

Our Local Offer for Special Educational Needs and/or Disability



Birches First School

Believe, Grow, Succeed...

...to be the best 'me' I can be!



Please click the relevant words on the wheel to be taken to the corresponding section.

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Our Local Offer for Special Educational Needs and/or Disability

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How we identify and assess needs

How will you know if my child or young person needs extra help? (*IRR*)

On Entry Identification, Assessment and Support

At Birches First School, we assess children's current levels of attainment on entry in order to ensure that they build on the patterns of learning and experience already established during the child's pre-school years. If a child coming into our Nursery or Reception classes already has an identified special educational need or disability, this information should be transferred from other practitioners in their Early Years setting to the class teacher and SENCO. The Class Teacher for our new Reception cohort will also visit previous Early Years Settings to observe current strategies in place to ensure children have a smooth transition into our Reception class.

Ongoing Identification, Assessment and Support

We will assess each child's current level of attainment on entry to ensure that they build on patterns of learning and experience already established during previous education. The school's systems for observing and assessing the progress of individual children will identify children who have not made adequate progress; and who are significantly behind.

Parents may also have concerns and bring these to the attention of their child's class teacher or the child's class teacher will have an honest and supportive conversation with you to see if you see any difficulties at home.

We know when pupils need help if:

- Concerns are raised by parents/carers, teachers or the child
- Concerns identified during assessments (e.g. Speech and Language – NELI, WELCOMM, Time to Talk)
- Limited progress is being made
- There is deterioration in the pupil's behaviour or progress
- Evidence has been collated from a 'Graduated Approach' (a four-step action process which is set out in the SEN Code of practice – assess, plan, do, review)
- Support from outside agencies have noted concerns

When a concern is initially noticed, it is the responsibility of the class teacher to take steps to address the issue. Parents will be consulted, and a specific intervention will put in place and monitored. Children will be put on a school monitoring list which is monitored by the SENCo. If limited/ no progress is noted after a cycle of intervention, the class teacher will continue to consult with the SENCO. The SENCO will then: -

- Identify further action to support the child within the class.
- Support the provision of additional interventions.
- Use the assessment processes to identify any learning difficulties (e.g. Speech and Language, Dyslexia Screening).
- Access further support where appropriate. This may involve liaising with other professionals who may come into school to support the child's learning.
- Support teachers and families to put any additional support in place, where necessary.

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How we identify and assess needs

What should I do if I think my child or young person needs extra help?

Birches First School has an open-door policy where we encourage parents to discuss any concerns they may have. Parents are also invited into school during in the year to meet with teachers at Parents Evening. Parents have their class teacher's email address to contact them at any time. If you think your child may have special educational needs the class teacher is the initial point of contact.

Alternatively, our school SENCo can be contacted at BFSENCO@cmat.academy.

You can also contact the school office by email: Birches-office@cmat.academy or telephone: 01902 297910.

Where can I find the setting/school's SEND policy and other related documents? *(IRR)*

All our policies and related documents can be found on our school website (<http://www.birches.staffs.sch.uk/send/>) and MAT policies can be accessed here [CMAT Documents and Policies | Codsall Multi-Academy Trust](#). If you require any further information, please contact the school office who will happily provide an electronic or a printed copy – [Birches-office@cmat.academy](mailto:office@cmat.academy)

Policies which may be of interest include:

SEND Policy, Dyslexia Policy

Accessibility Plan,

Assessment Policy,

Admission Policy,

Children with Health Needs Who Cannot Attend School,

Supporting Children with Medical Conditions,

Behaviour in Schools, School Exclusion,

Health and Safety Policy,

Equality Information and Objectives (Public Sector Equality Duty)

Statement for Publication,

Teaching and Learning Policy,

Remote Education Policy

Teaching, Learning and Support

How will you teach and support my child or young person with SEND? *(IRR)*

Each child's education programme will be planned by the class teacher and will be differentiated to suit their individual needs. This may include additional general support by the teacher or teaching assistant in class, reasonable adjustments within the classroom environment or additional resources.

If a pupil has needs related to specific areas of their education, such as Maths, English, social skills, speech and language etc. then they may be placed in an individual or small intervention group, delivered by the teacher or teaching assistant. The length of time of the intervention will vary according to need but will generally be for 15 to 60 minutes, 1 to 5 times a week over the course of a half term/ term. The interventions will be regularly reviewed to ascertain the effectiveness of the provision and to inform future planning. If you have any queries related to, the interventions please do not hesitate to contact the class teacher or SENCo.

If it is felt that a child has Special Educational Needs, we will adopt the graduated approach and the school, parents/guardians and the pupil will create an ISP (Individual Support Plan) to record the steps planned to meet the needs of the child.

The Individual Support Plan (ISP) will take the form of assess, plan, do and review and will be produced on Insight.

1. The child will be assessed, and areas of need identified (assess).
2. A plan of how these needs will be identified is created. SMART (specific, measurable, achievable, realistic and timely) targets will be implemented and monitoring by the class teacher/ support assistants (plan).
3. A record of what has been carried out will be kept (do).
4. Progress towards targets and next steps will be identified (review).

Targets will be set according to their area of need. Class teachers will ensure that adequate opportunities to meet targets are given to children. Targets will be monitored by the class teacher and SENCo regularly and will be formally reviewed at least three times per year. In some circumstances, where team around child (TAC) professionals are already involved and have set targets relating to areas of need, this may replace the additional need for an ISP (e.g. PEP).

