



Birchwood Primary School - SEND Information report

February 2024

1. HOW DOES THE SCHOOL KNOW IF CHILDREN NEED EXTRA HELP?

At Birchwood Primary school, children continue to be identified as having SEND (Special Educational Needs and Disabilities) through a variety of ways, usually a combination, which may include some of the following:

- Liaison and records from previous school or pre-school setting.
- Child performing well below 'age related expectations' or equivalent and making little progress, this is reviewed regularly through data and meetings.
- Class teachers and SEND staff meet with parents regularly at structured times such as parents evenings or profile review meetings, as well as on more incidental occasions where staff make themselves available during arrival and collection times, via email or over the phone. This provides the opportunity for concerns to be shared early and acted upon
- The school continues to work closely with external agencies – Speech and language, Specialist Teaching Advisory service and Educational Psychologists.
- Flagged up through assessments, tests and screening such as: Reading/Phonic/ Speech and language/ Maths/ Social and emotional)

2. HOW DO I RAISE CONCERNS IF I NEED TO?

This year parents have spoken to staff and contacted the SENDCO – face to face, by telephone and by email. Parents can also raise concerns or discuss any worries at parents' evenings. Contact details for the SENDCO are available on the school website as part of the school offer.

3. HOW WILL THE SCHOOL SUPPORT MY CHILD?

WHO WILL OVERSEE, PLAN AND WORK WITH MY CHILD AND HOW OFTEN?

Class teachers oversee, plan and work with each child identified with additional needs in their class to ensure that appropriate progress is made in every curriculum area; they will seek advice from the SENDCO in school for additional resources or strategies to support the child. This support may be for something very specific and be very short or may be part of adaptive teaching strategies in the classroom and may last for a longer period of time.

Our SENDCO and the SEND team continue to oversee the progress of any child identified as having SEND on a regular basis.

Class based Teaching Assistants, across the school, work with children on a daily basis either individually or as part of a group this happens in the classroom every day. However sometimes children need extra more specialist support, both the SENDCO and class TA's have provided 1-1 and small group sessions both in and away from the classroom. They include support with Phonics, spelling, writing, Maths, social skills, emotional literacy and regulation as well as Speech and language. These sessions are short, targeted and are timetabled carefully so that children's curriculum remains broad and balanced. If a child receives this extra support parents will be consulted and invited in to meet with staff if they would like to.

All support is reviewed and discussed during termly meetings where the SENDCO and classroom staff meet together, and review identified children's progress and support and set new outcomes. There are also discussions with the child and with parents over the year.

WHO WILL EXPLAIN THIS TO ME?

Class teachers or the SENDCO will invite you to meet on at least a termly basis (this could be part of parent review meetings, virtually, by phone or face to face in a meeting), in order to discuss your child's progress and explain the support that they are receiving.

Staff are always happy to discuss children's needs if you have questions or concerns at any time.

Please speak to them directly to arrange this. Alternatively you can contact the SENDCO

Ella Webb and meet with her to discuss needs.

Pupil profile review meetings are arranged during the year where you and your child together

with the SENDCo and staff who work with your child can meet and discuss provision and progress, and they can support you at home with resources. You and your child's input is vital to the support process at Birchwood Primary.

All children receive a report in July which explains attainment, progress and attitude to learning this is followed by a drop in session to meet informally with staff and look at children's work in books.

The SENDCo available at the Summer term drop in session as well as parents evenings.

4. WHAT SUPPORT WILL THERE BE FOR MY CHILD'S OVERALL WELL BEING?

WHAT IS THE PASTORAL, MEDICAL AND SOCIAL SUPPORT AVAILABLE IN THE SCHOOL?

Birchwood Primary is an inclusive school that values a child's well-being as a priority

The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class.

We also work closely with a number of external agencies such as the family support worker team to ensure that children and their families access support for a wide range of areas; housing, benefits, debt, reward systems to help with children's behaviour.

We also work closely with medical professionals, such as RISE (Child and Adolescent Mental Health Service), physiotherapy, occupational therapy and the Children's Community Nursing teams to support children with a range of medical and health needs in school. Our school nursing service, COMPASS also work alongside us to support both children and parents on a wide range of topics, including bed wetting, sleep difficulties and emotional support.

