

THE PERSONALISED LEARNING CENTRE

Supporting Students with Special Educational Needs



A Message from Lori Jackson, SENDCo



“My name is Lori Jackson, and I am the SENCO at Birchwood. I have been at the school for 10 years and I am also a teacher of Art.

I have always been passionate about helping those with SEND, as are the members of my team in the Personalised Learning Centre. We do all that we can to ensure that all students can fully access lessons and pay particular attention to individual’s strengths and difficulties. I believe that we are a truly inclusive school at Birchwood. Staff will always strive to find the best ways to fulfil students’ academic and pastoral needs. It is my belief that a big part of education is about preparing students for their next steps in life, and we will do everything we can to facilitate students being a success in whatever it is they want to pursue.”

Introduction

Birchwood High School is a larger than average secondary school. The proportion of students with special educational needs is similar to that found nationally.

Our aim is to ensure that all students can participate fully in the work and life of the school, as well as ensuring that all students can achieve to the very best of their ability and are provided with the very best opportunities. High quality teaching is vital for all students and is our first form of support for students with special educational needs. However, we recognise that some students will need additional support, provision and resources in order to ensure progress.

Our aims

- To ensure that all students meet their expected progress in learning.
- To ensure that all students with Special Educational Needs and Disabilities (SEND) have their needs identified in order to support academic progression and continued wellbeing.
- To ensure all students can access a balanced curriculum, differentiated where appropriate.
- To ensure that all students with SEND are able to fully access the curriculum by providing extra support or additional resources thereby removing barriers to learning.

The Special Educational Needs and Disability (SEND) Information Annual Report works in conjunction with the Local Offer from Hertfordshire Local Authority. The Local Offer may be found on the following website: www.hertsdirect.org.

The school's SEND Policy and Report can be found on our website.

Admission and Transition

The admission arrangements of all students – including students with SEND – are in accordance with national legislation. A copy of our admission arrangements may be found on the school website.

To ensure that students are well supported at Birchwood High School, the following arrangements take place:

- All students are visited by the Head of Year and SENCo/Deputy SENCo at their primary school base. This is to ensure that they feel comfortable with the rigours of secondary school life and familiarise themselves with key personnel.
- Meetings are held with the class teacher and primary school SENCo to determine progress and needs.
- Extended transition is offered to those students who would benefit from more extensive arrangements. This is to ensure that students are less anxious when they begin in September.
- All appropriate secondary school staff are fully informed of the intake in preparation for September.
- For those students with Education, Health and Care Plans (EHCPs) the SENDCo will attend the Annual Review.

Identification and Monitoring of Students with Special Educational Needs

The SENCo and Personalised Learning Team make good use of baseline data to inform planning for all students including those with Special Educational Needs. Teacher assessment and SATs results are used to establish areas of need and intervention.

As students progress through the school, the interim reporting system is used to monitor students at all levels. There is consistent dialogue between key staff members to ensure that the progress of students is monitored closely, and that appropriate intervention is implemented.

A variety of factors are considered when identifying and assessing students with Special Educational Needs. In addition to the above the following forms of identification may be considered:

- Close liaison with parents on transition to Birchwood High School
- Effective use of primary school progress data
- Literacy screen tests of all students at the start of Year 7
- Liaison with subject staff, group tutors and leaders of tracking and progress
- Liaison with outside agencies
- Year 9 and Year 10 screening tests for Examination Access Arrangement

Provision for students with Special Educational Needs

As mentioned previously, the first form of support for all students – including those students with Special Educational Needs – is high quality teaching. Continuing Professional Development is provided to ensure that teachers are kept abreast of key strategies for support. This is linked clearly to lesson observations and Performance Management.

In addition to the above, the following provision is offered, where appropriate:

- In class Learning Support Assistant support for identified students with an EHCP
- Programmes of study from specialist outside agencies
- Alternative methods of recording
- Break and lunchtime support for vulnerable students
- Nurture groups
- Counselling
- Youth support workers
- Family support workers
- Educational psychologist consultation
- Literacy and numeracy small group intervention
- Programmes of study to assist with organisation
- Home learning club
- Examination access arrangements
- Learning mentor intervention for identified students
- Student welfare officers
- Behaviour management specialist

The above list is not exhaustive and may not be offered to all students with Special Educational Needs. Provision is offered as a result of identification and monitoring.

Working in Partnership

Birchwood High School is committed to working in partnership with students and parents. We believe in a Student Centred Approach and are committed to ensuring the needs of the student are at the heart of what we do.

The school welcomes feedback from parents all year round and parents can make an appointment to speak to any member of staff, including the SEND Team throughout the year for any reason.

Parents will be informed of their child's progress through the following means:

- Annual Review meetings for identified students (Education, Health and Care Plans)
- One-to-one discussions with SEND Team, classroom teachers, form tutors and learning support assistants
- Telephone and email consultations
- Formal interim reports

Contacts and further information

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