The SENCo will support the provision of additional interventions. These may include:

- Liaising with external agencies and professionals such as Speech and Language therapists, LA Support (SENIS/ Hearing Inclusion/ Behaviour Support), Educational Psychologists, Health and Social Services, Early Years SENCo, Autism Inclusion Team (AIT), Paediatrician
- Co-coordinating and developing school-based strategies for the identification and review of children with SEND.
- Referral to and advice from Staffordshire SEND Hub or Early Years Forum/ Advice Line.
- Making visits to classrooms to monitor the progress or address needs of children on the SEND support list.
- Liaising with local middle schools so that support is provided for Year 4 pupils as they prepare to transfer.
- Request for Enhanced, Assess, Plan, Do and Review (EAPDR) with support of EP through Staffordshire SEND Hub.

Parents are an integral part of their child's support at every step. The class teacher or SENCo may suggest ways you can support your child at home. If outside agencies or an Educational Psychologist has been involved, suggestions and programmes of study are normally provided that can be used at home. We have a strong home/ school partnership working together.

If the child continues to experience long-term challenges which require additional long-term funding, or the difficulties they face become a significant cause or concern, with parental consent, a request can be made by the school (or parents or other professionals) to the Local Authority for an Education, Health and Care Plan (EHCP) through an Education Health Care Needs Assessment (EHCNA). This will include gathering detailed information about the child's progress, provision in place and special educational needs over time by gathering views from parents, child, school and any other professionals involved with the family (including health or social care).

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Teaching, Learning and Support

How will the curriculum and learning environment be matched to my child or young person's needs? **(IRR)**

If a learner is identified as having SEND, they may require support that is 'additional to' or 'different from' the approaches which are provided as part of standard high-quality teaching seen at Birches First School. We recognise that all children have an entitlement to a broad and balanced curriculum and this is overseen by curriculum leaders. Your child's teacher will have a clear understanding of each child's individual needs which will allow them to plan personalised, differentiated provision. The class teacher may differentiate work to enable appropriate access to the curriculum for all children.

Teachers use a range of strategies to meet children's Special Educational Needs. They may change the content, how the child responds, how much support they receive, how much they are expected to produce or other aspects of their work such as using a range of ways to record. Lessons have clear learning objectives (WALT) and staff differentiate through outcome or support appropriately using assessment to inform the next stage of learning. We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. If appropriate, specialist equipment may be loaned to the pupil e.g. writing slopes, concentration cushions, pen/pencils grips or easy to use scissors to aid a child with SEND. Often, children benefit from parallel teaching from teachers and teaching assistants. Wherever possible, we do not withdraw children from the classroom. However, there are times when, to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom. Teaching Assistants (TAs) may be allocated to work with the pupil in a 1-1 or small focus group to target more specific needs whilst still maintaining the understanding that children need to develop independence.

In pupils Individual Support Plan (ISP), SMART targets will be set according to their area of need and will outline provision to support children to access the curriculum and achieve their targets. These will be monitored by the class teacher and by the SENCo regularly. ISPs will be discussed with parents at Parents' Evenings and a copy shared with them.

1. The child will be assessed, and areas of need identified (assess).
2. A plan of how these needs will be identified is created. SMART (specific, measurable, achievable, realistic and timely) targets will be implemented and monitoring by the class teacher/ support assistants (plan).
3. A record of what has been carried out will be kept (do).
4. Progress towards targets and next steps will be identified (review).

The school continues to actively promote a Dyslexia Friendly learning environment and uses Dyslexia Friendly teaching techniques, which help all children to learn.

Additional services/ outside agencies/ professionals may become involved if a child continues to make little or no progress despite considerable input and adaptations. They will use the child's records in order to establish which strategies have already been employed and which targets have previously been set. The external specialist may act in an advisory capacity, provide additional specialist assessment or be involved in teaching the child directly. They may suggest ISP targets or strategies for supporting the child's progress which will be implemented. The delivery of the interventions recorded in the ISP continues to be the responsibility of the class teacher and is overseen by the SENCo.

Teaching, Learning and Support

How resources are allocated to meet children or young people's needs?

The school budget, received from the Education Funding Agency, includes money for supporting children with SEND. The Governors, Headteacher and SENCo decide on the deployment of resources for SEND based on the needs in the school. They will agree an appropriate graduated response, matching support, staff training and resources to levels of need. We identify the needs of pupils on an intervention overview. This identifies all support given within each class and is reviewed at least termly; changes are made as needed, so that the needs of children are met, and resources are deployed as effectively as possible. The Headteacher informs the Local Academy Board of how the funding allocated to support special educational needs has been employed.

Additional short-term funding may also be secured through the SEND Hub as part of the EAPDR process, DAF funding (for eligible 3-4 year olds) or Early Years Inclusion Funding.

Should the SENCO, parents or other professionals (such as an Educational Psychologist) think it necessary, an Educational, Health Care Needs Assessment (EHCNA) can be applied for to gain longer term funding. An application will provide details of a child's additional needs, the support currently in place and the impact this is having on the child's development and progress. This information is then discussed and considered by a panel of professionals within the Local Authority. If an EHCP is secured, the panel will decide on how much funding the child will receive in order to support their needs within an educational setting, they may also detail specific agencies / professionals to work with the child e.g. Occupational Therapy (OT). This is then co-ordinated by the school.

How is the decision made about what type and how much support my child or young person will receive?

