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Birchwood High School

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

November 2021

Birchwood High School is a larger than average secondary school with 1400 students on roll. The proportion of students with special educational needs is similar to that found nationally. We are proud of our inclusive approach and our ability to cater for all students in the local area, providing them with high quality education and effective personal development.

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 can achieve to the very best of their ability. We aim to provide educational and fulfilling opportunities for all students. High quality teaching is vital in each and every classroom and is our first form of support for students with special educational needs. However, we recognise that some students will need additional measures, provision and resources put in place in order to ensure progress.

Our SEND policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs and Disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

Our Aims

- To ensure that all SEND students' safety and wellbeing is kept to the fore. Our Child Protection Policy highlights the need to protect and safeguard SEND students who are, statistically, more vulnerable than their non-SEND peers.
- To ensure that all students make at least expected progress in learning.
- To ensure that all students with 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 students with SEND are able to fully access the curriculum by providing extra support or additional resources thereby removing barriers to learning.
- To ensure that all students with SEND are supported in transition and are well informed for the next stage of their learning and training.

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

Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them in addition to what is provided by the classroom teacher.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the 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.

- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

The Birchwood Approach

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.
- 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.
- Liaise with potential next providers of education 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

The SEND Governor

The SEND Governor 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 Assistant Principal 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 governor to determine the strategic development of the SEND policy and provision within the school.
- Have overall responsibility for the provision and progress of learners with SEND.

Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class.
- Working closely with any LSA's or specialist staff to plan and assess the impact of support and interventions and 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.

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.
- In order to ensure that students are well supported at Birchwood High School, the following arrangements take place:
- All students are visited by our Assistant Principal, responsible for Transition, the Head of Year and the SEND Lead at their primary school base. This is to ensure that they feel comfortable with the rigors 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 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.

The Special Educational Needs that are provided for at Birchwood

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties

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

Year Group	Education Health and Care Plans	SEN Support
Year 7	7	10%
Year 8	2	10%
Year 9	8	8%
Year 10	7	4%
Year 11	3	6%
Year 12	3	
Year 13	0	

% indicates the percentage of the Year Group.

To ensure that all students – including those with SEND - receive the appropriate provision, Birchwood High School employs a differentiated approach. This is to support those 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:

The numbers of students in each Year Group are detailed below:

Year Group	EHCP	SEND Support	Watch
Year 7	7	26	34
Year 8	2	25	23
Year 9	8	17	18
Year 10	7	9	35
Year 11	3	13	15
Year 12	3	0	6
Year 13	0	0	9

Identifying pupils with Special Educational Needs 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. 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. Progress meetings with key school personnel after each interim are used 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
- Reading tests of all students 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 SEND – is high quality teaching. Continual 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
- Paired reading
- Touch typing programmes
- Programmes of study to assist with organisation
- Examination Access Arrangements
- 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 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.

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.

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.

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 SEN support.

Assessing and reviewing pupils' 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.

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, apprentices and future careers.

Adaptations to the curriculum and learning environment

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

- Differentiating 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 on a 1:1 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.

Expertise and training of staff

The SENCO is currently undertaking the National award for SEN coordination.

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

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

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 for specific needs

Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEND 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 measure progress
- Holding annual reviews for pupils with EHC plans

Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

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.

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.

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:

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

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

Chris Ingate – Principal cingate@birchwoodhigh.org.uk

Birchwood High School 01279 655936

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>)

Monitoring arrangements

This policy and information report will be reviewed by Rob Herbert, Assistant Principal **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions.