



February 2025

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 methods, usually a combination, which may include some of the following:

- Liaison and records from previous schools or pre-school settings.
- A child performing well below 'age-related expectations' or equivalent and making little progress. Progress is reviewed regularly through planned activities within blocks of learning, half-termly meetings between subject leaders and teachers, and through the collection of data via assessments, tests, and screenings for areas such as Reading, Maths, Phonics, Speech and Language, Communication and Interaction, Social, Emotional, Gross, and Fine Motor Skills.
- Concerns raised by parents and carers with the class teachers and SENDCo during meetings 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, by 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 Services, and Educational Psychologists – to gain further insights and understanding into a child's needs.

How Do I Raise Concerns if I Need To?

This year parents have spoken to staff and contacted the SENDCo – face-to-face at drop-off/collection times or by arranging a meeting, by telephone, by Zoom or Teams, 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.

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 for a short time, or it may be part of adaptive teaching strategies in the classroom

and may last for a longer period of time. An Individual Education Plan (IEP) is put together, detailing the targets being worked on and the support provided to achieve these. At Birchwood, these are called Pupil Profiles, as they include a broader picture of the child and the support they receive outside of that linked only to current targets.

The SENDCo, with the support of the SLT, continues 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 daily, either individually or as part of a group within the classroom, as part of the universal offer of quality first teaching. However, sometimes children need extra, more specific support to help close gaps and make good progress. In this instance, both the SENDCo and class TAs provide 1:1 and small group sessions both in and away from the classroom. These sessions include support with Phonics, spelling, writing, Maths, gross and fine motor skill development, social skills, emotional literacy and regulation, and 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 type of extra support, parents will be consulted and invited to meet with staff to discuss why this has been suggested, as well as how this will be implemented, monitored, and reviewed.

All support is reviewed and discussed during termly meetings between the SENDCo and classroom staff. During this process, the child is spoken to in order to gain information about what is working well for them and what could be better, as well as what they would like more help with and how this might look. A review of children's progress, support needs, and new outcomes are drafted. These are shared each term with home before the parent consultation evenings (show and share afternoon in the summer) along with a parental contribution slip for any comments or questions parents may have, as well as the offer to arrange a meeting to discuss the plans in more detail for those who wish to. On parents' evenings, the SENDCo is available either for scheduled meetings or on a drop-in basis.

Who Will Explain This to Me?

Before a profile is created for a child, the class teacher or SENDCo will speak with parents and carers to explain why they think this is necessary and seek permission to place the child on the SEND register. This is a list of children receiving additional support beyond the majority of their peers. Staff will ask parents to share areas they have concerns about to help identify the priority areas of need, as well as the interests and strengths a child has that may be incorporated into the support plan. Plans can also support parents at home by providing resources and ideas for activities to complete. Your and your child's input are vital to the success of the support process at Birchwood Primary.

Parents are then invited to meet at least once per term as part of parents' evenings. They also have the option to have a more detailed meeting with the SENDCo on the day or at an alternative time. These can be held virtually, by phone, or face-to-face. 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 or contact them via the school office. Alternatively, you can contact the SENDCo, Ella Webb, to meet with her and discuss needs.

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 several 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, and access to food, clothing, and the internet that help with children's basic needs. Additionally, there are 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 and out of school, including those linked to low self-esteem, anxiety, and depression. The school nursing service, COMPASS, also supports parents of children having difficulties with bedwetting and sleep.

How Does the School Manage the Administration of Medicines?

First aiders continue to oversee medication use. Parents are requested to fill in a medical permission form if they wish for school staff to administer medication, such as antibiotics. The school will administer medication only if it is prescribed for the child. Exceptions to this may be made via prior arrangement with the school and will be agreed on a case-by-case basis, e.g. painkillers such as Calpol to be administered for several days due to a recently broken arm.