Once a child has been assessed or identified as needing additional support, the class teacher and SENCO will decide whether the support can be provided through Quality First Teaching in the classroom through appropriate differentiation or whether further provision is required through additional interventions or classroom-based support.

We identify the needs of pupils on an intervention overview. This identifies all support given within each class and is reviewed at least termly; changes are made as needed, so that the needs of children are met, and resources are deployed as effectively as possible.

Provision, support and progress are monitored regularly by the Headteacher and SENCo each term and this is also discussed during Pupil Progress meetings held with each class teacher. The Headteacher and SENCo decide on the deployment of resources for SEND based on the needs in the school. They will agree an appropriate graduated response, matching support, staff training and resources to levels of need. The Headteacher informs the Local Academy Board of how the funding allocated to support special educational needs has been employed.

How will equipment and facilities to support children and young people with SEND be secured? *(IRR)*

Some specialist equipment, adaptations and extra support may initially be secured through the school's budget. If a child requires very high levels of specialist support and resources then school will seek further assistance from external professionals (for example, health, physiotherapist or through charity funding), as well as accessing further support via the SEND Hub EAPDR process if the criteria is met. This requires the school to make an application for extra funding for enhanced provision or support, for a short period to enhance what is being provided for the child, enabling them to continue accessing education and making progress. Decisions regarding support are bespoke and based on a child's needs and what school can reasonably provide without causing detriment to other children's learning.

We are always happy to discuss the support and equipment in place with parents and explore any suitable changes which may be required to further meet a child's needs. Where necessary, a care plan, personal emergency evacuation plan (PEEP) or individual risk assessment will be put in place to ensure children are safe and staff have a clear and consistent understanding of the equipment/ adaptations needed. These will be shared and signed by parents at least annually.

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Teaching, Learning and Support

How will you and I know how my child or young person is doing? (IRR)

We have a robust system in school to monitor, assess and review the progress of all our children through informal and formal assessment. Your child's progress is continually monitored by their class teacher and reviewed regularly by the Headteacher and SENCo during pupil progress meetings. Regular book looks and classroom observations will also be conducted by the SENCo and Headteacher to ensure the needs of all children are met and high quality teaching is in place.

The class teacher will also ensure that any progress in intervention groups is closely monitored through discussion with the teacher assistant who may deliver interventions for your child. If your child is identified as not making expected progress, your child's class teacher will arrange to meet with you to share their concerns. This is an opportunity to share any concerns, plan any additional support you or your child may need, and/ or discuss any referrals to outside professionals your child may need.

We provide two written reports a year which outlines where children are working for all areas of the curriculum, individual targets and whether children have made expected progress throughout the year. Parents are given the opportunity to discuss this further by arranging a parent meeting.

Pupils with SEND will have their ISP targets reviewed, at least termly, by the class teacher. Parents are invited to review their child's Individual Support Plan 3 times per year during a meeting with your child's class teacher. A copy of the ISP will be shared and updated during the meeting and progress towards targets will be monitored by the class teacher, the SENCo and the parents. Parents may also be invited to meet with the SENCo to discuss progress, next steps, further referrals or to share professional reports. The progress of children with an EHC plan will be formally reviewed at an Annual Review.

Partnership plays a key role in enabling children and young people with SEND to achieve their potential. Parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs. All parents of children with Special Educational Needs will be treated as partners and given support to play an active and valued role in their child's education. At all stages of your child's learning journey, we aim to keep parents/ guardians fully informed and involved. We endeavour to take account of the wishes, feelings and knowledge of parents at all stages. Parents can contact the school SENCo at any time via email or arrange a meeting/ phone call at a mutually convenient time. Parents may contact school office (Birches-office@cmat.academy or 01902 297910) at any time to arrange a meeting with the class teacher or SENCo.

How will you help me to support their learning? (IRR)

During your child's ISP meeting, we will share information about what is working well at school and strategies you may try at home. If you require further resources to facilitate this, please let us know and we will be happy to provide further resources, as appropriate. We will also share a copy of any reports from outside agencies involved with your child.

Homework and spellings are set weekly, and these are differentiated to your child's ability. We provide access to apps including Numbots, Spelling Shed, Purple Mash, TTRockstars and Ten Town to further support your child's learning journey.

Parents and teachers may implement a home school communication book to communicate how children are at both home and school. We may also send a Marvellous Me detailing what we have been learning at school and how you may be able to help. We regularly send links to parents with local training which we have been signposted to. Staffordshire's Local Offer page also offers lots of extra guidance and signposts to relevant professionals which can help. You can contact the class teacher or SENCo at any time for any support or guidance. Family Support or an Early Help Assessment can be put in place to discuss your child's needs, create an action plan and provide further advice/ support for your child and family.

Teaching, Learning and Support

How do we consult with and involve children and young people with SEND in planning and reviewing their education? *(IRR)*

One Page profiles have been created for each child with Special Educational Needs to help adults understand how a pupil learns. This takes into account your child's view towards their education, support and provision. Where appropriate, ISPs may be shared with the child and take into account their view towards their individual targets and make further suggestions to help their learning. Pupil voice is regularly conducted across the curriculum by curriculum leaders where we ensure that voices of pupils with SEND is included. Our SENCo also completes regular pupil voice with SEND children to further review provision in place.

Children receive regular verbal feedback during lessons. In English, children have a superhero target sheet to refer to, so they are aware of their current targets.

During the EAPDR process or EHCNA (Education, Health, Care Needs Assessment) pupils views will be heard.

