Silvertrees Academy
Special Educational Needs and Disabilities (SEND) Policy 2026-27

Introduction

The Special Educational Needs Code of Practice 2014 states that a child or young person has special educational needs if they have significantly greater difficulty in learning than other children of the same age or a disability which calls for special educational provision to be made for them. Children's learning difficulties show themselves in a variety of ways. Some are temporary, others more permanent. They may be mild, requiring minimal support, but others may be serious, requiring more long-term intervention and greater support.

Under the Equality Act 2010 a person has a disability if they have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on their ability to do normal daily activities.

There are 4 primary areas of special educational needs:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical development.

In this policy we detail how we aim to make provision for children with Special Educational Needs and Disabilities at Silvertrees.

Aims and Objectives

- To work in partnership with children and their families at every stage of the SEND process;
- To create an environment that meets the special educational needs of each child;
- To ensure that the special educational needs and disabilities of children are identified, assessed and provided for;
- To make clear the expectations of all partners in the process;
- To identify the roles and responsibilities of staff in providing for children's special educational needs and disabilities;
- To enable all children to have full access to all elements of the school curriculum.

Educational Inclusion

We respect the fact that children:

- Have different educational and behavioural needs and aspirations;
- Require different strategies for learning;
- Acquire, assimilate and communicate information at different rates;
- Need a range of different teaching approaches and experiences.

Silvertrees Academy is committed to ensuring that pupils with SEND can access the full curriculum, wider school experiences, educational visits and enrichment opportunities alongside their peers wherever possible. Reasonable adjustments and appropriate support will be provided to enable participation and promote inclusion.
The school's Accessibility Plan sets out how we will increase access to the curriculum, improve the physical environment and improve access to information for disabled pupils. The plan is reviewed regularly and supports the school's duties under the Equality Act 2010.

The school recognises that pupils with SEND can be more vulnerable to bullying and social isolation. Measures are in place to promote wellbeing, inclusion and safeguarding. Staff work closely with pupils, families and external agencies where appropriate to ensure that pupils feel safe, valued and included in school life.

Teachers respond to children's needs by:

- Planning and reviewing support for pupils with SEND on a graduated basis, in collaboration with parents, the SENDCO and, where appropriate, the pupils themselves.
- Setting high expectations for every pupil and aiming to teach them the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving.
- Being accountable for the progress and development of the pupils in their class.
- Being aware of the needs, outcomes sought, and support provided to any pupils with SEND they are working with.
- Understanding and implementing strategies to identify and support vulnerable pupils with the support of the SENDCO.
- Sharing any concerns with the Senior Leadership Team.

Support staff assist teachers in responding to children's needs by:

- Sharing in the assessment of needs and planning of objectives;
- Carrying out adapted activities or programmes of work, with small groups or individuals, as specified by the teacher;
- Using suitably modified resources or activities to help meet specific objectives.

Roles and Responsibilities

The Head Teacher and Trustee Board determine the school's general policy and resources allocation. The teaching staff are responsible for meeting SEND in their own class and liaise with the SENDCO, who co-ordinates SEND within the school. The SENDCO in turn keeps the Trustee Board fully aware of SEND issues.

In this school the appointed SENDCO is Mrs Karen Kirkham.

The Special Educational Needs and Disabilities Co-ordinator (SENDCO) is responsible for:

- Collaborating with the Trustee Board and Head Teacher, as part of the SLT, to determine the strategic development of the SEND policy and provision in the school.
- The day-to-day responsibility for the operation of SEND policy.
- The coordination of specific provision made to support individual pupils with SEND.
- Liaising with the relevant designated teacher for LAC with SEND.
- Advising on a graduated approach to providing SEND support.
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Liaising with the parents of pupils with SEND.
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies, as required.
- Being a key point of contact for external agencies, especially the LA and LA support services.
- Liaising with the potential future providers of education to ensure that pupils and their parents are informed about the options, and a smooth transition is planned.
- Working with the relevant trustees and the Head Teacher to ensure that the school meets its responsibilities under the Equality Act 2010, regarding reasonable adjustments and access arrangements.
- Ensuring that the school keeps the records of all pupils with SEND up-to-date, in line with the school's Data Protection Policy.
- Providing professional guidance to colleagues, and working closely with staff, parents and other agencies.
- Identifying staff training needs and ensuring that appropriate professional development is provided. Staff receive regular SEND updates and access to specialist training where required.
- Being familiar with the provision in the Local Offer and being able to work with professionals who are providing a supporting role to the family.

