



At Birch Hill school we are committed to working together with all members of our school community. We believe in participation for all and strive to create an inclusive culture which recognises and celebrates the diversity of children's backgrounds, interest, experience, knowledge and skills. We are committed to giving all our pupils every opportunity to achieve the highest of standards. We value high quality teaching for all learners and actively monitor the teaching and learning in our school.

Birch Hill offers a broad, balanced and relevant curriculum and we have high expectations. We aim to create a learning environment which is flexible enough to meet the needs of all our pupils. We monitor and assess the outcomes and progress of all learners, ensuring that learning is taking place.

SEN Governor: Alastair Lidster

SENCO: Angela Spooner

Contact number: 01344 455815

1. Identification of additional or Special Educational Needs and Disabilities (SEND)

1.1 How does the setting identify children with additional needs or SEND?

All teachers are responsible for identifying pupils with SEN and, in collaboration with the SENCo (**Special Educational Needs Coordinator**), will ensure that those pupils requiring different or additional support are identified at an early stage.

Assessment is the process by which pupils with SEN can be identified and pupils are assessed by their teacher each half term and whether or not a pupil is making progress, is seen as a significant factor in considering the need for SEN provision.

We are able to provide for a range of different Special Educational Needs and Disabilities and have processes for identifying and supporting pupils who have difficulties in the broad categories of Cognition and Learning, Communication and Interaction, Social, Emotional and Mental Health Difficulties and Sensory and/or Physical Needs.

Pupil progress is recorded on a web-based tracking system called School

Pupil Tracker. Pupil Progress meetings take place termly with year group teachers, Key Stage Manager, SENCo and the Headteacher. Progress by individual SEN pupils and various groups of SEN pupils can be monitored and analysed by the SENCo using the School Pupil Tracker.

Where concerns are raised by a teacher, a pupil may be brought to a termly Liaison Meeting. In addition to the Headteacher, SENCo, Family Support Advisor and SEN teaching assistant, the Speech and Language Service, Behaviour Support Team and Educational Psychology Service are invited to attend. In this forum consideration may be given to the need to bring in the support of outside professional agencies (e.g. Teaching and Advisory Support Service (**TASS**), Speech and Language Therapy (**SALT**), Educational Psychology Service (**EP**), Autistic Spectrum and Social Communication Service (**ASSC**) or Behaviour Support (**BST**).

1.2 What should I do if I think my child has additional needs or SEND?

Talk initially to your child's class teacher sharing your concerns and agree relevant actions with them. Plan to meet again with the class teacher at an agreed later date to review your concerns and discuss any progress that has been made. If there has been little improvement then the class teacher will refer you on to the SENCO.

2. Support for children with additional needs or SEND

2.1 If my child is identified as having an additional need, who will oversee and plan their education programme?

The class teacher, with the support of the SENCO, will plan your child's educational programme. Targets will be set and will consider your child's individual needs, with a focus on supporting them through small personalised steps and targets. An Intervention plan will then be generated by the School Pupil Tracker. If your child has Special Educational Needs, then an IEP will also be generated.

2.2 How will I be informed / consulted about the ways in which my child is being supported?

Your child's progress will be discussed at the Open Evening and if they have an Individual Education Plan (**IEP**) you will be able to contribute to this. If your child has an Education, Health Care Plan (**EHCP**) or Statement a review will also be held annually to look at the progress made against your child's identified targets. All of the professionals involved with your child's care will be invited to attend this meeting.

2.3 How will the setting balance my child's need for support with developing their independence?

We will review termly how the interventions and support your child receives impacts on their progress. It is important to us that your child develops their independence and that they are as well prepared as possible for the next phase in their learning. Support that includes the child in their class activities will be prioritised and where possible will be put into the classroom. It is important to facilitate your child through a range of support methods (e.g. group work, 1:1 support, in-class resources and peer support).

We encourage all of our children to participate in activities outside the classroom, for example sporting events, musical productions and end of term plays.

2.4 How will the setting match/differentiate for my child's needs?

Careful monitoring through assessments and teacher liaison meetings will help the school to make the curriculum suitable for your child's needs. Each teacher differentiates the curriculum in order to meet the needs of the children they teach. The aim is also to develop independence and to support the child in meeting his/her potential at whichever level they are working at. We also buy in external support from agencies such as Speech and Language Therapy (**SALT**) and Teaching and Support Service (**TASS**) who offer advice and help differentiate the learning for your child. We use a variety of methods for differentiating the needs of our pupils, including by outcome, task adjustment, group differentiation, input differentiation and support equipment

2.5 What teaching strategies does the setting use for children with additional needs or learning difficulties, including Autistic Spectrum Disorder (ASD), hearing impairment, visual impairment, speech, language difficulties and physical difficulties?

Every child is unique and has different needs, even with similar diagnoses. The teaching strategies we use are tailored to the child's needs. These needs may also change across the child's school life; therefore the teaching strategies used vary. Where necessary, additional resources can be used to help support your child e.g. class and individual visual timetables, timers, task planners. Staff are advised by specialist services such as **ASSC** and the **Sensory Consortium**.

2.6 Does the setting provide any additional staffing from its own budget for children with additional needs or SEND?

In addition to allocated teaching assistants, the school employs classroom teaching assistants and two SEN teaching assistants. The school also employs a SENCO and additional qualified teachers to support children with identified needs and work around the child.

2.7 What specific intervention programmes are offered by the setting for children with additional needs or SEND and are these delivered on a one to one basis or in small groups?

These are examples of the range of interventions provided by the school.

Type/Title of Intervention	<input checked="" type="checkbox"/> One to one	<input checked="" type="checkbox"/> Small group
Teaching and Support Service (TASS)		<input checked="" type="checkbox"/>
Language and Literacy Service (LAL)	<input checked="" type="checkbox"/>	
Speech and Language Therapy (SALT)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Speed up Handwriting programme		<input checked="" type="checkbox"/>
Phonics Support – Letters and Sounds	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Reading Support – Words First / Toe by Toe	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Precision teaching	<input checked="" type="checkbox"/>	
Social Communication and Emotional Support Groups	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

2.8 What resources and equipment does the setting provide for children with additional needs or SEND?

There are a range of resources available to our pupils, in addition to those available in a mainstream primary school e.g coloured overlays for reading, ‘move ‘n’ sit’ cushions, pencil grips, ergonomic pens and slanted desks, appropriate technological equipment and devices.

When necessary the school seeks resources advice for individual children with SEN from professionals.

Birch Hill School has full access to wheelchair users.

3. My child’s progress

3.1 How will the setting monitor my child’s progress and how will I be involved in this?

All children including those with SEND will be regularly assessed and their progress carefully monitored. Staff discuss children’s progress at termly Pupil Progress meetings.

You will have the opportunity to contribute to your child’s targets at Open Evening with your child’s class teacher. Further meetings can be arranged as required.

If your child has an Education, Health Care Plan (**EHCP**) or Statement a review will be held annually to look at the progress made against the identified needs of your child. All of the professionals involved with your

child's care will be invited to attend this meeting.

3.2 When my child's progress is being reviewed, how will new targets be set and how will I be involved?

Your child's targets or IEP will be reviewed every term, or sooner where necessary. The reviewed and new targets and IEP's will be discussed at Open Evening where you will be invited to contribute to these.

3.3 In addition to the setting's normal reporting arrangements, what opportunities will there be for me to discuss my child's progress with setting staff?

At Open Evening with your child's class teacher. Your child's targets and IEP will be shared here and you will be able to contribute to this.

If your child has an Education, Health Care Plan (EHCP) or Statement a review will be held annually to look at the progress made against the identified needs of your child. All of the professionals involved with your child's care will be invited to attend this meeting.

If you would like to discuss your child's progress further, please book an appointment with your child's class teacher and/or the SENCo.

3.4 What arrangements does the setting have for regular home to school contact?

When appropriate, there will be various strategies for regular contact to be set up for example through a home/school communication book, phone calls.

3.5 How can I support my child's learning?

Parents are given copies of their child's targets and are invited to contribute. If you want to be involved further with your child's education please discuss this with your child's teacher. Parents can also read the targets on the Tracker website using the parent log-in.

There are many useful links on the school's website and within the year group message boards which you may use to support your child's learning further.

3.6 Does the setting offer any help for parents / carers to enable them to support their child's learning, eg. training or learning events?

The SENCo can offer advice and an appointment can be made to discuss needs and opportunities to support learning. The Family Support Advisor (**FSA**) is also available to support parents and pupils. We facilitate meetings between specialist support services and parents when necessary.

3.7 How will my child's views be sought about the help they are getting and the progress they are making?

All pupils are encouraged to be involved in setting their own targets and expected to evaluate their learning.

If your child has an Education, Health Care Plan (**EHCP**) or Statement your child's views will be sought prior to their Annual Review through a child report.

3.8 How does the setting assess the overall effectiveness of its SEN provision and how can parents / carers take part in this evaluation?

Termly progress meetings provide the opportunity to look at the effectiveness of SEN provision and next steps for pupils. Teacher assessments are made twice termly and look at the progress each child is making. Targets are reviewed and updated regularly. You will have an opportunity to contribute to your child's IEP during termly Open Evening meetings and can also access the progress being made on the School Pupil Tracker through a personal log in

If your child has an Education, Health Care Plan (EHCP) or Statement a review will be held annually to look at the progress made against the identified needs of your child. This will also look at the effectiveness of your child's SEN provision.

4. Support for my child's overall well being

4.1 How does the setting support children's social and emotional development?

Specific teaching assistants work with children who have social, emotional and behavioural needs through SALT Social groups, self-esteem, emotional support groups. The Family Support Advisor works with families to support and help them to work through difficulties.

Lunchtime support is available through peer mediators and a Buddy system.

4.2 How does the setting support children who find it difficult to conform to the settings normal behavioural expectations?

Where necessary an adapted or individual curriculum programme can be provided for children through Individual Behaviour Plans.

4.3 What medical support is available in the setting for children with additional needs or SEND?

We have a qualified First Aider on site at all times. Care plans are agreed with the school nurse/ specialist nurses are put into place for children with additional medical needs. Please see our Medicines in School Policy.

4.4 How does the setting manage the administration of medicines?

The school follows the Medicines in School Policy which is in line with the local authority's guidance. We will risk assess and ensure that the child's safety is paramount.

4.5 How does the setting provide help with personal care where this is needed, for example, help with toileting, eating, etc?

We don't have a changing policy. If a child has personal care needs we would consult with the child's parents/ social services to produce a Personal Care Plan to ensure adequate provision for that child. In agreement with the school and local authority a Personal Assistant could provide support for your child's needs.

5. Specialist services and expertise available at or accessed by the setting

5.1 Are there any specialist staff working at the setting and if so, what are their qualifications?

We have three Teaching Assistants who have undertaken training in meeting the needs of children with Specific Learning Difficulties (Dyslexia).

5.2 Does the setting use any support services, for example, learning support teachers, educational psychologists, teachers for hearing impairment and visual impairment, ASD advisory teachers, behaviour support teachers etc?

We use a range of support services in the school setting, including all of the above.

5.3 What should I do if I think my child needs to be seen by one of these professionals?

As a first point of call, speak to your child's class teacher who will review your request and pass this on to the SENCo.

6. Training of setting staff in SEND

6.1 What SEND training is provided for practitioners within the setting?

All school staff are aware of the procedures they need to follow when working with SEND children. A variety of appropriate and relevant training is given to meet the needs of all children, including those with SEND.

6.2 Do any practitioners have specific qualifications in additional needs or SEND?

A number of Teaching Assistants and SEN Assistants have been trained in particular areas where they are delivering specific interventions, e.g. TASS and SALT, Precision Teaching.

7. Activities outside the setting including trips

7.1 How do you ensure children with additional needs or SEND can be included in all activities and trips?

Activities and trips are an important part of all children's education. We make a risk assessment for any children with SEND to ensure that we have the appropriate safeguards in place. Discussions with parents/carers will also help us to ensure SEND children can be included in activities and trips.

7.2 How do you involve parent / carers in planning the support required for their child to take part in activities and trips?

We value the parent/carers involvement in planning the support required for their children to take part in activities and trips. Parents will be sent letters and asked to return permission slips for their children to attend activities and trips. Where necessary, the class teacher or SENCO will discuss the needs of SEND children with parents/carers to ensure appropriate support is provided for children to participate in activities and trips.

