. We are committed to ensuring these transitions are smooth, well-supported, and tailored to the individual needs of each child.

Our approach includes:

- **Early Planning:** Transition planning begins well in advance to allow sufficient time for preparation and support. This includes internal transitions (e.g. moving from EYFS to Key Stage 1) and external transitions (e.g. moving to secondary school or specialist provision).
- **Personalised Transition:** For pupils with SEND, a bespoke transition is created. This may include additional visits, visual resources, social stories, and opportunities to meet new staff or explore new environments gradually.
- **Consultation with Families and Pupils:** The views, wishes, and feelings of both parents and children are central to the transition process.
- **Collaboration with Receiving Settings:** We liaise closely with the next school, or provision to share relevant documentation, SEND Support Plans (SSPPs), Education, Health and Care Plans (EHCPs), and assessment data. Where appropriate, joint meetings are held to ensure continuity of support.
- **Staff Support and Handover:** Teachers and support staff are briefed thoroughly to ensure they understand the needs of pupils transitioning into their class or setting. SENCOs across settings may also collaborate to ensure consistency.

Our goal is to ensure that every child feels confident, supported, and ready for the next stage of their educational journey.

Teaching approach

At Yew Tree Community School, Quality First Teaching underpins all classroom practice. Every pupil benefits from carefully planned, differentiated lessons that are both accessible and

engaging. Teachers employ a wide range of strategies to support learning and understanding, including the use of visual aids, modelling, scaffolding, and multi-sensory approaches tailored to individual needs.

Some examples of the support offered are:

Universal Support

- Differentiated teaching: Adapting lessons to meet the needs of all pupils.
- Classroom strategies: Using visual aids, clear instructions, and interactive activities.
- Positive behaviour management: Encouraging good behaviour through rewards and clear expectations.
- Inclusive environment: Ensuring all pupils feel valued and included.

Targeted Support

- Phonics catch-up sessions: Helping children improve their reading skills.
- Extra reading sessions: Providing additional practice for those who need it.
- SEMH intervention: Support with emotional well-being and regulation.
- Speech and language interventions:
- Chatty Bats: Activities to improve communication skills.
- Colourful Semantics: Using colours to help with sentence structure.
- Language for Thinking: Developing reasoning and understanding.
- WellComm: Screening and supporting speech and language development.
- Intervention Groups A & B in KS2.

Specialised Support in our HUB

The HUB Intervention Group 2: Tailored curriculum with more adult support and specialised resources for children with significant learning needs.

The HUB Intervention Group 1: Highly individualised curriculum focusing on sensory experiences and basic skills, with extensive adult support and specialised resources.

Both intervention groups follow the EQUALS curriculum, which has been thoughtfully adapted to meet their individual needs and is delivered alongside the Early Years Foundation Stage (EYFS) and National Curriculum.

Adaptations to the curriculum and learning environment

At Yew Tree Community School, we are committed to ensuring that all pupils, including those with Special Educational Needs and Disabilities (SEND), can access a broad and balanced curriculum. We make thoughtful adaptations to both the curriculum and the learning environment to remove barriers and promote success.

Quality First Teaching (QFT) is at the heart of our approach. All pupils benefit from high-quality, inclusive teaching that is carefully planned and differentiated to meet a range of learning needs. Teachers use a variety of strategies to ensure lessons are accessible, engaging, and appropriately challenging for every learner.

Curriculum Adaptations Include:

- Differentiated tasks, questioning, and outcomes to suit individual learning profiles
- Use of visual aids, concrete resources, and multi-sensory approaches to support understanding
- Flexible grouping and targeted adult support to reinforce key concepts
- Adjustments to content delivery and pace to match pupil needs
- Access to assistive technology such as tablets, reading pens, and speech-to-text software

Learning Environment Adaptations Include:

- Calm, structured classrooms with visual timetables and clear routines
- Access to quiet spaces or sensory rooms for regulation and reflection
- Adapted furniture, writing supports, and mobility aids where needed
- Resources to support sensory and physical needs, such as ear defenders, fidget tools, or coloured overlays
- Accessibility features such as ramps, handrails, and accessible toilets (see Accessibility Report)

Adaptations are planned in consultation with parents, pupils, and external professionals where appropriate. They are reviewed regularly as part of the *Assess, Plan, Do, Review* cycle to ensure they remain effective and responsive to the child's evolving needs.

Our aim is to create a learning environment where every child feels valued, supported, and able to achieve their full potential.

Inclusivity in activities

At Yew Tree Community School, we believe that every child should have the opportunity to participate fully in the life of the school. We are committed to creating an inclusive environment where pupils with SEND are encouraged and supported to engage in all aspects of school life, including lessons, enrichment activities, school trips, and extracurricular opportunities.

Whenever possible, all children are included in activities alongside their peers. We recognise, however, that for some pupils, participation may occasionally lead to distress, anxiety, or pose a risk to their wellbeing. In such cases, provision is thoughtfully planned and implemented following meaningful discussions with the child and their parents or carers.

These adaptations may include:

- Modified activities or environments to reduce sensory overload or emotional stress
- Additional adult support to encourage participation
- Alternative tasks that align with the child's interests and learning goals
- Opportunities for gradual exposure to new experiences to build confidence

The views, wishes, and feelings of both the child and their family are central to this process. We work collaboratively to ensure that any alternative provision is purposeful, inclusive, and designed to promote the child's development and sense of belonging.