5. HOW DOES THE SCHOOL MANAGE THE ADMINISTRATION OF MEDICINES?

First aiders continue to oversee medication use. Children who have a head injury/ injury will always have a first aid sticker and first aid slip and if necessary parents will be notified. Staff update their first aid training when required and the records are kept in the school office. We have a number of First aiders across the school.

As a staff, we have annual Epipen / Asthma and Epilepsy training and other training as and when required depending on the needs of the children in school.

Parents are requested to fill in a medical permission form if they wish school staff to administer Paracetamol or other medication e.g. antibiotics. Any children who require medication on a regular basis must also sign a medical permission form detailing the medication and the dosage required. All medications must come into school through the school office, where they are stored in a locked cupboard. When medication is administered staff sign, date and register the dose given this is then countersigned by another member of staff.

6. WHAT SUPPORT IS THERE FOR BEHAVIOUR, AVOIDING EXCLUSION AND INCREASING ATTENDANCE?

The school behaviour policy is updated annually and is available on the school website. All staff carefully track and monitor all children's behaviour and any incidents of aggressive behaviour is collated on the schools record system and shared with all the Designated Safeguarding Leads in school and relevant staff. Collated information is anonymised and then shared with the governing body on a termly basis. Meetings with parents may be arranged if necessary to discuss any worries or concerns and we encourage all parents to request a meeting if they has any concerns. Face to face meetings are much more effective and incidents can be investigated and resolved, so please talk to us.

Attendance of every child is monitored on a daily basis by the school. Lateness and absence are recorded and are discussed at meetings with the Education Welfare officer. The government has set an attendance target which all schools including Birchwood Primary have to aspire to. It is really important that all children arrive at school on time and we offer support to help with this if it is needed. We really need parents support to help us to achieve the target and it is so important to ensure children are in school every day and are on time.

7. HOW WILL MY CHILD BE ABLE TO CONTRIBUTE THEIR VIEWS?

Children contribute to their Pupil Profile through the pupil voice discussions. Children discuss

their views prior to the meetings held with parents, and have an input into and agree their own targets as part of the process.

We have 5 children who have Education, Health and Care plans currently in school. The plans ensure children's needs can be met at Birchwood and makes sure staffing and resources are in place for them every day. Parents are involved in the referral process and the review process and we all work very closely with the SEND team at Warwickshire as part of this. Children's views are sought as part of the EHCP process.

We run a pupil survey for all children each year and results are shared with all staff and the governing body.

The School council who continue to act as the pupil voice for all classes. They are responsible for choosing the charity of the year for the school every year and are raising funds for it. Mrs Hill works with them to support their ideas through regular meetings.

8. HOW ACCESSIBLE IS THE SCHOOL ENVIRONMENT?

Birchwood continues to be an accessible site. The site is surveyed daily by our site manager, Mr Jackson, and this ensures everyone is safe and all accesses are clear. Accessibility to the site is accessible for all inside and outside this is reviewed annually and is linked to children's additional needs when they arise or when new children enter the school. The school is on one level, and is able to be accessed by wheelchair users throughout. Senior leaders undertake regular accessibility audits, any recommendations are discussed and actioned.

9. HOW WILL THE CURRICULUM BE DIFFERENTIATED TO MATCH MY CHILD'S NEEDS?

Our long term curriculum plans are reviewed annually and are available to parents on the school website, alongside ideas for how parents can support their child's learning at home. Our curriculum is designed to be bespoke to our school and children.

All learning continues to be carefully planned and delivery adapted at an appropriate level, so it is accessible for all children.

Children who are identified with additional needs access support and resources in order to help them to make progress and access the curriculum e.g. 1-1 support, adaptations within the classroom, or small group withdrawn support sessions where needed for pre-teaching or consolidation. A range of resources such as coloured overlays, pencil grips, writing slopes, sit & wobble cushions, adapted scissors etc. are readily available to all children.

HOW WILL WE KNOW IF THIS HAS HAD AN IMPACT?

Staff track children's progress formally three times a year using teacher assessment which is supported by curriculum tests where appropriate. The data is analysed and progress and achievement measured. The senior management team scrutinise the data and track the progress of specific groups on a termly basis to ensure children are making progress through the curriculum. Progress and attainment is shared with parents at Parents meetings and is in the children's end of Year report.

