



Birchwood High School The Special Educational Needs and Disability (SEND) Information Annual Report November 2017

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. We aim to provide the very best opportunities for all students. 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 make at least 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 well being
- To ensure all students can access a balanced curriculum, differentiated and personalised where appropriate
- To ensure that all pupils 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 Hertsdirect website (<https://directory.hertfordshire.gov.uk/kb5/hertfordshire/directory/localoffer.page>).

Admission and Transition

The admission arrangements of all students are in accordance with national legislation. A copy of our admission arrangements is available on our school website.

In order 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 SEND Lead 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 ascertain progress and need.
- 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 new intake in preparation for September.

For those students with a Statement or Education, Health and Care Plans, the Head of Year and Assistant Principal (SENCo) will aim to attend the final Annual Review.

In the event of a mid-year admission, and where appropriate, the Head of Year and Assistant Principal (SENCo) will seek advice and guidance as to potential barriers to learning or additional needs. The Assistant Principal (Senco) will ensure that 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.

Pupils with special needs - statistics

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

The number of students designated with special educational needs at Birchwood High School is indicated below:

Year Group	Statement / Education Health and Care Plan	SEN Support
Year 7	4 students (0.2%)	38 students (18%)
Year 8	4 students (1.6%)	53 students (22.4%)
Year 9	5 students (0.4%)	59 students (24.5%)
Year 10	0 students	46 students (19.6%)
Year 11	3 students (0.4%)	39 students (16.7%)

% indicates the percentage of the Year Group.

The Wave Approach

To ensure that all students – including with special educational needs - receive the appropriate provision, Birchwood High School employs a differentiated approach to support. Students on “The Wave Approach” are those students who require additional intervention of any kind. This intervention may be for a range of different reasons, including academic intervention, behavioural support or student well-being.

Students are categorised into three different waves. A description of each stage is as follows:

- **Wave One** - Those students who require additional support - which is continuous throughout schooling – in order to make expected progress
- **Wave Two** - Those students who have – or who may need – short term, targeted support to ensure they are making expected progress
- **Wave Three** - Those students who are making expected progress and whose needs can be catered for in the classroom without additional support or intervention

The numbers of students in each Year Group who feature on The Wave Approach are detailed below:

Year Group	Wave One	Wave Two	Wave Three
Year 7	10 students (4.3%)	24 students (10%)	54 students (23%)
Year 8	7 students (2.9%)	32 students (13.3%)	37 students (17.6%)
Year 9	7 students (3.3%)	31 students (13.0%)	29 students (12.0%)
Year 10	5 students (2.1%)	11 students (4.6%)	35 students (14.8%)
Year 11	5 students (2.0%)	14 students (6.7%)	28 students (11.7%)

% indicates the percentage of the Year Group.

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 national assessment results are used to establish areas of need and intervention.

As students progress through the school, good use is made of the Interim reporting system to monitor students at all levels. There is a progress meeting with the Head of Year and SEND Lead after every report to identify areas of need that appropriate interventions are 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 taken into account:

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

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
- 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
- School Nurse consultation
- Literacy and Numeracy small group intervention
- Paired reading
- Touch typing programmes
- Homework club
- Programmes of study to assist with organisation
- Examination Access Arrangements
- Student Support Officer intervention for identified students
- Student Welfare Officer intervention for identified students
- Social Skills programmes
- Handwriting programmes

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.

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 Assistant Principal (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.

Working in Partnership

Birchwood High School is committed to working in partnership with students and parents. We believe in a Pupil Centred Approach and are committed to ensuring the need of the student is 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 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 (Statements and 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

Inter-relationship with other school information

The SEN Information Report should be viewed alongside the Special Educational Needs Policy. A copy of this can be found on the school website.

Contacts and further information

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Local Offer – Hertfordshire Local Authority

www.hertsdirect.org