

Birchwood Community High School and Birchwood College Special Educational Needs and Disabilities (SEND) Information Report

This information report is written for parents /carers who have children at Birchwood Community High School or Birchwood College, or who may be considering their children attending the school or college. It explains how we identify and support children with special educational needs and disabilities. This supports our SEND policy, which can also be found on the website. If you would like to discuss any of the information included in this report, or in the school SEND Policy, or if you have any further questions, please contact Jo Roscow (Special Educational Needs Coordinator) via the school office or e-mail: jroscow@birchwoodhigh.org

What is a special educational need (SEN)?

A young person is considered to have a special educational need if they:

- Have a learning difficulty or disability which calls for special educational provision to be made for him or her which is additional to or different from the provision made for other young people of the same age.
- Have a significantly greater difficulty in learning than the majority of others of the same age or 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 within the school.

The SEND Code of Practice (2014) identifies 4 different areas special educational need. These areas are:

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory and/or physical need.

The purpose of identification is to decide upon the best action required to support the young person, not to fit them into a category. Some young people may have needs that relate to two or more areas. We feel that it is important to consider the needs of the whole person, as part of the identification process.

Other factors which may impact on progress and attainment, but are not considered SEN are;

- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language
- Being in receipt of Pupil Premium Grant
- Being a Child in Care

Which special educational needs and disabilities can the school and college provide for?

At Birchwood Community High School and Birchwood College, with the support of outside agencies providing specialist advice when required, we aim to meet the needs of all young people. We are currently providing for

young people who have special educational needs arising from dyslexia, cognition and learning, dyscalculia, speech and language difficulties, autism spectrum, attention and hyperactivity, dyspraxia, sensory processing, visual and hearing impairments and specific medical conditions.

What are the admission arrangements for SEND learners?

As the school and college provide for young people with a wide range of SEND, with support from the Local Authority (LA) where appropriate, the arrangement for the admissions of the majority of young people with SEND are consistent with the school and college's general arrangements for all other young people. In the event of over-subscription, a young person with SEND will not be given lower priority than another applicant. At the Year 6 and Year 11 annual review of Education, Health and Care Plans, the name of the school or College the young person wishes to go to is named on the final document. In deciding where this shall be, the LA takes into consideration the ability of the school or college to meet the young person's specific needs, the provision of effective education for other young people in the school or college and the most efficient use of resources. In line with the LA's admission arrangements, young people who have an Education, Health and Care Plan will be admitted to our school if it is named in the document, even if this is over and above the published oversubscription criteria.

How do we know if young people have SEND and need extra help?

The SENCo works closely with primary school staff to identify learners who will need additional support when they start High School. Information is provided about SEND students transferring from other schools at a later stage, either to our school or our sixth-form college, by their previous educational provider.

Learner progress is monitored closely through regular assessment and observations by staff to identify any possible areas of need. Parents/carers and young people themselves can raise concerns with teachers or other members of staff at any time, or approach the SENCo directly. If necessary, the SENCo and parents/carers will agree to refer learners for more specialist screening and intervention from external agencies, e.g. from the Speech and Language Service, or the Educational Psychologist.

The school and college maintain an up-to-date SEND Register, which is reviewed, at least termly. Young people are removed from the SEND Register if they no longer fit into the definition given within the SEND Code of Practice 2014, and if their needs can be met through differentiation within the classroom. They remain on the school's Additional Needs Register, which is fully accessible for all staff to refer to for further information about individuals.

What do parents/carers do if they think their child has special educational needs?

If parents/carers think their child has special educational needs, they should contact the SENCo (details above). Following these discussions, outside agencies may be consulted for further advice.

How will the school and college meet young people's needs?

The school and college adopt a graduated approach to meeting young people's needs. High quality teaching, differentiated for individual needs, is the school and college's first step in responding to young people who have or may have SEND. Work is appropriately planned to meet the needs of individuals, and their progress is carefully monitored.

