



Supporting Students with Special Educational Needs



A MESSAGE FROM LORI JACKSON, SENCO

My name is Lori Jackson, and I'm the SENCO at Birchwood, where I've worked for 13 years and also teach Art. Supporting students with SEND has always been a passion of mine, and it's shared by the team in our Personalised Learning Centre. We work hard to ensure all students can fully access their lessons, with careful attention to each individual's strengths and needs. Birchwood is a truly inclusive school. Our staff are committed to finding the best ways to support every student, both academically and pastorally. We believe education is about preparing young people for their next steps, and we'll do all we can to help them succeed in whatever path they choose.

A MESSAGE FROM KAYLEIGH BRACALIELLO, DEPUTY SENCO

My name is Kayleigh Bracaliello, and I'm the Deputy SENCO at Birchwood, where I have worked for one year. I am passionate about supporting students with SEND and helping them to access learning in a way that works for them. I work closely with the SENCO, staff and families to ensure each student's individual needs are understood and supported. Being part of an inclusive school like Birchwood is something I'm really proud of, and I enjoy helping students grow in confidence and achieve their best.



OUR AIMS

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.

- 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.

TRANSITION

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

- All students will have been visited by the Head of Year & SENCO at their primary school base.
- 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

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 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:

- 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

PROVISIONS

The first form of support for all students – including those students with Special Educational Needs – is high quality teaching. 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.

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.

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

- Mrs Lori Jackson – SENCo
- Mrs K Bracaliello – Deputy SENCo
- Mrs Sam Waller – Personalised Learning Centre Administrator
- Local Offer – Hertfordshire Local Authority www.hertsdirect.org

If there is any information about your child that you would like to pass on to the SEND team, please follow the QR code below.



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