Our aim is to ensure that every pupil feels safe, valued, and empowered to take part in school life in a way that supports their individual needs and aspirations.

Supporting emotional and social development

At Yew Tree Community School, we recognise that emotional and social development is a vital part of every child's education—especially for pupils with Special Educational Needs and Disabilities (SEND). We are committed to nurturing the wellbeing of all learners through a whole-school approach that promotes inclusion, empathy, and resilience.

Pastoral Support and Pupil Voice

We offer a strong pastoral support system to ensure that pupils with SEND feel safe, heard, and valued. Our Senior Learning Mentor and Learning Mentor play a central role in delivering targeted Social, Emotional and Mental Health (SEMH) interventions. These may include:

- Lego Therapy
- Friendship and social skills groups

- Self-regulation and anxiety management strategies
- One-to-one mentoring and check-ins
- Art club

As part of their roles, our mentors consistently gather pupil voice, ensuring that children's views, feelings, and experiences shape the support they receive. This feedback informs both individual provision and wider school practices, helping us to create a responsive and supportive environment.

Promoting Positive Relationships and Preventing Bullying

We are proactive in promoting positive peer relationships and preventing bullying. Our approach is guided by the school's Behaviour Policy which outlines clear procedures for identifying, reporting, and addressing any incidents of bullying. Staff are trained to recognise signs of emotional distress and respond swiftly and sensitively.

Key measures include:

- Whole-school assemblies and PSHE lessons focused on empathy, respect, and inclusion
- Clear reporting systems for pupils and parents
- Restorative approaches to conflict resolution
- Close monitoring of vulnerable pupils, including those with SEND

We work closely with families and external agencies to support pupils who may be at risk of social isolation or emotional difficulties. Our goal is to ensure that every child feels secure, connected, and empowered to thrive both socially and emotionally.

Evaluating effectiveness

At Yew Tree Community School, we are committed to ensuring that the provision in place for pupils with Special Educational Needs and Disabilities (SEND) is impactful, inclusive, and responsive to individual needs. We use a range of strategies to evaluate the effectiveness of our SEND support and continuously improve outcomes for pupils.

Key Evaluation Methods Include:

- **The Assess, Plan, Do, Review Cycle:** All children recorded as SEND support are monitored through this graduated approach. Regular reviews of pupil progress inform adjustments to interventions, strategies, and next steps.

- **Pupil Progress Tracking:** We closely monitor academic, social, and emotional progress using both formative and summative assessments. This includes tracking against personalised targets and national curriculum expectations.
- **Pupil and Parent Voice:** Feedback from pupils and their families is actively sought through structured conversations, surveys, and review meetings. Their insights help us understand the impact of provision and guide future planning.
- **Staff Observations and Feedback:** All staff and leaders contribute regular feedback on the effectiveness of strategies and interventions. This collaborative approach ensures that provision is well-informed and adaptable.
- **External Professional Input:** Where appropriate, we work with external specialists such as Educational Psychologists, Speech and Language Therapists etc to assess progress and refine provision.
- **Quality Assurance and Leadership Oversight:** The SENCO and senior leadership team regularly review SEND provision through learning walks, book looks, data analysis, and pupil case studies. Findings are used to inform staff training, resource allocation, and strategic planning.

Our goal is to ensure that every pupil with SEND receives high-quality support that enables them to thrive academically, socially, and emotionally. We are committed to ongoing reflection and improvement to meet the evolving needs of our learners.

Handling complaints

We are committed to working collaboratively with children and their parents or carers to resolve concerns and reach a satisfactory outcome. Wherever possible, we aim to find solutions through open dialogue and joint problem-solving. If, however, a resolution cannot be achieved through these discussions, parents are encouraged to contact the Head of School for further support.

For full details, please refer to our Complaints Procedure, available on the school website.

Local Offer

Visit the Birmingham City Council Website for further SEND advice and information about the SEND provision in the city: [Home - Local Offer Birmingham](#)

Named contacts

Name of SENCO	Email address	Phone number
Mrs Phillips	SENCO@yewtree.bham.sch.uk	0121 464 2967

Additional support

Sensory and Physical:

[download.cfm \(bhamcommunity.nhs.uk\)](#)

[download.cfm \(bhamcommunity.nhs.uk\)](#)

Communication and Interaction:

www.autism.org.uk

[Communication & Autism Team – Access to Education \(birmingham.gov.uk\)](#)

[What is autism](#)

[Online Resources | Autism West Midlands](#)

[Information about autism | Ambitious about Autism](#)

[Speech and Language Therapy | Website \(bhamcommunity.nhs.uk\)](#)

Cognition and Learning:

[My child's education - British Dyslexia Association \(bdadyslexia.org.uk\)](#)

[Cognition and Learning | Whole School SEND](#)

[The Dyscalculia Information Centre - Resources for parents](#)

Social, Emotional and Mental Health:

[Mental health services - NHS \(www.nhs.uk\)](#)

[Children's mental health - Every Mind Matters - NHS \(www.nhs.uk\)](https://www.nhs.uk/childrens-mental-health/every-mind-matters)

[Pause Birmingham | The Children's Society \(childrenssociety.org.uk\)](https://childrenssociety.org.uk/pause-birmingham)

[Home | Forward Thinking Birmingham](#)

[How it Works | The Zones of Regulation](#)