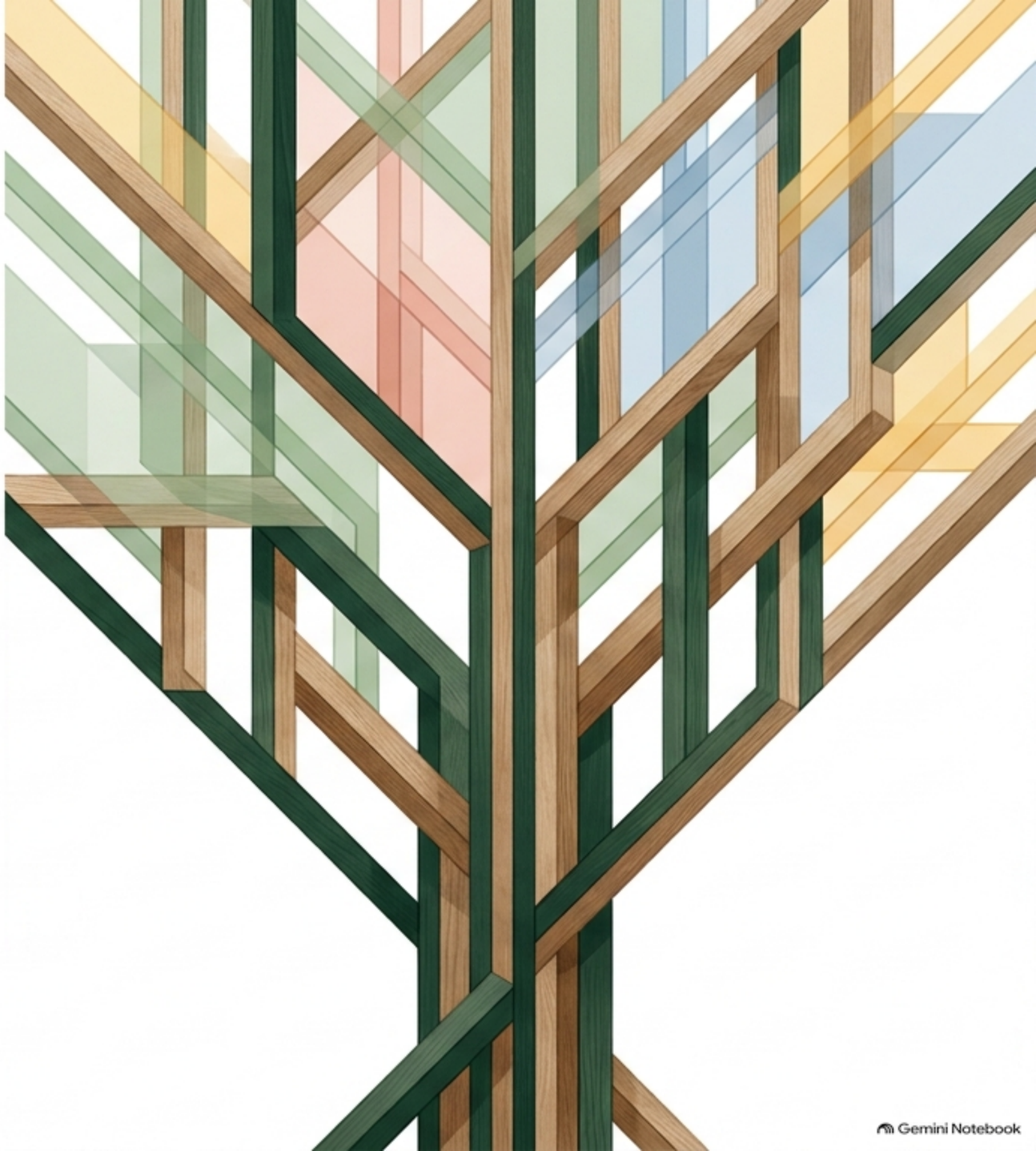
Birchwood Avenue Primary School SEND Information Report 2026-2027

A transparent, accessible reference guide detailing our inclusive special educational needs provision for parents, carers, and partners.