How do you assess and evaluate the effectiveness of provision for children and young people with SEND?

As part of our monitoring cycle we monitor, assess and review the progress of all of our children (including those with SEND) which includes monitoring individual work, provision and lesson observations/ learning walks. This ensures that the needs of all children are met, and the quality of teaching and learning is high. Our interventions are recorded on intervention overviews, which are monitored by the class teacher, SENCo and Headteacher. The class teacher will also ensure that any progress in intervention groups is closely monitored through discussion with the teacher assistant who may deliver interventions for your child.

Our SENCo reviews and monitors the ISPs which have been developed by class teachers. This ensures that provision has been carefully planned for and targets are SMART linking to the child's area of need. We use 'Insight' to input data and to monitor progress.. Data is collected 3 times a year and the Headteacher and SENCo meet with the Class Teacher to conduct Pupil Progress Meeting where they will discuss the needs/ support/ provision/ progress for children with SEND. Our Local Academy Board meet at least 3 times per year to report on the progress, attainment and provision for SEND pupils.

Birches First School regularly sends out a parent questionnaire to gain feedback from parents. Children will also complete regular questionnaires and the SENCo will complete pupil voice in order to assess and improve the provision for children and young people with SEND.

The progress of children with an EHCP will be formally reviewed at an Annual Review with all adults involved with the child's education.

Safety and wellbeing

How do you ensure that my child or young person stays safe outside of the classroom?

Student safety is always of the upmost importance. Information and strategies for pupils with SEND or vulnerable students are communicated to relevant school staff by the SENCO or Head Teacher.

Where there is a need identified, measures will be put in place to ensure your child is safe. A risk assessment will be carried out for any child who may need one whilst in school and shared with parents and relevant staff. A PEEP may be produced if this is needed to support a child.

Additional measures to ensure your child stays safe outside the classroom may include:

- A planned handover at the start and end of each day which will be discussed and agreed with school staff and parents. On occasions, this may include asking a parent to drop their child off at an agreed time to allow staff to support your child to enter the classroom in a safe and settled manner ready to begin their day. For some children, this reduces unnecessary stress and anxiety during busy parts of the day (this will only be with agreement from parents and when school feels this will keep the child safe).
- For some children, they may require adult support during playtime and lunchtime, not only to keep them physically safe, but also to ensure their emotional and social needs can be supported. Staff on duty during playtimes will have a good knowledge of your child and will support them as needed. If a child shows increased anxiety during these unstructured times, a plan will be put in place specific to that child's needs.
- During PE or educational visits, children's needs will be considered, and a plan put in place. Where necessary a child will receive direct adult support to ensure they are safe throughout and a risk assessment completed by staff. There may be occasions where parents are invited to attend an educational visit with their child. Arrangements will be made for all children to participate in physical education (unless advised by a medical professional otherwise).

What pastoral support is available to support my child or young person's overall social and emotional development and well-being? (IRR)

The pastoral care of all pupils is shared by all teaching and non-teaching staff who work together in the everyday life of the school. We are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. The school offers a wide variety of pastoral support for pupils who are encountering emotional difficulties, for example

- Weekly Personal, Social, Health, Education lessons in all year groups
- We have a trained ELSA
- We have a designated member of staff who is our Mental Health Leader
- A buddy system as required to support children during playtimes
- Playtime and lunchtime support through play leaders with planned group activities
- We have a buddy bench for playtimes and lunchtimes where children can go if they do not have anybody to play with or would like somebody to talk to
- Members of staff such as the class teacher, TA and SENCo are readily available for pupils who wish to discuss issues and concerns. We have a 'who you can talk to' poster in the classroom for the children to refer to.

Safety and wellbeing

- Where appropriate, parents are directed to sources of help e.g. the school nurse, Local Support Team, StayWell or Child Adult Mental Health Service (CAMHS)
- Clubs are available for selected children who may find lunchtimes a challenge.
- Social, emotional or behavioural intervention may be offered by outside agencies such as Autism Inclusion or Behaviour Support.
- Your child will be regularly consulted regarding their education through a pupil voice questionnaire. We will raise any concerns or issues that may arise from these with parents.

At all times and in all circumstances, teachers and other staff are responsible for safeguarding the welfare of all pupils. When planning activities, teachers must ensure that safeguarding procedures are followed.

At Birches First School, all bullying is unacceptable, regardless of how it is delivered or what excuses are given to justify it. The school recognises the detrimental effect on pupils who may be subjected to bullying and will work actively to minimise the risks. Children are aware of the STOP acronym for bullying (Several Times On Purpose) and are aware they can tell a trusted adult in school. Our full Anti-Bullying Policy can be found on our school website.

How will you manage my child or young person's medicine or personal care needs?

Administration of medicines is covered by our medical policy. Medicine must be brought to the school office and signed in and out along with administering information. A member of staff qualified in first aid will be aware of the medical needs of all children in school. Our Designated First Aider will coordinate individual health care plans for children and ensure that all members of staff have access to the right information, where necessary. The school nurse or dentist may visit school occasionally to carry out health checks. You will be informed of these visits. Medical appointments are recorded by our school office.

Where a child's medical needs have a profound effect on their education and/or they are at risk within school, a meeting is arranged with the relevant members of staff, parents and external professionals to ensure that we are equipped with the right information to support the child, and training is organised where necessary.

All staff are well equipped to provide personal care, following our Toileting and Intimate Care Policy. In addition to this, there are members of staff who have been trained with manual handling training.