Where necessary a young person may be placed into an additional intervention group for specific targeted support. This may be led by a Teacher or Teaching Assistant (TA) however it will be planned and carefully monitored by the subject teacher. Where possible, the intervention will take place in the classroom and in-class Teaching Assistant support might be shared between individuals. However, it is sometimes necessary to withdraw learners for individual/small group intervention, for example to develop literacy and numeracy skills, speech and language skills, or to receive support around emotional well-being. The work of the TAs is allocated and monitored by the SENCo. Progress of learners receiving intervention is reviewed at regular intervals. The Support Department run a homework club before and after school each day.

The Oak Suite is the base for the Support and Inclusion Department. It provides a safe, calm learning environment for a range of learners with additional needs. The Oak Suite is staffed by a team of specialist teachers and teaching assistants, led by the SENCO. The key purposes of the Oak Suite are:

- To provide additional lessons in literacy and numeracy, taught by specialist teachers, to support learners to "catch up" with their peers.
- To provide additional spoken and written English lessons for our EAL learners.
- To provide a safe, quiet place in a nurturing environment at break and lunchtimes for learners who may find break and lunch in the main building overwhelming.
- To support learners who may need a temporarily or permanently reduced timetable (see further notes on this in the curriculum section)
- To provide a base for external specialists for individual assessments and meetings with parents/carers, facilitating effective communication between partner professionals and school staff

Where a young person needs highly individualised support an Individual Learning Plan will be written. It will contain the specific targets identified for the young person to work on, as well as details as to how these targets will be met. If a Child in Care has SEND, the details of how their needs will be met will also be included on their Personal Education Plan (PEP).

In some circumstances, where the young person is not making progress despite carefully planned support, further investigation needs to take place. **The SENCo is a qualified specialist teacher and assessor for Dyslexia and can assess children with whom there is a concern and write recommendations based on detailed cognitive**

assessments. These recommendations are placed into a report and shared with the learners and their parents/carers. The recommendations are also shared with all staff working with that young person and form the basis of the planned support given.

With the consent of parents/carers, the school also obtains advice and support from other agencies, including Physiotherapy, Occupational Therapy, the Orthoptist, the Speech and Language Service, the Children and Adolescent Mental Health Service, specialist teachers for the Visually and Hearing Impaired, Paediatricians and specialist nurses and the Educational Psychologist. All recommendations given are put into place and reviewed.

If a young person needs support which is significantly 'additional to' or 'different from' the provision made within the school, and it is felt that they would benefit from further additional resources not normally available within the school, the school may put in an application for an Educational, Health and Care assessment to the Local Authority (LA). The process and implications for this will be fully discussed with parents/carers and their views will be paramount. The school would draw upon the advice given by other professionals, as well as the impact of targeted support already received by the young person, and the opinions of parents/carers. Following this assessment the LA may issue an Education, Health and Care Plan (EHCP) which will contain a series of outcomes, which would form the basis of provision within the school. Progress towards these outcomes would be evaluated regularly on an informal basis, and formally with parents and child, as part of a person centred review, at least annually.

Having a diagnosis (e.g. of ASD or ADHD) does not necessarily mean that a young person will be given an EHCP, if their needs can be met with resources available within school. Each young person and family's needs are different and require individual consideration.

How is the decision made about what type and how much support young people will receive?

The Headteacher and SENCo, with appropriate advice from external agencies where required, will allocate resources and support. Recommendations from appropriate professionals will be taken into account. Plans will be discussed with parents and reviewed regularly. Our own internal assessment procedures will also inform the process and measure the impact of support provided. If young people have an EHCP, the school has a statutory duty to ensure the support outlined in these documents is provided.

How are the school and college resources allocated and matched to young people's special educational needs?

SEND within the school is funded through the notional SEND budget, which forms part of the wider school and college budget. The budget is managed by the Headteacher, in liaison with the SENCo. The school may receive additional money directly from the LA for young people with an EHCP to meet the outcomes specified in their

EHCP plan. Resources are allocated on a fair and consistent basis dependent on: the extent of available funds; the recommendations of external agencies; the availability of targeted Local Authority funding and priorities established within the annual school SEND development plan.