Any children requiring medication on a regular basis (e.g. inhalers) must also sign a medical permission form detailing the medication and the dosage required. All medications must come into school via the school office, where they are stored in a locked cupboard. When medication is administered, staff sign, date, and record the dose given, which is then countersigned by another member of staff.

Children who have a head or other injury will always receive a first aid sticker and first aid slip; parents will be notified if necessary. Staff update their first aid training when required, and records are kept in the school office. There are a number of first aiders across the school, and at least one is available on each playground when children are outside.

As a staff, we have annual Epipen, asthma, and epilepsy training, as well as other training as needed based on the needs of the children in school.

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. It is based on forming good relationships between adults and pupils and uses a restorative approach. This supports children in developing personal skills that will help them be confident and respectful in their relationships.

All staff carefully track and monitor children's behaviour and any incidents of aggressive behaviour are collated on the school's record system and shared with all the designated safeguarding leads in the school and relevant staff. Collated information is anonymised and 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 have any concerns. Face-to-face meetings are much more effective, allowing incidents to 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 discussed at meetings with the Education Welfare Officer. The government has set an attendance target which all schools, including Birchwood Primary, must aspire to. It is really important that all children arrive at school on time, and we offer support to help with this if required. We greatly appreciate parents' support in achieving this target, and it is vital to ensure that children are in school every day and on time.

How Will My Child Be Able to Contribute Their Views?

Children contribute to their Pupil Profile through pupil voice discussions. They discuss their views prior to the meetings held with parents and have input into and agree on their targets as part of the process.

We currently have 11 children with Education, Health, and Care Plans in school and four more undergoing assessment. The plans ensure that children's needs are met at Birchwood and ensure that staffing and resources are in place for them every day. Parents are involved in both the referral and review processes, and we collaborate 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 continues to act as the pupil voice for all classes. They are responsible for choosing the charity of the year for the school each year and are raising funds for it. Mrs Hill works with them to support their ideas through regular meetings. Children can also contribute through other committees within school, such as Eco & Digital Leaders, Road Safety Officers, and House Captains.

How Accessible Is the School Environment?

Birchwood continues to be an accessible site. The site is surveyed daily by our Site Manager, Mr Jackson, ensuring everyone is safe and all access points are clear. Accessibility to the site is open to all; this is reviewed annually and linked to children's additional needs as they arise or when new children enter the school. The school is on one level and is fully accessible by wheelchair users throughout. Senior leaders conduct regular accessibility audits, and any recommendations are discussed and actioned.

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. It is broken down into small steps that build progressively. The curriculum is designed to revisit prior knowledge and build upon this to support retention.

All learning is carefully planned and delivered at an appropriate level, so it is accessible for all children based on their starting points. Children identified with additional needs access support and resources in order to help them engage with the curriculum and make progress, e.g. 1-1 support, assistive technology, adaptations within the classroom for how information is presented or recorded, or small group support sessions for pre-teaching or consolidation. A range of resources such as coloured overlays, pencil grips, writing slopes, sit-and-wobble cushions, adapted scissors, etc., are readily available to all children. For those with more complex needs, an adapted curriculum may be required, working on knowledge and skills from a previous education stage, as part of their EHCP.

How Will We Know If This Has Had an Impact?

Staff track children's progress formally three times a year using teacher assessments supported by curriculum tests where appropriate. The data is analysed and progress and achievement measured. The senior management team scrutinises the data and tracks the progress of specific groups on a termly basis to ensure children are making progress through the curriculum. Progress and

attainment are shared with parents at meetings and included in children's end-of-year reports.

How Will I Know How My Child Is Doing and How Will You Help Me Support My Child's Learning? What Opportunities Will There Be for Me to Discuss My Child's Progress?

As always, parents 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 to help you support your child at home and explain any provisions in place at school. Parents' evenings are held at the start of the Autumn 2 and Spring 2 terms. A show-and-share event is held in July for parents to come into the classroom to look through books and speak to staff.