8. How accessible is the setting environment?

8.1 How accessible is the building for children with mobility difficulties / wheelchair users?

The school is on one level and is therefore accessible to wheelchair users. There are also two wheelchair friendly toilets in school.

8.2 Have there been improvements made to the auditory and visual environment?

We are able to print work in large print for visually impaired students. The

Sensory Consortium visits our children with auditory and visual impairments and advises the school on adjustments that can be made to support these children.

8.3 Are there accessible changing and toilet facilities?

We do have some accessible toilets in some parts of the school. We do not have changing facilities within the school.

8.4 How does the setting communicate with parents / carers who have a disability?

We would endeavour to communicate in whichever means is accessible to the parent/carer. For example; writing to or texting hearing impaired parents.

Parents/ Carers also have an opportunity to contribute to their child's targets and IEP during Parents Evenings.

If your child has an Education, Health Care Plan (**EHCP**) or Statement a review will be held annually to look at the progress made against the identified needs of your child.

The school's FSA (Family Support Advisor) is also available to support the parents/carers and families of all children in the school.

8.5 How does the setting communicate with parents / carers or whose first language is not English?

Where possible, the school will ask for translators to be present at meetings with parents. The school accesses names of interpreters from Bracknell Forest Council (BFC). The Local Authority (BFC) also provides a number of education leaflets and advise in various language formats (please visit <http://www.bracknell-forest.gov.uk/languages> for further details). We would endeavour to communicate in whichever means is accessible to the parent/carer, for example writing to or texting hearing impaired parents.

9. Preparing my child to join the setting or to transfer to a new school

9.1 What preparation will there be for both the setting and my child before he or she starts?

We can arrange a slow/staggered introduction to the school environment. If your child has a designated social worker, they might support your child's integration to the school, for example through social stories or visual timetables. Where possible a transition plan would be put into place for your child.

9.2 How will my child be prepared to move on to the next stage?

The school hold a transition meeting for children to meet their new classes, teachers and teaching assistants before the end of the Summer Term. We can provide additional opportunities for you and your child to meet with your child's new teachers before they move on to the next stage in their educations.

9.3 How will you support a new setting or school to prepare for my child?

Transition meetings are held between current and new class teachers to ensure that information and advice is passed on to your child's new teacher. Pupils have the opportunity to meet with their new class teacher. Parents are also invited to meet the new class teacher before the end of the summer term. If your child is moving to a new educational setting, advising the school of this transition as soon as possible will help the school in passing on any information/ advice to your child's new school. The school's SENCO will be able to liaise with the new school/s SENCO.

9.4 What information will be provided to my child's new setting or school?

Your child's SEN file will be provided to your child's new setting/school along with the normal information that will move with a child, e.g. school books, school reports, current attainment levels and assessment records.

9.5 How will you support my child's transition to a new setting or school?

Transition meetings are held between current and new class teachers to ensure that information and advice is passed on to your child's new teacher. You can also request to meet with your child's new teacher if you feel this will be beneficial. Some children also benefit from a transition plan which gives them details and photographs of their new setting and teachers in the form of a booklet. If your child is moving to a new educational setting, advising the school of this transition as soon as possible will help the school in passing on any information/ advice to your child's new school. The school's SENCO will be able to liaise with the new school/setting's SENCO to ensure a transition plan is in place for your child.

10. Discussing concerns about my child

10.1 Who should I contact if I am considering registering for a place at the setting?

Please contact the school office- 01344 455815

10.2 Who would be my first point of contact if I want to discuss

something about my child?

Your child's class teacher will be the first person to discuss any issues you may have. You can ring the number above and arrange to talk to the class teacher.

10.3 Who can I talk to if I am worried?

Your child's class teacher would be the first point of call. The school's Family Support Advisor (FSA) is also there to support the families of pupils at Birch Hill. The school's SENCO may also be contacted if you have specific SEND concerns.

10.4 What arrangements does the setting have for feedback from parents / carers, including compliments and complaints?

The school has an annual parental questionnaire. There are Governor e-mail contacts and Governor Contact at Parents Evenings. We also have a Governor suggestion box. We have a complaints procedure that can be found on the school website and in the school prospectus.