The Role of the Trustee Board

Working within available resources, the Trustee Board does its best to secure the necessary provision for any pupil identified as having special educational needs.

The trustees ensure that all teachers are aware of the importance of providing for these children. The Trustee Board has decided that children with special educational needs will be admitted to the school in line with the Local Authority agreed admissions policy.

Allocation of resources

The Head Teacher is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with Education, Health and Care Plans.

The Head Teacher/SENDCO agrees with staff how to use funds directly related to needs and this is linked to the school improvement plan.

Medical Conditions

Pupils with medical conditions will be supported in accordance with the school's Supporting Pupils with Medical Conditions Policy. The school will ensure children with medical needs are able to access education and participate fully in school life. Where a pupil has both SEND and medical needs, the SENDCO will work closely with parents, health professionals and relevant staff to ensure provision is coordinated effectively.

Identifying SEND

Silvertrees Academy recognises that early identification and effective provision improves long-term outcomes for pupils. As part of the overall approach to monitoring the progress and development of all pupils, it has a clear approach to identifying and responding to SEND as outlined in the school's SEN Information Report.

With the support of the Senior Leadership Team, classroom teachers will conduct regular progress assessments for all pupils, with the aim of identifying pupils who are making less than expected progress given their age and individual circumstances.

'Less than expected progress' will be characterised by progress which:

- Is significantly slower than that of their peers starting from the same baseline.
- Does not match or better the pupil's previous rate of progress.
- Fails to close the attainment gap between them and their peers.
- Widens the attainment gap.

The school plans, manages and reviews SEND provision across the following four broad areas of need:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

The class teacher informs the parents at the earliest opportunity to alert them to any concerns and enlists their active help and participation. The class teacher and the SENDCO assess and monitor the children's progress in line with existing school practices.

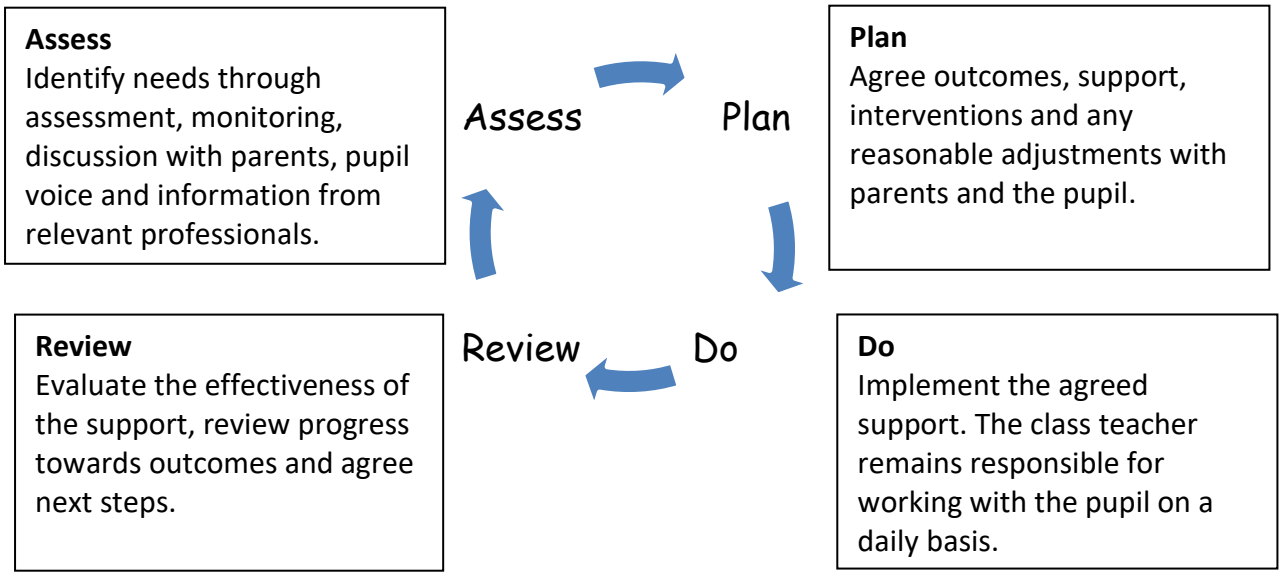
The SENDCO works closely with teachers to plan an appropriate programme of intervention and support.