In the event of a medical emergency, the school would follow the Medical Policy and the individual health care plan for the child. Across the school, we have a number of staff trained in paediatric first aiders and all staff have first aid training. We ensure we always have staff on site that are trained and equipped to manage any medical need. A member of staff who is First Aid trained will always attend an educational visit and paediatric in EYFS.

What support is there for behaviour, avoiding exclusions and increasing attendance?

Safety and wellbeing

Our aim is that every member of our school (whether a child has SEND or not) feels valued and respected, and that each person is treated fairly and well. Our school behaviour policy is therefore designed to ensure the safety and wellbeing of all its children, staff and wider community. Good behaviour and self-discipline are at the heart of a successful school. At Birches we aim to promote these qualities through a fair and consistent approach, which is clearly communicated to all the children. We aim to promote self-discipline by raising children's awareness of their own behaviour and the affect it may have on others. We endeavour to create a friendly but well-ordered and busy school where unacceptable behaviour is rare. We treat all children fairly and apply this behaviour policy in a consistent way.

Should a child be at risk of exclusion due to consistently unacceptable behaviour, meetings will be held with the child's parents, the Head Teacher and in some cases the SENCO. A plan will be put in place to avoid exclusion. All behaviour incidents are logged on CPOMs to provide a chronological account.

Should a child's attendance be of concern; parents will be informed by the Headteacher and in some cases the SENCo. A plan will be put in place to provide support at home in order to increase a child's attendance. In some cases, a family will be offered support by the Local Support Service or our Attendance Service (ATTEND).

How do you support children who are looked after by the local authority and have SEND?

Looked After Children (LAC) identified with SEND receive high quality teaching and support. LAC require extra understanding, additional support and careful monitoring to ensure their educational progress and wellbeing. They deserve the best possible educational experiences that we can offer, as well as excellent care. We have a designated teacher for LAC who will work with SENCo to ensure that LAC children are supported in line with the SEND policy. The school will work with other agencies and social worker to share information securely. Any changes in attendance, exclusions, and behaviour management strategies will be shared.

Working Together

Who is involved in my child's education?

All teachers are a teacher of SEND. It is your child's class teachers responsibility to ensure that all children have access to a broad, balanced and relevant curriculum in which children with SEND can thrive and make progress. They will implement and oversee any additional support or provision which may be needed by the child to support them to make progress against their targets. The teaching assistant or 1:1 support will work with the child's class teacher and SENCo to provide directed support a child. They will work with the children to support them in meeting their targets and will feed back to the class teacher and SENCo.

Our SENCo will be responsible for:

- Overseeing the day-to-day operation of the school's SEND policy.
- Co-ordinating provision for children with SEND.
- Liaising with and advising fellow teachers.
- Overseeing the records of all children with SEND.
- Liaising with parents of children with SEND.
- Contributing to the in-service training of staff.
- Liaising with local middle schools so that support is provided for Y4 pupils as they prepare to transfer.
- Liaising with external agencies including the LA's support and educational psychology services, health and social services and voluntary bodies.
- Co-ordinating and developing school-based strategies for the identification and review of children with SEND.

The Headteacher works closely with teaching assistants, teachers, non-teaching staff and the SENCo to ensure all children, including those with SEND have access to the support they need to access an inclusive curriculum. They monitor the provision and data for children with SEND regularly.

Our Local Academy Board members will support and challenge the school to secure necessary provision for any child identified as having SEND. The LAB members will ask probing questions to ensure all teachers are aware of the importance of providing for these children and ensure that funds and resources are used effectively. The LAB ensures that children with SEND are admitted to school in line with our admissions policy. The LAB reviews the SEND policy annually and considers any necessary amendments. Please contact the school office to communicate with our SEND LAB member K. Graham.

Additional services/ outside agencies/ professionals may become involved if a child continues to make little or no progress despite considerable input and adaptations. They will use the child's records in order to establish which strategies have already been employed and which targets have previously been set. The external specialist may act in an advisory capacity or provide additional specialist assessment or be involved in teaching the child directly. They may suggest ISP targets or strategies for supporting the child's progress. These will be implemented, at least in part, in the normal classroom setting. The delivery of the interventions recorded in the ISP continues to be the responsibility of the class teacher and is overseen by the SENCo.

Partnership plays a key role in enabling children and young people with SEND to achieve their potential. Parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs. All parents of children with Special Educational Needs will be treated as partners and given support to play an active and valued role in their child's education. Children and young people with Special Educational Needs often have a unique knowledge of their own needs and their views about what sort of help they would like. They will be encouraged to contribute to the assessment of their needs, the review and transition process. Parents are invited to review their child's Individual Support Plan 3 times per year during a meeting with the class teacher and SENCo (where necessary). Parents are also given opportunities throughout the year to meet with the SENCo. Parents can contact the School SENCo at any time via email or arrange a meeting/ phone call at a mutually convenient time.

At all stages of the special needs process, the school keeps parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents at all stages. We encourage parents to make an active contribution to their child's education and have regular meetings to share the progress of special needs children with their parents. We inform the parents of any outside intervention and share the process of decision-making by providing clear information relating to the education of their child. We will support parents with any meetings and attend with them if they wish. With parents permission, we will arrange a meeting if they are finding the process difficult.

How do you ensure that the SEND information about a child is shared and understood by teachers and all relevant staff?