Gemini Notebook

A foundational commitment to fully inclusive education

The Child

Every child matters and is supported to achieve their personal potential.

Core Philosophy

Birchwood Avenue is a fully inclusive school welcoming children of all abilities.



Definition of Need

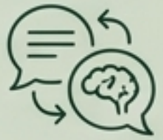
Support provided for children with significantly greater learning difficulties than peers, or a disability preventing the use of standard school facilities.

Statutory Duty

Needs identified and met under SEN Code of Practice (2015) and Equality Act 2010. Admissions guarantee no pupil is treated less favourably.

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The four broad areas of special educational need



Communication & Interaction

- Difficulties in communicating with others
- Challenges understanding social rules of communication
- Difficulty expressing themselves clearly



Cognition & Learning

- Learning at a slower pace than peers
- Specific learning difficulties affecting one or more areas of learning



Behavioural, Social, Emotional & Mental

- Emotional challenges or withdrawal
- Behaviours reflecting underlying mental health needs

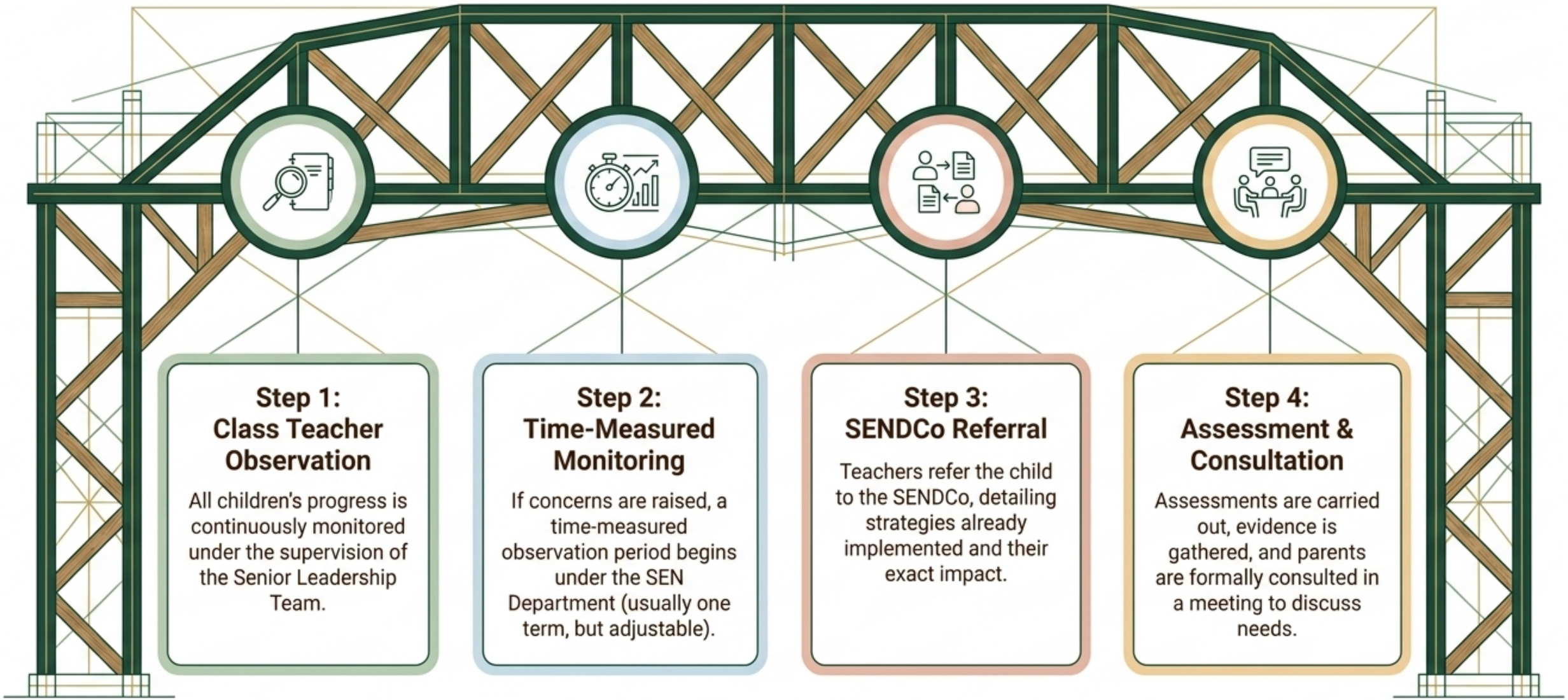