How will the curriculum match young people's needs?

All young people have entitlement to a full curriculum providing that their difficulties do not detrimentally affect the entitlement of others. In the first instance, lessons will be differentiated to suit a variety of learning styles and needs. A modified curriculum is offered to small groups of learners who arrive in school with the very lowest Key Stage 2 Standard Scores for English and Maths, or those who have very specific Social, Emotional and Mental Health needs: instead of following the full complement of Modern Foreign Languages lessons in Key Stage 3, they have additional Literacy and Numeracy lessons on their timetable. They follow a more holistic Humanities course rather than being taught History and Geography as discrete subjects. They also study ICT instead of Computing where appropriate.

In Key Stages 4 (Years 9-11) and Key Stage 5, learners and students are guided by staff to follow appropriate courses. There are small applied learning groups for Maths, English, Science and Religious Studies in Years 9 and 10 for learners with the most significant learning needs. They can be taught within a very nurturing environment, with an increased time devoted to developing functional Literacy and Numeracy skills. They will have the opportunity to take staged exams starting with Entry Level Certificates as well as, or instead of, GCSEs according to their individual needs.

For a very small number of learners in KS4 who have significant Social, Emotional and Mental Health needs, an alternative curriculum is provided, delivered in The Willows room. These learners have a slightly reduced school day and their curriculum comprises of: English Language and Literature; Maths; Food; IT (through delivery of the European Computer Driving License) Humanities and PE. They also follow an 18-week 'Teens and Toddlers' programme which involves work experience at a local nursery, 1-1 mentoring and classroom sessions based on developing emotional intelligence, avoiding risky behaviour and building positive relationships. The programme leads to an accredited vocational Entry Level 3 award in Personal and Social Development. There is a full-time TA who is permanently based in the Willows so they have ongoing access to additional adult support.

Some learners with additional needs may require a reduced timetable for a short period or for a longer time as appropriate. Learners who suffer from severe anxiety or who have been out of school due to emotional or medical needs, may need a slow integration back into the classroom. In the longer term, a small number of learners may have reduced option choices due to either learning, medical or emotional needs. These learners will have timetabled lessons in the Inclusion Room in the Oak Suite, allowing them to access a small, nurturing learning environment with access to IT, in which to complete appropriately differentiated classwork set by teachers, supported by the Inclusion Room Manager.

What happens if young people need extra help to access examinations and assessments?

Measures are put into place to ensure that some young people with SEND fairly access examinations and assessments. These will depend on the level and type of needs and include:

- Extra time for assessments
- The use of a reader/computer reader
- The use of a scribe or a computer for word processing
- Adaptations to the font or colour of the assessment paper for young people with visual difficulties.
- Rest breaks

Please note that not all young people with SEND qualify for exam concessions – a rigorous testing process is implemented and young people need to meet a threshold set by the exam boards to access this support.

How do parents/carers, young people and staff know how young people are doing and how are parents/carers helped to support their child's learning?

Assessment data is sent home at **three** points in the school year **for all year groups**. There is also an annual Performance Review with subject teachers, along with specific information events designed to help parents/carers support their children at key points, e.g. the Welcome to Key Stages 3, 4 and 5 Evenings; The Guided Choices Evening in Year 8 and 9 and the Revision Launch in Year 11. For some learners with additional needs and specific plans, further meetings will take place with the SENCo to discuss progress and identify next steps. The young person's views will be part of this process. Part of the plan will include any advice on how parents/carers can support their child's learning.

What support is provided for young people's overall emotional health and wellbeing?

