



Author: Rob Herbert

Committee: Curriculum

Approved by Full Governors: November 2023

Committee Review Date: November 2024

Review Frequency: Yearly

Birchwood High School

The Special Educational Needs and Disability (SEND) Information Annual Report November 2023 2024

Birchwood High School is a larger than average secondary school with over 1400 pupils on roll. The proportion of pupils with special educational needs is similar to that found nationally. As a school, we are proud of our inclusive approach and the provisions we have for pupils with SEND.

Aims and Objectives

Our Special educational needs and disabilities (SEND) policy aims to:

- Make sure Birchwood fully implements national legislation and guidance regarding pupils with SEND.
- Set out how Birchwood will:
 - Support and make provision for pupils with special educational needs and disabilities
 - Provide pupils with SEND access to all aspects of school life so they can engage in the activities of the school alongside pupils who do not have SEND.
 - Help pupils with SEND fulfil their aspirations and achieve their best.
 - Help pupils with SEND become confident individuals living fulfilling lives.
 - Help pupils with SEND make a successful transition to adulthood.
 - Communicate with pupils with SEND and their parents or carers and involve them in discussions and decisions about support and provision for pupils.
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND
- Communicate with, and involve, pupils with SEND and their parents or carers in discussions and decisions about support and provision for the pupil.
- Make sure the SEND policy is understood and implemented consistently by all staff.

Vision and Values

- At Birchwood we aim to provide all pupils with access to a broad and balanced curriculum.
- We are committed to making sure all our pupils have the support they need and the chance to thrive and meet their full potential.
- We are focused on creating an inclusive environment, where provision is tailored to the needs and abilities of pupils, no matter how varied.
- We are dedicated to SEND students' safety and wellbeing. Our Child Protection Policy highlights the need to protect and safeguard SEND students who are, statistically, more vulnerable than their non-SEND peers.
- We aim to achieve every pupil making at least expected progress in learning.
- We are committed to ensuring that all students with SEND have their needs identified to support academic progression and continued well-being.
- We aim to provide pupils with a balanced curriculum, differentiated and personalised where appropriate.
- We focus on pupils with SEND being able to fully access the curriculum by providing extra support or additional resources when required.
- We are devoted to ensuring that all pupils with SEND are supported during their transition to secondary school and are well informed regarding the next stage of their education.

Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND coordinator's (SENCOs) and the SEND information report
- The [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The [Governance Handbook](#), which sets out trustees responsibilities for pupils with SEND
- The [School Admissions Code](#), which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

Inclusion and Equal opportunities

At Birchwood we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life.

Definitions

Special Educational Needs

A pupil has SEN if they have a learning difficulty or disability that requires special educational provision to be made for them.

They have a **learning difficulty or disability** if they have:

- A significantly greater difficulty in learning than most others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

Disability

Pupils are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

The 4 areas of need

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that cut across more than 1 area, and their needs may change over time.

Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

AREA OF NEED	
Communication and interaction	<p>Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication.</p> <p>Pupils who are on the autism spectrum often have needs that fall in this category.</p>
Cognition and learning	<p>Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"> • Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia • Moderate learning difficulties • Severe learning difficulties • Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
Social, emotional and mental health	<p>These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:</p> <ul style="list-style-type: none"> • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder • Suffered adverse childhood experiences <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.</p>
Sensory and/or physical	<p>Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Pupils may have:</p> <ul style="list-style-type: none"> • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment <p>These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

Roles and responsibilities

The SENCO

The SENCO is Lori Jackson – ljackson@birchwoodhigh.org.uk / 01279 655936.

They will:

- Work with the Assistant Principal and SEND governor to determine the strategic development of the SEND policy and provision in the school.
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans.

- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching.
- Advise on the graduated approach to providing SEND support and differentiated teaching methods appropriate for individual pupils
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Be the point of contact for external agencies, especially the local authority and its support services and work with external agencies to ensure that appropriate provision is provided.
- Liaise with potential next providers of education to ensure that the pupil and their parents are informed about options and that a smooth transition is planned
- Work with the Assistant Principal, Senior Leadership Team and SEND Trustee to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Ensure the school keeps the records of all pupils with SEND up to date and accurate.
- Inform any parents that their child may have SEN and then liaise with them about the pupil's needs and any provision made
- Work with the Assistant Principal and the Finance director on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- Regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- Identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

The Board of Trustees

The Board of Trustees is responsible for making sure the following duties are carried out, though the duties can be delegated to a committee or an individual:

- Co-operate with the LA in reviewing the provision that is available locally and developing the local offer
- Do all it can to make sure that every pupil with SEND gets the support they need
- Make sure that pupils with SEND engage in the activities of the school alongside pupils who don't have SEND
- Make sure that the school has arrangements in place to support any pupils with medical conditions
- Do all it can to ensure pupils with SEND have access to a broad and balanced curriculum
- Have a clear approach to identifying and responding to SEND
- Provide an annual report for parents on their child's progress
- Record accurately and keep up to date the provision made for pupils with SEND
- Publish information on the school website about how the school is implementing its SEND policy, in a SEN information report
- Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the school's accessibility plans
- Make sure that there is a qualified teacher designated as SENCO for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out
- Determine their approach to using their resources to support the progress of pupils with SEND
- Make sure that all pupils from year 8 until year 13 are provided with independent careers advice

The SEND link Trustee

The SEND Trustee is Karen Poole and they will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school

The Assistant Principal / Principal

The Assistant Principal will:

- Work with the SENCO and SEND Trustee to determine the strategic development of the SEND policy and provision within the school.
- Prepare and review information for inclusion in the school's SEN information report and any updates to this policy
- Work with the SENCO and school Trustees to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils
- Make sure that the SENCO has enough time to carry out their duties
- Have an overview of the needs of the current cohort of pupils on the SEND register
- Advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review
- With the SENCO, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the SENCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- With the SENCO and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

Class teachers

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is differentiated to meet pupil needs through a graduated approach.
- The progress and development of every pupil in their class.
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision.
- Ensuring they follow this SEND policy and the SEN information report
- Communicating with parents regularly to:
 - Set clear outcomes and review progress towards them
 - Discuss the activities and support that will help achieve the set outcomes
 - Identify the responsibilities of the parent, the pupil and the school
 - Listen to the parents' concerns and agree their aspirations for the pupil

Parents or carers

Parents or carers should inform the school if they have any concerns about their child's progress or development.

Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Invited to meetings to review the provision that is in place for their child
- Asked to provide information about the impact of SEN support outside school and any changes in the pupil's needs
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil
- Given reports on the pupil's progress

The school will take into account the views of the parent or carer in any decisions made about the pupil.

The Pupil

Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the pupil:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending review meetings
- Giving feedback on the effectiveness of interventions

The pupils' views will be taken into account in making decisions that affect them, whenever possible.

SEN Annual Information Report and SEND Policy

The school publishes both the SEND policy and Information Report on the website, which sets out how SEND is run at Birchwood

Both the information report and SEND policy will be updated annually and as soon as possible after any changes to the information it contains.

Our approach to supporting SEND

Identifying pupils with SEND and assessing their needs

The SENCO and Personalised Learning Team make good use of baseline data to inform planning for all students including those with SEND.

A variety of factors are considered when identifying and assessing students with Special Educational Needs. The following forms of identification may be considered

- Close liaison with primary school staff and parents on transition to Birchwood High School
- Effective use of primary school progress data
- Reading tests of all students at the start of Year 7
- Liaison with subject staff, tutors and Heads of Year
- Liaison with outside agencies
- Year 9 and Year 10 screening tests for Access Arrangements.

As students' progress through school, good use is made of the Interim reporting system to monitor students at all levels. Progress meetings with key school personnel after each interim are used to identify areas of need. Appropriate interventions are then implemented.

We will also consider any evidence that a pupil may have a disability and if so, what reasonable adjustments the school may need to make.

Class teachers will regularly assess the progress of all pupils and identify any whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better their previous rate of progress

- Fails to close the attainment gap between them and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, wider development or social needs.

When teachers identify an area where a pupil is making slow progress, they will target the pupil's area of weakness with differentiated, high-quality teaching. If progress does not improve, the teacher will raise the issue with the SENCO to have an initial discussion about whether this lack of progress may be due to a special educational need. Where necessary they will, in consultation with the pupil's parents or carers, consider consulting an external specialist.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

Potential short-term causes of impact on behaviour or performance will be considered, such as bullying or bereavement. Staff will also take particular care in identifying and assessing SEN for pupils whose first language is not English.