Sensory or Physical Conditions

- Disabilities requiring ongoing support
- Need for specialist equipment
- Conditions preventing the use of standard educational facilities

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Navigating the staged pathway to SEND identification



Step 1: Class Teacher Observation

All children's progress is continuously monitored under the supervision of the Senior Leadership Team.

Step 2: Time-Measured Monitoring

If concerns are raised, a time-measured observation period begins under the SEN Department (usually one term, but adjustable).

Step 3: SENDCo Referral

Teachers refer the child to the SENDCo, detailing strategies already implemented and their exact impact.

Step 4: Assessment & Consultation

Assessments are carried out, evidence is gathered, and parents are formally consulted in a meeting to discuss needs.

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The continuous cycle of assessment, planning, and review

ASSESS

Evaluating the child's specific needs through school-based assessments or external agency expertise.

PLAN

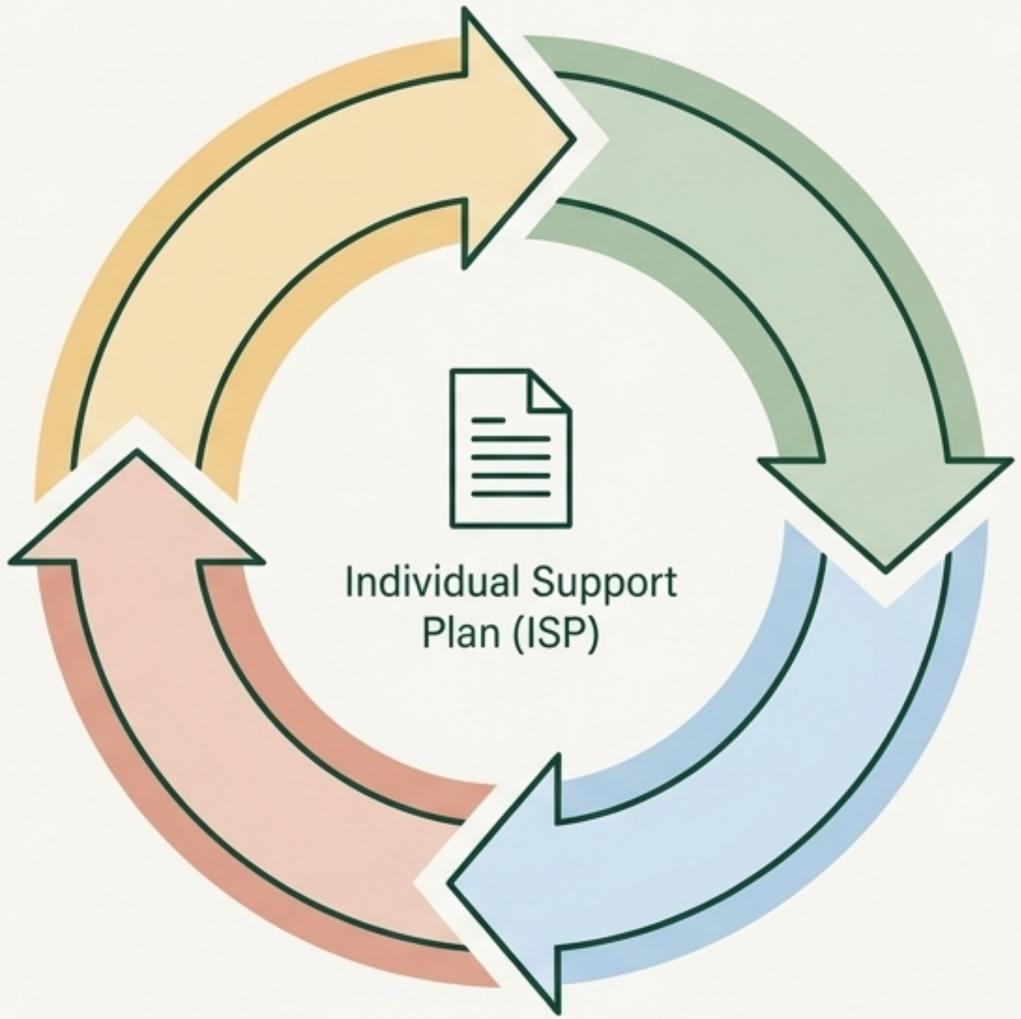
Creating a tailored Individual Support Plan (ISP) outlining clear, targeted outcomes for the child.