All teachers are teachers of children with SEND and therefore have a good understanding of different special educational needs. The SENCo summarises key information to share with staff. Regular staff meetings are held and the SENCo is available at all times for teachers and other staff. The SENCo and Headteacher will meet with all relevant staff to ensure they fully understand a child's needs and how the child is best supported in school. All staff understand that if at any point that they feel they need assistance to support a child, it is their responsibility to make that known to the SENCO or Head Teacher who will ensure the correct support/CPD is provided when needed. Staff training on identified needs such as Autism are delivered to all staff.

All SEND information is held confidentially (as per GDPR) and only shared with teachers and relevant staff as required.

What expertise do you have in relation to SEND? *(IRR)*

We are committed to delivering high quality Continuous Professional Development to staff on all aspects of SEND. This is built into our CPD calendar. Training is regularly provided on:

- Autism
- Social Emotional and Mental Health
- Speech and Language training
- Trained member of staff for ELSA
- Dyslexia
- Physical and coordination needs (including manual handling)

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Working Together

- Supporting pupils with attachment difficulties/ those who have experience trauma
- Speech and Language

This is not an exhaustive list, and appropriate training is undertaken where necessary to ensure that our knowledge remains up to date and appropriate to the needs of our children. We have a dedicated team of support staff who will often look to increase their knowledge and awareness of specific SEND in their own time to support the children in their care.

Our SENCo has completed the National SENCo Award and regularly attends SEND Network Meetings. Best practice is also shared at the Staffordshire SEND Hub.

Our MAT SENCo provides advice and support across the CMAT.

Which other services do you access to provide for and support pupils and students with SEND (including health, therapy and social care services)? *(IRR)*

At times it may be necessary to consult with outside agencies to receive their more specialised expertise (with consent from parents). The agencies used by the school include, but are not limited to:

- Autism Inclusion Team
- Safeguarding Team
- Speech and language therapy (SALT)
- Local Support Team
- Educational Psychologist
- Occupational Therapists (OT)
- Physiotherapy
- Early Years Forum
- Staffordshire SEND Hub
- SEND Family Partnership Services; offers impartial support and advice for parents of children with SEND.
- Behaviour Support Team
- CAMHS (Child & Adolescent Mental Health Service)
- Educational Welfare Officers
- Hearing Inclusion
- Vision Inclusion
- Family Support Workers
- StayWell

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Working Together

- Local G.P.s and paediatricians

An Educational Psychologist package is purchased annually by the school. They would normally only work directly with pupils whose needs are felt to be quite considerable and have not responded well to the interventions previously put in place for them. In order to help understand the pupil's educational needs better, the psychologist will generally meet with the parent and give feedback after the assessment has been completed. On schools' request they will offer advice to the school and parent/carers on how best to support the pupil in order to take their learning forward.

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

If you wish to discuss your child's educational needs, are unhappy about something regarding your child's schooling or perhaps wish to say thank-you – your first point of contact is the class teacher. You can contact the school office to arrange a meeting with the SENCo (Miss S. Hulme) or the Headteacher (Miss S. Varricchione). The SEN Governor is K. Graham and she can also be contacted through the school office.

Who is the SEN Coordinator and how can I contact them? (IRR)

Our School SENCo is S. Hulme (BFSENCO@cmat.academy).

Our MAT SENCo is R. Connolly

Our SEND LAB Member for SEND is K. Graham

Our school office can also be contacted on 01902 297910 or by emailing Birches-office@cmat.academy

What roles do your governors have? And what does the SEN governor do?

Our Local Academy Board members will support and challenge the school to secure necessary provision for any child identified as having SEND. The LAB members will ask probing questions to ensure all teachers are aware of the importance of providing for these children and ensure that funds and resources are used effectively. The LAB ensures that children with SEND are admitted to school in line with our admissions policy. The LAB reviews the SEND policy annually and considers any necessary amendments. Please contact the school office to communicate with our SEND LAB member: K. Graham.

How will my child or young person be supported to have a voice in the setting, school or college? (IRR)

Children's voice is included in ISPs, EAPDRs and EHCPs. Children are encouraged to comment on their views against their targets and suggest their own targets. Children are continually encouraged to express their concerns and views with any members of staff with whom they feel comfortable with. Children's views may be represented on a one-page profile which details strategies and what/ how they like to learn to help them in school. This is then shared with different members of staff who work with the child. The SENCo also completes pupil voice with the children to identify what is working well in school and how SEND provision can be improved further. Children with SEND are involved in pupil voice across the curriculum to ensure their voice is heard. Children are able to contribute ideas to their School Council member which is then shared during School Council meetings.

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Working Together

What opportunities are there for parents to become involved in the setting/school/college and/or to become governors?

We provide regular opportunities to share children's work and meet with parents. Parents are invited to join our Local Academy Board when vacancies arise.

For further information, please contact the school office on 01902 297910 or Birches-office@cmat.academy.

What help and support is available for my family through the setting? (IRR)

Birches First School has an open-door policy where we encourage parents to come and speak to your child's class teacher, SENCo or Headteacher at mutually convenient time. We are more than happy to help you complete paperwork and offer support, guidance or signpost to relevant professionals, where necessary.

We can ensure that:

- School staff are available to discuss your child's progress or any concerns you may have and to share information about what is working well at school and strategies you may try at home. Please let us know if you have strategies that may be useful in school.
- The SENCO is available to meet with you at a mutually convenient time to discuss your child's progress or any concerns/worries you may have.
- Targets and ISP's will be reviewed with you and your child's involvement every term.
- A home-school book may be used to support communication with you when this has been agreed to be useful for you and your child.
- Family Support involvement can be put in place to support families who may require additional support.
- All families can be supported in accessing help from outside agencies and support groups upon their request.