The school and college have strong pastoral structures. Young people have a form tutor who is primarily responsible for their care, guidance and support in the school. Each year group is led by a Year Team Leader **and two Year Team Officers provide additional support**. Learner Voice is strong in the school and there are a variety of ways young people can share their views. Young people who have formal reviews with the SENCo around their particular needs are asked to contribute their opinions about how they wish to be supported and to reflect on the progress they are making.

The Willows Building consists of a dedicated team of non-teaching staff. The Head of Behaviour and Safeguarding (Amanda Crompton) is also the Deputy Designated Safeguarding Lead and is the Designated Child Protection Officer. The Attendance Officer also works in this building as does the full-time Emotional Health Mentor. A range of strategies is put in place to improve attendance and promote positive behaviour, **including the whole school Attitude to Learning system**.

The school has two members of staff who are trained Mental Health First Aiders. Posters called "Our Well-being Matters" are displayed in every form room to explain how young people can get support for emotional and mental health issues from key staff in the school and outside agencies. The profile of positive emotional and mental wellbeing is being raised through assemblies and Learning for Life lessons; young people will explore different coping strategies and be better informed about sources of support. All staff have received training on basic approaches to use for learners with fragile emotional and mental health and they know how to signpost them towards more specific types of support. The school has a full time Emotional Health Mentor who runs individual mentoring programmes and small group sessions to support positive emotional health and devise behaviour plans if learners are displaying particularly complex behaviour patterns related to their emotional and mental health needs. The school is part of the Warrington 'Future in Mind' project, which aims to protect and improve young people's mental health and wellbeing and provides access to support from a CAMHS Senior Mental Health Practitioner who is a Cognitive Behavioural Specialist.

Learners who might feel overwhelmed by the busy nature of school life during unstructured times and who need a quiet environment at break and lunchtime are invited to go to The Oak Suite during these periods of the school day and enjoy their leisure time there with a small number of other learners. They have the opportunity to eat with some of the Teaching Assistants and play games with each other.

We have comprehensive policies to deal with medical issues, based on current good practice and accepted guidelines.

What training are the staff supporting children and young people with SEND had or are having?

Training is a high priority within our school. We offer training and self-help opportunities through access to in-house or private courses, provision of help sheets outlining strategies to support particular types of need or guidance towards useful websites. We believe that young people with special educational needs require highly trained teachers to meet their needs. The SENCo regularly attends network meetings in order to keep up to date with local and national updates. All new teachers and support staff undertake induction on taking up a post, and this includes meeting with the SENCo and members of the Support Department to explain the systems and structures in place around the school's SEND provision and practice, and to discuss the needs of individuals. Training is provided according to the needs of young people in the school. Training needs are reviewed regularly and adapted accordingly. Specialists, such as ADHD nurses, are invited into school to run training sessions for staff working with particular learners and students. Staff who support learners with visual or hearing impairments have had specific training on these areas. We currently have staff trained to deliver Speech and Language programmes and to deliver specific Literacy programmes to develop phonic skills. Recent whole school SEND training includes Memory for Learning. Whole staff training around SEND remains a focus of the school's development plan in 2018-19.

How do the school and college prepare and support young people at key transition points and moves between educational settings?

Before young people join the school in Year 7, discussions take place between primary and secondary school staff to identify strengths and needs of individuals. Assessment data and SEND information is passed to our staff. All young people experience two transition days in the summer term of Year 6, where they follow a typical timetable and engage in team-building activities. Young people who have been identified as needing enhanced transition are invited to additional visits where a more tailored programme is delivered in smaller groups. Where necessary, learners can also have individual visits.