DO

Putting the planned provision and tailored resources into place actively within the learning environment.

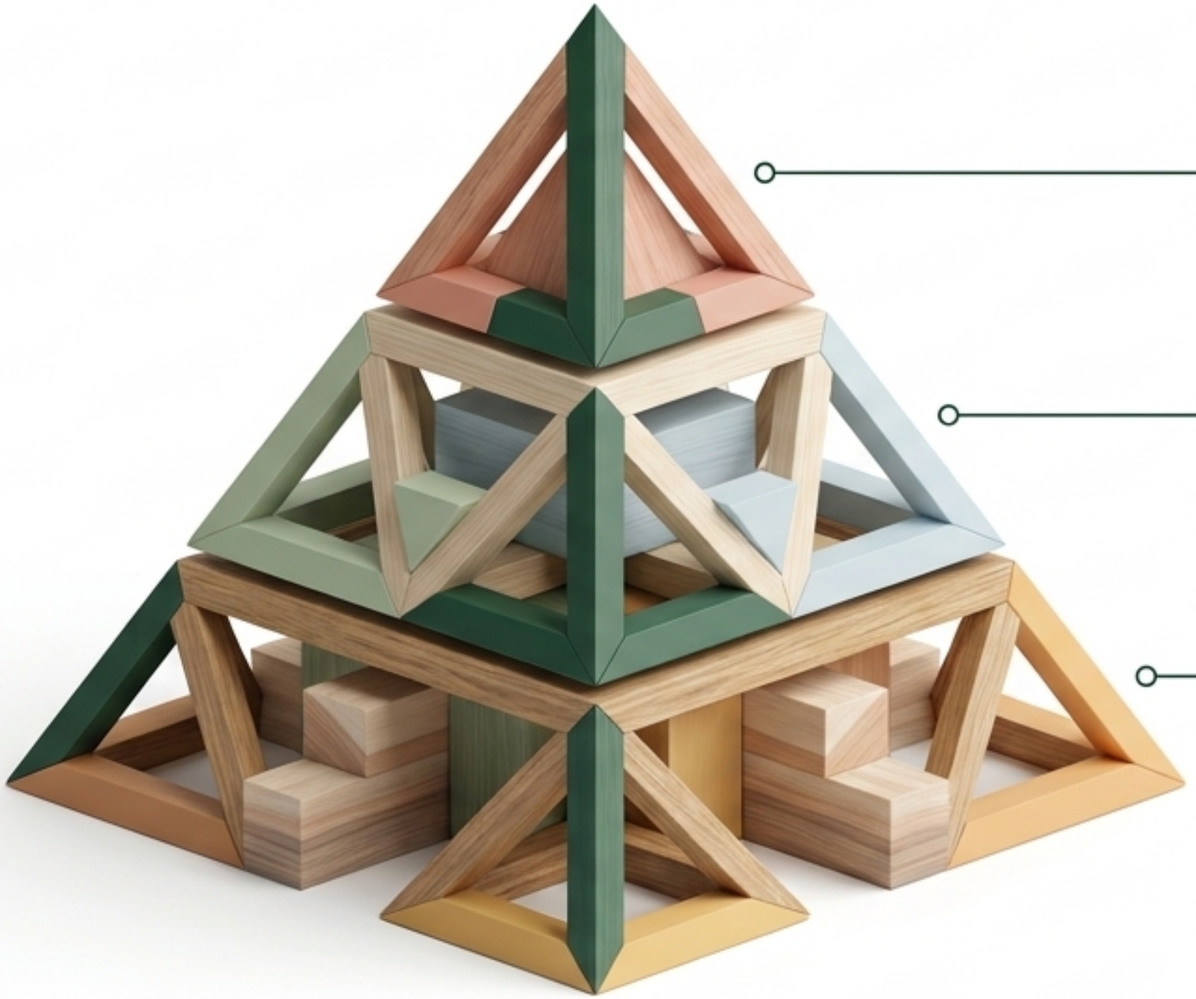
REVIEW

Termly evaluation of provision effectiveness against personal targets. New resources and targets are identified as needed.



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Our three-tier framework for learning support



Tier 3: Specialist Provision