Some children may have a Pupil Profile that will identify targets and provision provided within the school. Parents are given the opportunity to discuss these during the year and are provided with a copy each term 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.

How Does the School Know How Well My Child Is Doing?

As a school, we continue to track and analyse children's progress in learning against national expectations and age-related expectations regularly. Staff assess continually during each lesson through what they hear children say, see them do, or what they produce. They also provide feedback to children verbally and through marking, to which children respond, providing further assessment opportunities. Formal assessments are conducted termly, and data is scrutinised. Children's progress and attainment are tracked, and teaching and provision are 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, discussions take place about progress in English and Maths, where evidence in books is moderated and attainment levels agreed. These meetings feed into SEND provision, and support is reviewed and adjusted as required. Interventions are planned to meet children's needs.

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, including 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 and safety.

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

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 settings that feed into Birchwood. We meet with pre-school staff to discuss each individual child; staff visit all children in their settings, and all settings provide a transition sheet with developmental information about each child.

All Reception children will be invited to our Storytime sessions with Reception staff throughout June, leading up to their independent stay-and-play morning in the Reception class in July. In September, Birchwood staff will undertake one-to-one sessions with each pupil and their parents to conduct a baseline assessment and provide an opportunity for parents 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 provide opportunities for additional visits and successfully use personalised transition books to familiarise children with staff, environments, and even textures before they start with us.

Parents have also received information about the school and have attended an induction meeting, which helps to facilitate smoother settlement and allows staff to get to know the children. We 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 wonderful 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 regarding their children's settling in process.

Children with an EHC plan have transition planning meetings, to which all staff involved with the child are invited. Transition between year groups and key stages within the school continues to be part of our annual programme of transition, aiming for smooth 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 such assistance.

At any point where a child with SEND has left our school, we contact the receiving school and set up meetings or telephone calls to discuss needs, as well as transfer folders of information and classroom books. We also arrange a transition programme with The Polesworth School to ensure Year 6 targeted children have additional visits to support their smooth transition to Secondary school. Additional visits are planned for those children identified as needing this, which can take place as part of a small group or one-to-one, and are carefully planned based on each pupil's needs.

What Specialist Services and Expertise Are Available at or Accessed by the School?

Within the school, we have a culture of sharing good practice 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 term by the SENDCo, and the local offer of training provided by the specialist teaching service and speech and language team. The school has also recently established a parent forum that contains a wealth of knowledge and experience to support children with SEND inside and outside of school. This meets at the school each half term.

Our school environment supports children with additional needs; classrooms are equipped with visual timetables, a wide range of practical and hands-on maths resources accessible at all times, phonic mats, coloured overlays, word banks, and English and Maths displays. As a school, we continue to work closely with all external agencies whom we believe are relevant to supporting individual children's needs. Over the last year, we have collaborated with Health Services, including GPs, the 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.

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 to enable us to support all children in the best possible way. Over the last two years, staff have accessed training on Autism, precision teaching, adaptive teaching strategies,

assessing receptive and expressive language needs, understanding behaviour as communication, using external agency reports to identify support, DIMENSIONS Health and Wellbeing Tool, demand avoidance, understanding masking and sensory differences, and ways to support children with neurodivergent conditions, 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, and 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.

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, by telephone at 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.

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 building and a meeting with a member of staff. The school website continues to provide information that may help you in your decision-making regarding whether our school is right for your child prior to arranging 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 - [Local Offer for Warwickshire](#).

SENDIASS

SENDIASS provides 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 to achieve positive outcomes. They also provide information to help parents, children, and young people to be fully involved and make informed decisions about the outcomes they wish to achieve. They

ensure the views, wishes, and feelings of parents, children, and young people are heard and valued by all professionals and they 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: [SENDIASS](#).

They can provide:

- Impartial and confidential advice by telephone or email.
- Individual casework.
- Help with preparing for and supporting at meetings.
- Liaison across various 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.