The assessment of children reflects as far as possible their participation in the whole curriculum of the school. The class teacher and the SENDCO can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators.

The SEND Process

The process:

- Encourages the participation of pupils and their families;
- Integrates the work of education, health and care providers;
- Follows a cyclical, graduated approach.



The school uses the following graduated approach to respond to children's special educational needs:

1. Placing children on our 'Monitoring and Additional Support' list.

Where a child's attainment or progress is cause for concern, teachers will share their concern with the child's parents and the SENDCO. The quality of teaching and learning these children receive will be monitored and they may be offered some additional support (through the school's Provision Mapping process). Their progress will be closely monitored.

2. Placing children on the school's SEND Register

Where there is concern that Quality First Teaching (highly inclusive teaching) is not enough to support the child's needs there is a discussion with relevant staff, parents/carers and the child, as appropriate. If it is decided that additional provision is required, specific learning programmes (in addition to those usually on offer in the classroom) are drawn up. The child is placed on the SEND Register , additional provision is recorded on the class and school Provision Map and the child's progress is carefully monitored.

3. Individual Support Plans

If, despite receiving differentiated learning opportunities, a child:

- makes little or no progress even when teaching approaches are targeted particularly in a child's identified area of difficulty;
- shows signs of difficulty in developing literacy or mathematical skills, which result in poor attainment in some curriculum areas;
- presents persistent social, emotional or mental health (SEMH) difficulties, which are not met by a variety of strategies usually employed in the school;

- has sensory or physical difficulties, and continues to make little or no progress despite the provision of specialist equipment;
- has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum;

There is often the need for greater involvement of external agencies e.g SEMH Support, Educational Psychologists, Learning Support, Speech and Language Therapy Support, Occupational Therapy Support, or Physiotherapy Support. Pupils will probably need a more individual intervention programme and these will be recorded on an Individual Support Plan.

Where school seeks the help of external support services via Sandwell Inclusion Support Team, school will need to obtain parental consent, gain parent/carer views and complete 'All About Me' forms which capture the child's voice. In order to establish further strategies to employ and set future targets we share progress and strategies that have already been used and the impact they have had, external support services can then advise on new and appropriate targets for the child's Individual Support Plan and any appropriate provision, strategies or interventions to be implemented. The targets set may require specialist assessment arrangements to measure the child's progress. If so, outside specialists, for example, educational psychologists may be required for this. The SENDCO will liaise with the educational psychologist making sure that appropriate advice and support is also shared with parents.

The SENDCO, class teacher, and external specialists, should consider a range of different teaching approaches and appropriate equipment and teaching materials, including the use of appropriate technology. The external specialist may act in an advisory capacity, provide additional specialist assessment or be involved in working with the child directly. The delivery of the interventions recorded in the Individual Support Plan continues to be the responsibility of the class teacher.