Highly tailored support requiring significant adaptations, external agency consultation, and potentially applications for Exceptional Needs Funding.

Tier 2: Targeted Provision

Specific, short-term interventions for children needing additional help to accelerate progress. Includes strategic deployment of staff.

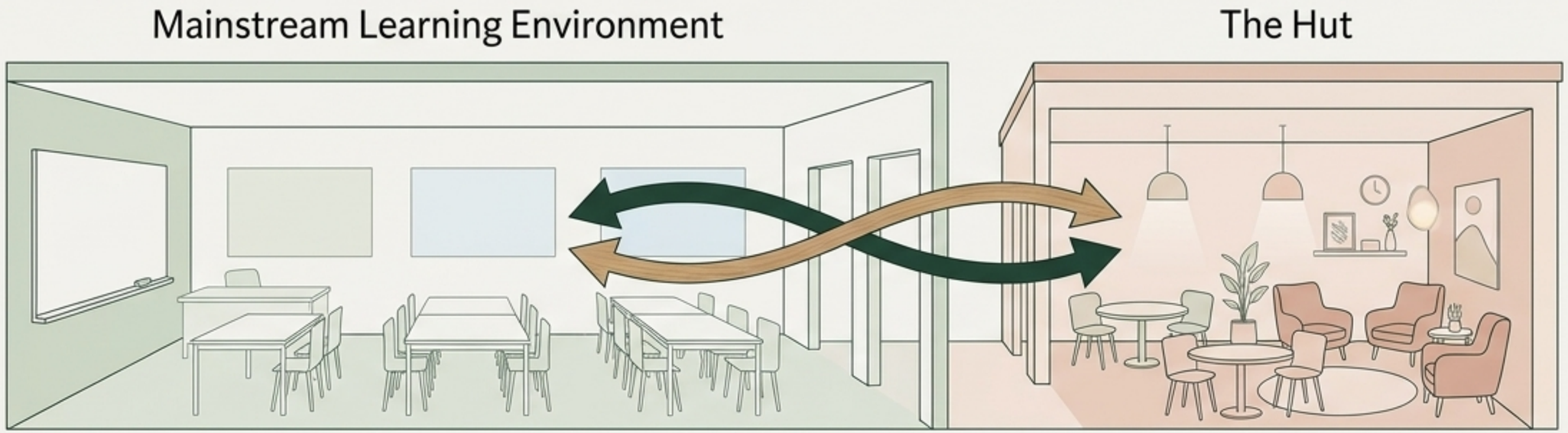
Tier 1: Universal Provision

Ordinarily Available Provision.