When deciding whether the pupil needs special educational provision, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

If a pupil is joining the school, and:

- Their previous setting has already identified that they have SEN
- They are known to external agencies
- They have an education, health and care plan (EHCP)

Then the school will work in a multi-agency way to make sure we get relevant information before the pupil starts at school, so support can be put in place as early as possible.

Consulting and involving pupils and parents

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

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty.
- We take into account the parents' concerns.
- Everyone understands the agreed outcomes sought for the child.
- Everyone is clear on what the next steps are.

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEND support.

The school welcomes feedback from parents all year round and parents can make an appointment to speak to any member of staff including the SENCO 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).
- Team around the Family style meetings with identified students.
- One to one discussions with SENCO, classroom teachers, form tutors and Learning Support Assistants.
- Telephone and email consultations.
- Formal Interim Reports.

The graduated approach to SEN support

Once a pupil has been identified as having SEN, we will take action to remove any barriers to learning and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.

1. Assess

The pupil's class teacher and the SENCO will carry out a clear analysis of the pupil's needs. The views of the pupil and their parents will be taken into account. The school may also seek advice from external support services.

The assessment will be reviewed regularly to help make sure that the support in place is matched to the pupil's need. For many pupils, the most reliable way to identify needs is to observe the way they respond to an intervention.

2. Plan

In consultation with the parents and the pupil, the teacher and the SENCO will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review.

All staff who work with the pupil will be made aware of the pupil's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be recorded on our management information system, Arbor and will be made accessible to staff in a Pupil Passport. Parents will be fully aware of the planned support and interventions and may be asked to reinforce or contribute to progress at home.

3. Do

The pupil's class or subject teacher retains overall responsibility for their progress.

Where the plan involves group or 1-to-1 teaching away from the main class or subject teacher, they still retain responsibility for the pupil. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The SENCO will support the teacher in further assessing the pupil's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

4. Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date.

We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

- The views of the parents and pupils
- The level of progress the pupil has made towards their outcomes
- The views of teaching staff who work with the pupil

The teacher and the SENCO will revise the outcomes and support considering the pupil's progress and development, and in consultation with the pupil and their parents.

Levels of support

SEND Support

Those students who have – or who may need – short term, targeted support to ensure they are making expected progress.

Pupils receiving SEN Support provision will be placed on the school's SEND register. These pupils have needs that can be met by the school through the graduated approach. Where the pupil's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible.

The provision for these pupils is funded through the school's notional SEND budget.

On the census these pupils will be marked with the code K.

Education, health and care (EHC) plan

EHCP - Those students with an Education, Health and Care Plan who require additional support - which is continuous throughout schooling – in order to make expected progress.

- Pupils who need more support than is available through the school's school-based SEN Support provision may be entitled to an EHC plan. The plan is a legal document that describes the needs of the pupil, the provision that will be put in place, and the outcomes sought.
- The provision for these pupils will be funded from the school's notional SEND budget, and potentially from the LA (from the high-level needs funding block of the dedicated schools grant).
- On the census these pupils will be marked with the code E.

The number of students at Birchwood High School with special educational needs is broadly in line with national average.

Year Group	The amount of Education Health and Care Plans	SEN Support %
Year 7	12	14%
Year 8	3	15%
Year 9	6	8%
Year 10	3	10%
Year 11	9	7%
Year 12	0	3%
Year 13	0	3%

% indicates the percentage of the Year Group.

Provision for students with Special Educational Needs

As mentioned previously, the first form of support for all students – including those students with SEND – is high quality teaching. Continual Professional Development is provided to ensure that teachers are kept abreast of key strategies for support. This is monitored in lesson observations and reflected in Performance Management.

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

- In class Learning Support Assistant support for identified students with high needs funding.
- Programmes of study from specialist outside agencies
- Alternative methods of recording
- Break and lunchtime support for vulnerable students
- Nurture Groups
- SEND Counsellor
- Youth Support Workers
- Family Support Workers
- Educational Psychologist consultation
- Paired reading
- Touch typing programmes
- Programmes of study to assist with organisation

- Examination Access Arrangements
- Intervention for identified students
- First Aid Room Assistant (Qualified Nurse)
- Peer mentoring
- Safeguarding and student Welfare lead
- Social Skills programmes
- 1 to 1 and small group tutoring in English, Math and Science.
- Handwriting programmes
- Echo reading
- AQA Unit Award – Coursework based qualification

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.

Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their targets after each interim / data drop.
- Reviewing the impact of interventions
- Using pupil questionnaires
- Monitoring by the SENCO
- Lesson Observations / Learning Walks
- Using provision maps to track pupil progress
- Holding annual reviews for pupils with EHC plans
- Getting feedback from the pupil and their parents

Assessing and Reviewing Pupil Progress towards Outcomes

Every year group have a program of 3 data drop / interim publications a year. These document student progress against personal target and 'Attitude to Learning'. EHCP students and SEND Support students have termly reviews of provision following the graduated approach and the four-part cycle of 'Assess, Plan, Do, Review'.

Additionally, the SENCO aims to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessments.
- Their previous progress and attainment or behaviour.
- The individual's development in comparison to their peers and national data.
- The views and experience of parents.
- The pupil's own views.
- Advice from external support services, if relevant.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

Expertise and training of staff

The SENCO is qualified with the National award for SEND coordination and the Deputy SENCO is under going the training for the award this year.

LSA's participate in training opportunities offered through Herts County Council SEND team and Specialist advisory teachers. Additionally, LSA's have access to training that is specific to the needs of the students they support. We have one member of staff who is a qualified ELSA emotional literacy support assistant.

The SENCO also leads training with the LSA's throughout the year.

Training will be provided to teaching and support staff. The Assistant Principal and the SENCO will continuously monitor to identify any staff who have specific training needs and will incorporate this into the school's plan for continuous professional development.

Links with external professional agencies

The school recognises that it won't be able to meet all the needs of every pupil. Whenever necessary the school will work with external support services such as:

- Speech and language therapists
- Specialist teachers or support services
- Educational psychologists
- Occupational therapists, speech and language therapists or physiotherapists
- General practitioners or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services
- Behavioral support agencies / organisations
- Alternative provision providers

Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

We work with both Essex and Herts county council that provide regular meetings for students around future plans, next steps, and careers. EHCP students all get at least one meeting per year with an invitation for parents to attend and a report of outcomes. This process starts in Year 7. Careers advice is provided to all via Karen Charles from Herts County Council.

All students at school will access work on careers and future plans in our PSHCE lessons that run fortnightly. Additionally, every student is logged into the Unifrog website that is a platform for accessing information about further education, apprenticeships and future careers.

Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Adapting our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing.
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

Additional support for learning

We have a large team of teaching assistants who support students with an EHCP on a 1 to 1 basis. Additionally, our LSA team support pupils in small groups whenever possible.

We work with the following agencies to provide support for pupils with SEND:

- Educational Psychologists team.
- Speech and language therapists.

- Occupational therapist.
- Specialist teachers in Autism.
- Specialist teacher in Hearing.
- Specialist teacher in Sight.
- Amwell View – Outreach for Autism.
- Rivers – Outreach for Behaviour.
- YC Herts - Careers.
- Preparing for Adulthood.
- 'The Base' – Dyslexia.
- Herts for Learning – training opportunities.

Securing equipment and facilities

At Birchwood we have a dedicated safe space, known as PLC (Personalised Learning Centre) for our students with SEND. This is equipped with resources such as...

- Student computers
- Social area during break and lunch time
- Sensory area for emotional regulation
- Books
- Games
- Lego
- Student working area
- Lockers

Examination Access Arrangements (for students in key Stage Four only)

As students move into their GCSE years, there may be a need for consultation to ascertain whether additional arrangements in assessments and examinations are necessary. Referrals may come from a variety of means, including concerns from students, parents, teachers and support staff.

If appropriate, students will be put forward to be assessed by the Specialist Assessor who works alongside the SENCO and the Personalised Learning Team. The findings from these assessments will be used to make a formal application to the Joint Committee for Qualifications. It is assumed that all applications will be made and formalised by the beginning of Year 11. This is to ensure that appropriate arrangements may be made in all formal assessments and examinations, including mock examinations.

Parents and students will be informed of the process and the findings.

Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- All students including those with SEND have access to a Form Tutor, Head of Year, SENCO, Student Welfare Officer, Behaviour Lead, LSA Team in PLC, Assistant Principal and classroom teachers.
- Pupils with SEND have the opportunity to apply for the School Council, The Birchwood Leadership academy, Fusion, House roles, Environmental club and so on.
- Birchwood invest in the following outside agencies to come in to school such as Jepeca, Safe Space Counselling and Rivers Outreach. We also run a Peer Mentoring scheme every Friday with the Sixth Form working with students of all ages and abilities.