4. Application for an Education, Health & Care (EHC) Plan

Where a child's needs are considerable, and there is little progress following interventions and support from professional agencies, the decision may be taken to request an Education, Health and Care Plan. This process will involve presenting to the local authority detailed records of our provision and its impact for their consideration. Parents and carers will be fully involved in the process and have the opportunity to contribute to the reports.

Partnership with parents

Our School SEND Information Report and details of Sandwell's Local Offer can be found on the school website. A named trustee takes a special interest in special needs.

At all stages of the special needs process, the school keeps parents fully informed and involves both parents and pupils. We take account of the wishes, feelings and knowledge of pupils and parents at all stages. We encourage parents to make an active contribution to their child's education through termly reviews. We hold regular meetings to share progress with children and their parents/carers and parents are able to contact the SENDCO to arrange meetings to discuss their child's needs. We inform parents of any outside agency intervention, and we share the process of decision-making by providing clear information relating to the education of children with special educational needs. We will seek and record the views, wishes and aspirations of children with SEND and ensure they are involved in decisions about their support wherever appropriate.

The SENDCO holds a termly coffee morning for parents and invites a variety of agencies to attend and offer support to parents. This is also an opportunity for parents to ask questions and to be directed to outside agency support. A SEND working party made up of parents will be developed this academic year to support parents and further improve provision for learners with SEND.

Monitoring and evaluation

- The SENDCO monitors the teaching and learning, interventions, progress and attainment of the children on the SEND Register, through learning walks, observations, book looks, pupil voice and data.

- The SENDCO provides staff and trustees with regular summaries of the impact of the policy on the practice of the school.
- The SENDCO is involved in supporting teachers in identifying and implementing appropriate provision, producing Class Provision Maps and Individual Support Plans for children with SEND.
- The Trustee Board has appointed a SEND Trustee who monitors the effectiveness of SEND provision and reports to the Trustee Board.
- The Trustee Board reviews the implementation of the policy regularly.

Transition

- Nursery parents and children are invited to a stay and play session with the nursery teacher. Reception children are also invited to a play and stay session with their parents and an additional transition session prior to starting at Silvertrees Academy. Every effort is made to obtain records for children already identified as having additional needs and the SENDCO will contact the previous setting, the LA Inclusion Support for Early Years and/or Health Visitors for further information. This may result in a transition plan being put in place for the term before entry and meetings with outside agencies and parents to ensure support is in place to meet the child's needs prior to them starting school. There may also be a need for a reduced timetable in the first instance to help children to adjust to their new surroundings and develop trusted relationships with staff.

- Children entering our school at other times - records are sent from the previous school, a meeting with the child and parents is organised prior to the start date and a phone call is made by the SENDCO to the previous school and/or the LA Inclusion Support Team to discuss the child's needs.

- A detailed transition plan is put in place, organised by the SENDCO at Silvertrees Academy and the SENDCOs at the transferring schools for children moving from our school to junior school. This includes records being passed over, transition booklets completed with the children, several meetings between Silvertrees staff and the child's new teacher and planned opportunities for the children to visit their new school regularly during the last half term of the school year.

- We also currently have our own SEND Provision Group, Treetops Hub, where children with more complex needs are supported. This is led by highly skilled Teaching Assistants but overseen by the SENDCO. This provision is intended to complement classroom learning and support pupils' successful participation in classroom experiences wherever appropriate unless needs are more complex and require more specialist support long term.

Complaints

We urge parents/carers with any concerns regarding the SEND policy or the provision made for their child to speak to us as soon as possible. In the first instance, please speak to the class teacher or the SENDCO. If parents/carers feel their child's needs are still not being met, they should make an appointment to see the Head Teacher. If concerns are still unresolved, or further support is required, parents may wish to contact the Special Educational Needs and Disabilities Information Advice and Support Service (SENDIASS) or call Sandwell Inclusion Support Team for additional support and advice.

SENDCO: Karen Kirkham
Reviewed date: September 2026
Next Review: September 2027
Signed on behalf of the FGB: Reena Rai-Aheer
Date: 30.09.2026