

# Birchfield Primary School SEN Information Report

January 2018



## 1. What are special educational needs (SEN)?

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them – that is receive support that is additional to and different from their peers. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- (a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- (b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

### Areas of special educational need

Special educational needs and provision can be considered as falling under four broad areas:

1. Communication and interaction
2. Cognition and learning
3. Social, mental and emotional health
4. Sensory and/or physical

Many children and young people have difficulties that fit clearly into one of these areas; some have needs that span two or more areas; for others the precise nature of their need may not be clear at the outset. It is therefore important to carry out a detailed individual assessment of each child or young person, and their situation, at the earliest opportunity to make an accurate assessment of their needs.

## 2. How would Birchfield identify and assess my child's special educational needs?

Where there are concerns that your child may have special education needs, careful monitoring and assessment will underpin the identification process. Your child will have an individual learning plan identifying additional support and targets which are reviewed and shared with parents at a very minimum termly. Parents are notified prior to any SEN identification and their views and thoughts are gathered around any additional support being discussed. Children will also have the opportunity to provide and share their views on what additional support they feel they will need.

Should your child be in receipt of higher needs funding then in addition to termly meetings they will also have a formal annual review meeting to which external agencies involved with your child may be invited.

## 3. How does the school evaluate the effectiveness of provision of pupils with special educational needs?

We have a robust system of reviewing our provision each term using The Ofsted framework of self-evaluation. This includes looking at:

1. Pupil achievement
2. Behaviour and safety
3. Leadership and Management
4. Quality of Teaching

All interventions, such as emotional literacy support and additional funding such as pupil premium, are identified and tracked to ensure the impact is effective. Termly to half-termly meetings are held with each class teacher to discuss your child's provision and progress they have made.

#### 4. How do I know how well my child is doing at Birchfield?

We meet with you as parents during the Autumn and Spring terms to hold a structured conversation and to discuss targets for your child and progress they have made. We discuss progress and additional support through Higher needs funding at Annual Reviews and our expectations for your child. We communicate with you regularly through our home school books and by telephone. In addition to the Annual review you will also receive an Annual Report from us in July of each year.

#### 5. How will the staff support my child, how will the curriculum be matched to my child's needs?

All planning, both medium term and short term, is highly differentiated within each class. Each class has a full time teacher and at least 1 learning support assistant during the morning sessions – sometimes more. All children have access to a tailored curriculum and have clear expectations of their own next steps.

The children are taught from the 2014 National Primary Curriculum and as a school we support and encourage extracurricular activities to enhance the children's learning. Additional support from external agencies may form part of your child's curriculum needs as well as small group or 1:1 learning time.

#### 6. How is the decision made about the level of support my child receives?

The level of support your child needs is identified and continually reviewed through their individual learning plans and/or annual reviews. The SENCO, class teacher, LSA, child and parents all have a role in this decision making.

#### 7. What support is there for my child's overall wellbeing?

We have a robust safeguarding policy and protocol in place. Pupils' health and well-being is paramount. Personal Care, where appropriate, is discreet and carried out with dignity and fostering independence whenever possible.

We work closely with external agencies such as medical practitioners, speech and language therapists and educational psychologists. Within school we have staff trained in emotional literacy support, Elklan (speech and language and communication) and have a full time parent and family support advisor.

#### 8. What training is provided for staff supporting children with SEN at Birchfield?

Ours teachers and LSA's – Learning Support Staff - have a range of expertise including personal care, speech and language, STC and emotional and social learning support, autism awareness, child centred practitioners, medical and physical dependency and child mental health . This is not an exclusive list and on-going professional development is key to ensuring staff of all categories remain updated and skilled.

#### 9. How accessible is Birchfield primary school?

Our school is fully accessible with dedicated disabled parking bays and toileting facilities. We have changing facilities for children who require adult support and fully trained staff who regularly attend updates.

Our grounds are also fully inclusive as are all our carefully planned lessons and school visits.

#### 10. How am I, as a parent, involved in the life of Birchfield?

Birchfield keep you informed of your child's progress through the Annual Review, Annual Reports and by sharing targets through the structured conversation when reviewing learning plans. We may also write to you in home –

school books or ring you if needed and we hope you will also keep in touch with us as well.

Birchfield have an active FOBS (Friends of Birchfield School) Association that arranges funding raising and social events which is a great way of getting to know the school and other parents – your support is always welcomed.

The children are involved in the running of the school through the school council. They are also involved in setting and discussing their own targets where appropriate.

#### 11. What do I do if I have a concern about school provision?

In the first instance we encourage you to contact your child's class teacher. If you still have concerns then please contact the SENCo, Judy Parker.

In the unlikely event that your concern is not resolved then please contact our Chair of Governors Matt Merrian.

#### 12. What specialist services and expertise are available at or accessed by Birchfield?

We work closely with the following to support your child's needs: All Therapy services including Physiotherapy, Occupational Therapy and Speech and Language Therapy. Specialist services including Hearing impairment, Visual impairment, learning support services, Language and Communication team, Social Emotional and Behaviour Support Teams, CAMHS, Physical Impairment and Medical Support team and the educational Psychology services. We also work with Children and Social Care.

#### 13. Birchfield's admission arrangement for pupils with SEN or disabilities

Birchfield is an inclusive school. Our admission policy can be found on our website and hard copies can be requested from the school office.

#### 14. How do you prepare my child for transition to and from Birchfield?

Children join Birchfield from a variety of early years settings. The foundation stage co-ordinator will liaise with these settings to ensure your child's transition to Birchfield is smooth. If your child has identified SEN a school entry plan meeting will be arranged to ensure the sharing of all information.

In addition to the transition package offered to all children transferring to Year 7, your child may have additional support, which may include additional visits or 'getting ready for secondary' sessions. Often a member of staff from the secondary school will attend an annual review meeting during year 6 to ensure that they have all necessary information to ensure a successful transition.

#### 15. Where can I get further information about services for my child?

The information in this report forms part of the Somerset Local Offer which can be accessed from the Somerset Choices website using the following address - <https://www.somersetchoices.org.uk/>

Further information for parents of children with special educational needs can also be found on the SENDIAS website - <http://www.somersetsend.org.uk/welcome/>