All lessons are naturally adapted and scaffolded. The environment is purposefully organised to maximise learning for all.

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Bridging the gap with our Internal Alternative Provision



The Hut

Birchwood Avenue's dedicated Internal Alternative Provision space.

Purpose

Specifically designed to support children who currently find it more difficult to fully access the mainstream learning environment.

Approach

Operates parallel to mainstream classrooms, offering a highly tailored, supportive space while ensuring learners with SEN continue to take a full part in broader school life through reasonable adjustments.

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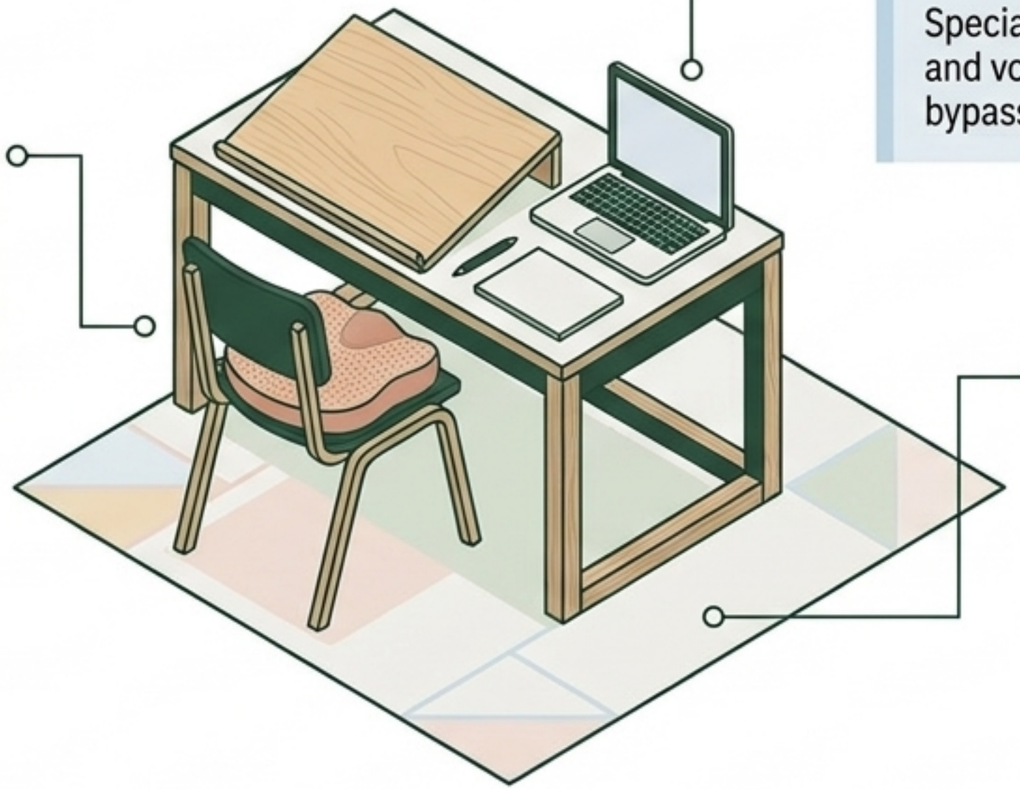
Adapting the physical environment and curriculum

Technology Interventions

Specialised ICT resources including laptops and voice-assisted technology deployed to bypass traditional barriers to learning.

Physical Supports

Sloping writing boards, pencil grips, and wobble cushions implemented daily to support unique physical and sensory needs.