The transition from Key Stage 3 to Key Stage 4 is considered carefully and additional support is given to SEND learners when choosing their options. The school's Careers Adviser meets with learners who have an EHCP at several points in Year 9, Year 10 and Year 11 to ensure they are planning thoughtfully for the next stage of their education and for adulthood. A transition plan is written by the SENCo for these learners. **If learners plan to transfer to a different post-16 college, the SENCo from their chosen college is invited to their Y11 Annual EHCP review so a suitable transition programme can be implemented. This may involve additional visits supported by TAs from our school.**

Similarly, the school's Careers Adviser works closely with students in the College who have additional needs to help them with applications for Higher Education, Apprenticeships or employment. This supplements the general programme of Information, Advice and Guidance delivered as part of the College curriculum. The SENCo also writes a transition plan for these students **and if necessary, the sixth-form specialist TA will accompany students on individual visits to the Higher Education establishment of choice.**

If young people with additional needs leave the school at any point to join another establishment, the SENCo discusses individual needs with the SENCo at the new setting and passes files on. All moves to and from other schools / settings are managed by the school or college to ensure that transition for young people is as smooth as possible.

How will young people be included in activities outside the classroom including school trips and provision for access to after school clubs?

Our school and curriculum is fully inclusive and accessible to all young people. Any particular needs will be taken into account when planning trips and after-school clubs to ensure that all learners are able to take a full and active part in school life. Parents/carers of young people with additional needs will be consulted to ensure optimum provision at all times.

How accessible is the education setting environment?

The building is accessible to wheelchairs. There are 8 disabled toilets across the school and College site and access to disabled changing facilities. The physical environment is reviewed regularly to ensure full accessibility for all. We endeavour to remove any barriers to communication through regular review of need. Some adaptations to the physical environment include flashing bells to support learners with hearing impairments, lifts in buildings with more than one storey, ramps for wheelchair access and high visibility paint on stairs for young people with visual impairments. The school has an Evacuation Chair to support young people with physical disabilities during fire evacuations and training is provided annually for this.

The school employs a tutor to come in for two days a week to support learners whose first language is not English. This tutor helps the school to communicate with parents/carers whose first language is not English.

How do the school and college support young people with medical conditions and disabilities?

The school and college recognise that young people with medical conditions should be properly supported so that they have full access to education, including school trips and Physical Education. Some children with medical conditions may be disabled and where this is the case, the school will comply with its duties under the Equality Act 2010. Some children may also have special educational needs and may have an Education, Health and Care Plan, which brings together health and social care needs, as well as their special educational provision. The SEND Code of Practice (2014) is followed. [The school has an accessibility plan, which it updates annually.](#) This details the school's specific targets with regard to increasing accessibility to children and parents with disabilities. These include access to the curriculum, the physical environment and written information. The plan is part of the school's constant drive to remove barriers to any persons with a disability.

How are parents/carers involved in the school and college?

Parents/carers can ring the school or college office to ask the relevant member of staff to contact them about specific concerns. In addition, parents/carers are routinely invited to discuss the progress of their children, either as part of Performance Review Evenings or individually with particular members of staff, such as the form tutor, subject teacher, Head of Department, Year Team Leader, Head of Behaviour and Inclusion or the SENCo. This strong communication should ensure that it does not come as a surprise to a parent/carer to learn that their child is being identified as having SEND. If parents/carers have any concerns of their own, we similarly encourage them to make an appointment come into school to discuss them with us.

Who can parents/carers contact for further information?

For general school based information, parents/carers should initially contact their child's form tutor. Form tutors may be able to answer the question themselves, but will refer it to the relevant colleague if necessary. If parents/carers have specific questions relating to special educational needs and disabilities, they should contact Jo Roscow, the SENCo, via the school office or by email jroscow@birchwoodhigh.org or via the Teaching Assistant who is the young person's Keyworker. The governor for SEND is Debi Ost – messages to her

can be passed on via the school office. If parents/carers wish to make a complaint about any aspect of SEND provision, they should follow the usual Complaints procedure, which can be found on the school website.

Parents/carers can also seek advice from the Warrington SEND Information, Advice and Support Service (www.warringtonsendiass.co.uk). The service is based in New Town House, Buttermarket Street, Warrington, WA1 2NH. It is led by Iain Macdonald (Tel: 01925 442978; imacdonald@warrington.gov.uk).

Warrington Local Authority's Local Offer for SEND can be found on their website: www.warrington.gov.uk