More information can also be found on Staffordshire's Local Offer page: <https://www.staffordshireconnects.info/kb5/staffordshire/directory/localoffer.page?localofferchannel=0>

Our school SENCo can be contacted at BFSENCO@cmat.academy.

Alternatively, you can contact the school office by email: Birches-office@cmat.academy or telephone: 01902 297910.

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Inclusion & Accessibility

How will my child or young person be included in activities outside the classroom, including trips? (IRR)

Activities and educational visits are available to all. Risk assessments are carried out and procedures are put in place to enable all children to participate. Participation is discussed based on a child's individual needs to ensure a child is safe and secure at all times. However, if it is deemed that an intensive level of 1:1 support is required a parent or carer may be asked to accompany their child during the activity.

Through all subjects we ensure that the school meets the needs of all, taking account of gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances. It is important that in this school we meet the diverse needs of pupils to ensure inclusion for all and that all pupils are prepared for full participation in a multi-ethnic society.

In a support and challenge role, the Local Academy Board ensures that the school is as inclusive as possible and treats all children and staff in an equitable way. They monitor and review the Accessibility Plan and all other statutory policies as defined by the Department for Education.

Provide details of the physical accessibility of the setting IRR

- Birches First School is fully accessible to wheelchair users. We have ramps available to access the building (where necessary). Our school is on one level.
- We have disabled toilet facilities with changing facilities within the main school building.
- We have two designated disabled parking spaces available for drop off/pick up. Please contact the school office for more information.

Is the building wheelchair accessible?

Fully Accessible ☒

Partially Accessible ☐

Not Accessible ☐

Details (if required)

A ramp is available for use around school, where necessary. We have a ramp to access our mobile classroom. Wheelchair accessibility routes have been identified on our fire safety routes.

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Are disabled changing facilities available? Yes ☒
No ☐

Details (if required)

Are disabled toilet facilities available? Yes ☒
No ☐

Details (if required)

Do you have parking areas for pick-up and drop-offs? Yes ☒
No ☐

Details (if required)

Using the car park for pick ups and drop off is at the discretion of the Headteacher. We have two designated disabled bays. Please contact the school office for more information.

How accessible is the setting's environment? IRR

- The school is on one level with easy access ramps accessible including our mobile classroom.
- We have disabled toilet facilities.
- We ensure, wherever possible, that equipment used is accessible to all children.
- We believe that all children are entitled to participate in extra-curricular activities and will make reasonable adjustments to support those with SEND when possible. This is discussed on an individual basis where a risk assessment is required to ensure a child's safety is always maintained.
- Our breakfast and after-school provision are accessible to all children, including those with SEND where possible. This is discussed on an individual basis where a risk assessment is required to ensure a child's safety is always maintained.

If you feel that you or your child may have difficulty accessing the school site or curriculum, we are happy to discuss individual access requirements. Please make an appointment to see the Headteacher or SENCo through the School Office on 01902 297970 or Birches-office@cmat.academy

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Inclusion & Accessibility

Our Single Equality Policy and Accessibility Plan is available on the website.

What forms of communication does the setting use to ensure inclusivity? IRR

For children with SEND, alternative communication methods may be used to support their understanding and inclusivity. These methods include PECS, Makaton, communication aids, photographs, pictures and symbols. For children and families where English is an additional language, we will use similar methods to support communication as those above. We can also access outside agency support to ensure that children and their families feel included in life at Birches First School and have a good understanding of their child's education.

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Joining and moving on

Who should I contact about my child or young person joining your setting? (IRR)

Information, including the admissions policy, can be found on the Admissions page on the school website (<http://www.birches.staffs.sch.uk/admissions/>) Please Contact the school office should you need further information on 01902 297910 or email Birches-office@cmat.academy to discuss further.

How can parents arrange a visit to your setting, school or college? What is involved?

To arrange a visit please contact the school office and we will be more and happy to help (01902 297910 or office@birches.staffs.sch.uk) . Visits will be conducted by the Headteacher or by a member of the Senior Leadership Team (SLT).

How will you prepare and support my child or young person to join your setting? How will you support them to move on to the next stage, or move on to adult life (as applicable for setting)? (IRR)

Many strategies are in place to enable the pupil's transition to be as smooth as possible. These include:

- Discussions between the previous or receiving schools prior to the pupil joining/leaving.
- Staff are always willing to meet parents/carers prior to their child joining the school.
- All pupils within CLASP attend an induction day in the summer term where they spend some time with their new class teacher.
- Additional visits are also arranged for pupils who need extra time in their new school.
- Middle school staff visit pupils prior to them joining their new school.
- If your child is transitioning to a Special School, we will encourage members of staff to come and visit your child in the current setting and discuss strategies etc. currently in place.
- Miss Hulme will liaise with the SENCOs from the receiving schools to pass on information regarding SEN pupils.
- Where a pupil may have more specialised needs, a separate transition meeting may be arranged with Miss Hulme, the middle school SENCO, the parents/carers and where appropriate the pupil.

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Joining and moving on

If your child is joining us from another school:

- Miss Hulme will contact your child's school to discuss your child's needs.
- Your child will be able to visit our school and stay for a 'taster session' to meet their new teacher and classmates.
- If your child would be helped by a book/passport to support them in understand moving on, then one will be made for them.
- A One-Page-Profile may also be used to help others understand your child and their needs.