10. HOW WILL I KNOW HOW MY CHILD IS DOING AND HOW WILL YOU HELP ME TO SUPPORT MY CHILD'S LEARNING? WHAT OPPORTUNITIES WILL THERE BE FOR ME TO DISCUSS MY CHILD'S PROGRESS?

As always you are welcome to make an appointment to meet with either the class teacher or SENDCo at any time throughout the year and discuss how your child is getting on. They can offer practical advice and resources that can help you to support your child at home and explain any provision in place in school.

Some children may have a Pupil Profile that will identify targets and provision provided within school.

Parents are given the opportunity to discuss these during the year and are provided with a copy at review meetings or parent evenings or at any time on request. When a child's Pupil Profile is reviewed, comments are made against outcomes to show the progress the child has made.

If a child has complex SEND needs they may have an Education, Health and Care Plan. Parents and children are involved in the annual review process.

11. HOW DOES THE SCHOOL KNOW HOW WELL MY CHILD IS DOING?

As a school we continue track and analyse the children's' progress in learning against national expectations and age related expectations regularly. Staff assess all the time, during every lesson through what they hear children say, see them do or what they produce. They also provide feedback to children verbally and through marking which children respond to, providing further assessment opportunities. Formal assessments and tracking take place termly and data is scrutinised. Children's progress and attainment is tracked and teaching and provision adjusted if necessary. Progress Meetings are held every half term in each Key stage between class teachers, subject leads and the SENDCo. In these meetings, a discussion takes place about progress in English and Maths, children are discussed and evidence in books moderated and attainment levels agreed. These meetings feed into SEND provision and support is reviewed and adjusted when necessary. Interventions are planned to meet children's needs.

12. HOW WILL MY CHILD BE INCLUDED IN ACTIVITIES OUTSIDE THE CLASSROOM, INCLUDING SCHOOL TRIPS?

Birchwood is an inclusive school and all children have been included in all parts of the school curriculum and we include all children in all school visits. We have put in the support and planning to ensure that all visits have been successful for all children. Extra adults will accompany trips when the need is highlighted. Adaptations and equipment will also be included if necessary. Risk assessments are carried out prior to any off site activity to ensure children's health & safety.

Birchwood offers a variety of clubs after school. We often provide additional staff to support after school clubs in order for children to be included. All children also access BASE skills within school each week on a Friday where they can choose a new activity or skill to learn.

13. HOW WILL THE SCHOOL PREPARE AND SUPPORT MY CHILD WHEN JOINING THE SCHOOL OR TRANSFERRING TO A NEW SCHOOL?

We have built up very positive relationships with our pre -school setting who feed into Birchwood. We meet with pre -school staff to discuss each individual child, staff visit all children in their settings and all settings pass on a transition sheet with developmental information about each child.

Reception children will be invited to our Storytime sessions with Reception staff throughout June building up to their independent stay and play morning in the Reception class in July. In the September, Birchwood staff will undertake 1:1 sessions with each pupil and parents to conduct a baseline assessment as well provide parents with an opportunity to ask any questions they have. Where we have information from either pre-school settings or parents that indicate that children would benefit from additional transition support, we have used personalised transition books successfully to enable children to become familiar with the staff, environment and even textures before they start with us.

Parents have also been given information about the school and have attended an induction meeting. This will help children settle in more effectively and help staff get to know the children. We are also undertake a 'Reception Tea Party' for our children to share their learning with parents after a few weeks in school. This event, supported by our PTA, Team Birchwood, is a great opportunity for parents and new Reception children to share an afternoon tea, meet other parents and children, get to know staff and have an opportunity to ask any questions and find out how children had settled in.

Children who have an EHC plan have transition planning meetings to which all staff involved with the child are invited to.

Transition between year groups and key stages within the school continue to be part of our annual programme of transition and handover to the next class teacher. We use transition books and additional transition visits between classes as part of this programme of support where children require this.

At any point where a child with SEND has left our school we have contact the receiving school

and set up meetings or telephone calls to discuss needs and transfer folders of information and classroom books. We also arrange a transition program with The Polesworth School to ensure Year 6 targeted children have additional visits to support a smooth transition to Secondary school.