Structural Accessibility

Classrooms and shared areas frequently reviewed to remove physical barriers.
Accessible layouts and appropriate furniture for mobility difficulties are prioritized.

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Empowering the pupil’s voice in their own education

INPUT (Listening & Co-producing)

Pupil Passports



- Developed directly in conjunction with the children.



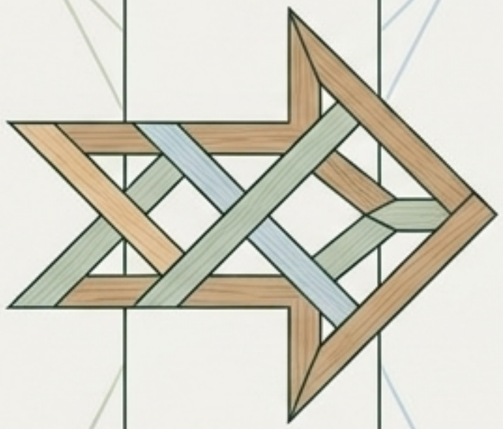
- Pupils formally express views on how they learn best.



- Children articulate exactly what adults can do to support them.



- Needs discussed and views formally sought during termly ISP reviews.

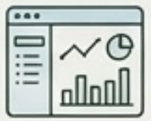


OUTPUT (Tracking & Adjusting)

Tracking Progress



- Teachers meet half-termly with SEN as a primary focus.



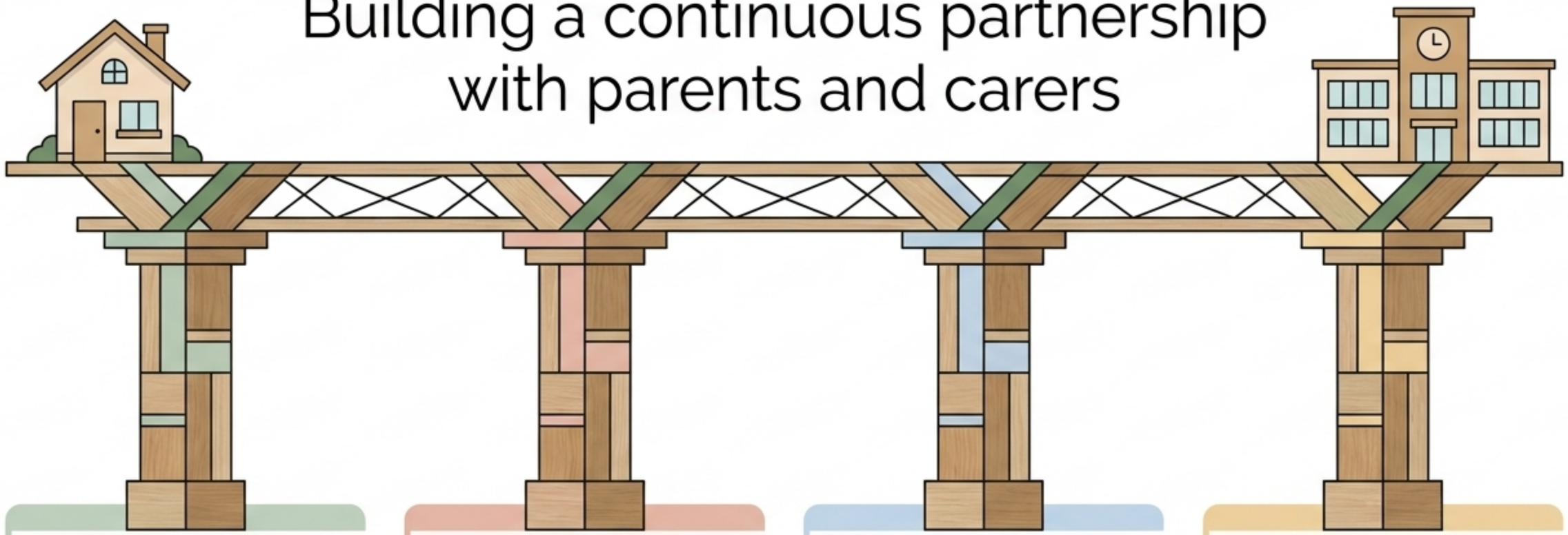
- Tracked via internal monitoring system against national curriculum, Early Learning Goals, and Engagement Model.