If your child is moving to another school:

- We will contact the school SENCO and ensure that they know about any special arrangements or support that need to be made for your child. Where possible, a transition meeting will take place with the SENCO from the new school.
- We will make sure that all records about your child are passed on as soon as possible.
- If your child would be helped by a book/passport to support them in understand moving on, then one will be made for them.
- A One-Page-Profile may also be used to help others understand your child and their needs.
- If your child has Autism Outreach involved, a separate transition meeting will also be arranged with Miss Hulme and Middle School SENCo.
- MAT SENCo will be aware of your child's needs and support transition.
- You may be invited for extra SEN transition days which are organised by school.

When moving classes in school:

- You and your child will be able to meet with their new class teacher and should you or the SENCO wish to, the SENCO will discuss your child's needs in a specific meeting.
- All children spend 2 days meeting their new teacher in their new classroom, further opportunities for children with SEND will take place through specific transition activities.
- If your child would be helped by a book/passport to support them in understand moving on, then one will be made for them.
- A One-Page-Profile may also be used to help others understand your child and their needs.

Additional Information

What other support services are there who might help me and my family? (IRR)

Where a parent wishes to access another support service, the school are more than happy to support them or direct them to the appropriate professional. More information on additional support services can be found through the Staffordshire Local Offer. Staffordshire SENDIASS Family Partnership also offer impartial, free advice. A referral for Family Support can also be made to support the family further.

When was the above information updated, and when will it be reviewed?

This document was reviewed by S.Hulme (SENCo) and agreed by the Headteacher (S.Varricchione) and Local Academy Board members – To be Reviewed by LAB Members October 2025.

Next Review July 2026.

Where can I find Staffordshire's Local Offer? (IRR)

Staffordshire's SEND Local Offer can be found at www.staffordshireconnects.info

What can I do if I am not happy with a decision or what is happening? (IRR)

We do our best to ensure that all our children have the opportunity to flourish and achieve to the very best of their ability. Inevitably, there may be times when, parents feel we have simply not been able to do that. If you wish to discuss your child's educational needs, are unhappy about something regarding your child's schooling or perhaps wish to say thank-you – your first point of contact is the class teacher. Alternatively, you can contact the school office to arrange a meeting with the SENCo or the Headteacher. The SEN LAB Member is K. Graham and she can also be contacted through the school office. Click to view our complaints policy.

When managing parental complaints related to SEN (any of the following may apply):

- All SEN complaints must follow the school's formal complaints procedure.
- The SEN governor is consulted.
- External advice may be sought.
- Key legislation regarding the matter is identified.
- Good levels of communication with the parents/carers are maintained throughout the process.
- Meetings with the parents/carers are arranged, perhaps involving a mediator such as parent support.
- Key issues are identified including where there is agreement.
- Discussions should take place with the SENCO.
- Reports provided by outside agencies should be considered.

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Additional Information

Type of Setting (tick all that apply)

- | | | | | |
|---|--|--------------------------------------|---|----------------------------------|
| <input checked="" type="checkbox"/> Mainstream | <input type="checkbox"/> Resourced Provision | <input type="checkbox"/> Special | | |
| <input checked="" type="checkbox"/> Early Years | <input checked="" type="checkbox"/> Primary | <input type="checkbox"/> Secondary | <input type="checkbox"/> Post 16 | <input type="checkbox"/> Post 18 |
| <input type="checkbox"/> Maintained | <input checked="" type="checkbox"/> Academy | <input type="checkbox"/> Free School | <input type="checkbox"/> Independent/Non/Maintained/Private | <input type="checkbox"/> Other |

(Please specify below)

First School

DFE Number

860/2195

District

- | | | | |
|------------------------------------|------------------------------------|---|---|
| <input type="checkbox"/> Cannock | <input type="checkbox"/> Lichfield | <input type="checkbox"/> East Staffordshire | <input type="checkbox"/> Tamworth |
| <input type="checkbox"/> Newcastle | <input type="checkbox"/> Moorlands | <input type="checkbox"/> Stafford | <input checked="" type="checkbox"/> South Staffordshire |

Specific Age range

3-9

Number of places

150 + 39 Nursery Places

Which types of special educational need do you cater for? (IRR)

- ☒ inclusive mainstream school ☐ special school

Offer specialisms in. Tick all those that apply.

- | | |
|---|---|
| <input type="checkbox"/> Resource for autism | <input type="checkbox"/> Resource for social, emotional and mental health |
| <input type="checkbox"/> Resource for cognition and learning difficulties | <input type="checkbox"/> Fully accessible environment – for pupils with physical or sensory needs |
| <input type="checkbox"/> Deaf friendly | <input type="checkbox"/> Resource for moderate learning difficulty |
| <input type="checkbox"/> Resource for physical disability | <input type="checkbox"/> Resource for profound and multiple learning difficulty |
| <input type="checkbox"/> Resource for severe learning difficulty | <input type="checkbox"/> Resource for speech, language and communication needs |
| <input type="checkbox"/> Visual impairment friendly | |

Additional Information

Other specialist support/equipment:

☐ Specialist technology

Comment:

☐

Rebound trampoline

☐ Accessible swimming pool

☐ Outreach and family support

☒ Bought in support services

☐ Sensory room/garden

☐ Hydrotherapy

☐ Medical

☐ Therapy services

☐ Hearing loop