14. WHAT SPECIALIST SERVICES AND EXPERTISE ARE AVAILABLE AT OR ACCESSED BY THE SCHOOL?

Within the school we have a culture of sharing good practise and expertise; this enables us to ensure our staff have as much knowledge as possible to support children with additional needs. This is supported by the SEND network meetings attended each half term by the SENDCo.

Our school environment supports children with additional needs, classrooms have: visual timetables, a wide range of practical and hands on maths resources accessible at all times to children, phonic mats, coloured overlays, word banks and English and Maths displays.

As a school we continue to work closely with all external agencies that we feel are relevant to supporting individual children's needs. Over the last year we have worked with: Health services including: GPs, school nurse, RISE (Child and Adolescent Mental Health Service), paediatricians, speech and language therapists, occupational therapists, play therapists, art therapists, victim support and children's services including: locality teams, social workers; educational psychologists and specialist advisory teachers.

15. WHAT TRAINING HAVE THE STAFF SUPPORTING CHILDREN WITH SEND HAD OR ARE CURRENTLY HAVING?

At Birchwood we ensure that we have a variety of skills among our staff, in order to enable us to support all children in the best possible way.

Over the last 2 years staff have accessed training on Autism Training, Precision teaching, adaptive teaching strategies, assessing receptive and expressive language needs, understanding behaviour as communication, using external agency reports to identify support as well as bespoke Speech and Language training for children within our current cohorts. The SENDCo is also the school's Mental Health Lead having undertaken specialist training for this role.

We access training for our staff from a range of external sources, including through the Warwickshire Virtual School, Warwickshire Educational Psychology Service, the Specialist Teaching Service for Warwickshire, Coventry and Warwickshire Speech and Language Therapy service among others.

Birchwood also operates an internal training programme for support staff, facilitated by staff every term.

16. WHO CAN I CONTACT FOR FURTHER INFORMATION?

As always please speak to your child's class teacher in the first instance. You can also contact Ella Webb, SENDCo by email at birchwoodparents@welearn365.com , telephone **01827 892913** or via the office.

General information relating to SEND can be found on the school website, including the school offer and the SEND policy. Our website also has a link to the Warwickshire Local offer which outlines services available for children and young people.

17. WHO SHOULD I CONTACT IF I AM CONSIDERING WHETHER MY CHILD SHOULD JOIN THE SCHOOL?

Please contact the Office Manager, Mrs Jill Jackson for further information about the school and to arrange a tour of the school and a meeting with a member of staff.

The school website also provides information which may help you in your decision about our school being right for your child before you arrange a visit.

The Children and Families Act 2014 requires that all local authorities compile and have available a list of resources and support for parents who have children with additional needs. Warwickshire's SEND local offer brings together information about the local services and support available across education, health and social care for families with children and young people aged 0 to 25, who have special educational needs and/or disabilities.

Please take the time to look at the **Local Offer for Warwickshire** by following this link -

<http://www.warwickshire.gov.uk/send>

SENDIASS

SENDIASS provide advice, information and support on matters relating to special educational needs and disabilities (SEND).

They aim to work in partnership with parents, children and young people in order to achieve positive outcomes. Provide information to help parents, children and young people to be fully involved and make informed decisions about the outcomes they wish to achieve. Ensure the views, wishes and feelings of parents, children and young people are heard and valued by all professionals. Develop positive relationships between parents, children, young people and all agencies involved, including schools, colleges, the local authority and voluntary organisations.

For more information about SENDIASS please click on the following link:

<https://www.barnardos.org.uk/get-support/services/warwickshire-sendiass>

They can provide:

- Impartial and confidential advice by telephone or email
- Individual casework
- Help with preparing for, and supporting at meetings
- Liaison across a range of agencies
- Support for parents and young people during an Education, Health and Care (EHC) assessment
- Access to an Independent Supporter during the EHC assessment
- Support during the transfer of a Statement of SEN to an EHC Plan
- Advice on school-based support for children and young people with SEND who do not have an EHC Plan in place
- Help with writing letters, reports and filling in forms
- Advice on policy and practice including the Local Offer, Personal Budgets, the law on SEN and Disability, Health and Social Care
- Support in resolving disagreements, including help with preparation for mediation and tribunals
- Advice on exclusions
- Signposting to local or national sources of advice and support.