Working with other agencies

As a school we will always do our best to cater for the needs of each and every individual. That can often require the involvement of outside agencies. When this is the case we will ensure that we play a full role in either leading or contributing to pieces of work on individuals to ensuring the best outcomes.

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 at their primary school base by our Assistant Principal, Head of Year 7, Student Welfare Officer and the Deputy SENCO. This is to ensure that they feel comfortable with the rigors of secondary school life and familiarise themselves with key personnel.
- Birchwood SENCO meets with primary school SENCO's regarding all EHCP students.
- Meetings are held with the class teacher and primary school SENCO to ascertain progress and level need.
- Extended transition is offered to those students who would benefit from more extensive arrangements. As well as a Summer School and two in depth induction days. This is to ensure that students are less anxious when they begin in September.
- All appropriate secondary school staff are fully informed of the new intake in preparation for September.
- For those students with an Education, Health and Care Plans the SENCO will aim to attend the final Annual Review.

In the event of a mid-year admission, and where appropriate, the SENCO will seek advice and guidance as to potential barriers to learning or additional needs. The SENCO will ensure that the full information has been gathered from the previous school, that information has been communicated to teachers and that support is put into place from the outset.

Accessibility arrangements

The following steps have been taken to prevent disabled pupils from being treated less favorably than other pupils

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our trips and visits

All pupils are encouraged to take part in PE including sports day. We also have a 'Leadership Academy' that is inclusive and includes our SEND students running a 10 week project. Also, school plays/special workshops and so on.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

We have ramp access alongside steps and the school has 3 functioning lifts in the A, B and D blocks. C block is on one level.

The Birchwood accessibility plan can be found on the school website. It covers how Birchwood:

- Increase the extent to which disabled pupils can participate in the curriculum.
- Improve the physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services provided
- Provides availability of accessible information to disabled pupils

Complaints about SEND provision

Complaints about SEND provision in our school should be made to the SENCO in the first instance. Following this any further correspondence can then be directed to the Assistant Principal and the Principal. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Suspensions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Monitoring and evaluation arrangements

Evaluating the effectiveness of the policy

We are constantly looking for ways to improve our SEND policy. We will do this by evaluating whether or not we are meeting our objectives.

We will evaluate how effective our SEND provision is with regards to:

- All staff's awareness of pupils with SEND at the start of the autumn term
- How early pupils are identified as having SEND
- Pupils' progress and attainment once they have been identified as having SEND
- Whether pupils with SEND feel safe, valued and included in the school community
- Comments and feedback from pupils and their parents

Monitoring the policy

This policy will be reviewed by Assistant Principal, Rob Herbert, **every year**. It will also be updated when any new legislation, requirements or changes in procedure occur during the year.

It will be approved by the full governing board.

Contact details of support services for parents of pupils with SEND

SENDIASS - www.sendiass.org.uk / www.hertssendiass.org.uk

Hertfordshire SENDIASS provides information advice and support which is accurate and confidential in ways that is accessible for young people and parents. They aim to promote independence and self-advocacy to enable parents to participate in making informed decisions

SENDIASS email: info@hertssendiass.org.uk or you can call:

Telephone: 01992 555847 Monday to Thursday 9.30am – 3pm - Friday 9.30am – 2.00pm

Outside of these hours please leave an answerphone message for the team and they will respond within 3 working days. Or you can write to them at:

County Hall, Pegs Lane, Hertford, SG13 8DQ

Contact details for raising concerns

Lori Jackson – SENCO – ljackson@birchwoodhigh.org.uk

Rob Herbert – Assistant Principal – rherbert@birchwoodhigh.org.uk

Sam Griffin – Principal cingate@birchwoodhigh.org.uk

Birchwood High School 01279 655936

Links with other policies and documents

This policy links to our policies on to the following documents

- This policy links
- The local offer
- Accessibility plan
- Behaviour policy
- Equality information and objectives
- Supporting pupils with medical conditions policy
- Attendance policy
- Safeguarding / child protection policy
- Complaints policy

The local authority local offer

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 Herts direct website:

(<https://directory.hertfordshire.gov.uk/kb5/hertfordshire/directory/localoffer.page>)