- Pupils with EHCPs tracked directly against the four areas of need.

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Building a continuous partnership with parents and carers



Termly Consultations

Parents consulted termly (or more frequently) and invited to meet the SEN team during consultation evenings to co-produce outcomes.

Family Support Worker

A dedicated, embedded role to proactively strengthen the home-to-school link and wrap support around families.

Learning & Pastoral Mentor

Provides targeted guidance, pastoral support, and direct signposting to relevant external community services.

SEND Padlet Hub

A continuously updated digital resource hub curated for parents. Accessible at: padlet.com/ajames109/4nzk00qe17kdm00s

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A collaborative network of multi-agency specialists

Health & Therapy

- Speech and language therapists
- Occupational Therapists
- School nurses
- CAMHS/PALMS (Child and Mental Health Support)

Wellbeing & Support

- Behaviour Support Base (Welwyn and Hatfield Hub)
- Art therapist
- Counselling services
- Families First Team



Educational Advisory

- Specific Learning Difficulties team (SpLD)
- Educational psychologists
- Advisory services (Autism, Visual & Hearing Impairment)
- Outreach support (Woolgrove LD School)
- Virtual Schools

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Supporting smooth transitions across educational phases

Nursery to Reception

Early Years Team and SEND department work closely with local nurseries to ensure children are known, planned for, and supported before their very first day.

Internal Phases

Seamless moves from Reception to Year One, and Key Stage One to Two, secured through regular consultations between teachers, LSAs, and the SEN department.

Secondary Education

Additional support provided via extra visits, personalised transition planning, and direct consultation with pastoral and SEN departments at receiving schools.

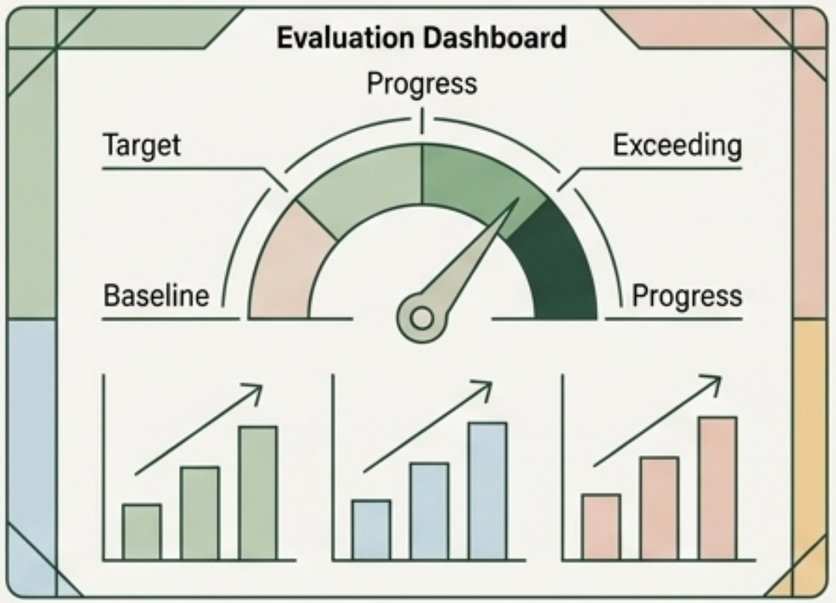
Preparing for Adulthood

Delivery of the statutory sex and relationships curriculum, thoughtfully adapted in full consultation with the pupil, parents, teachers, and SEN department.

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Measuring effectiveness and resolving concerns

Evaluating Provision



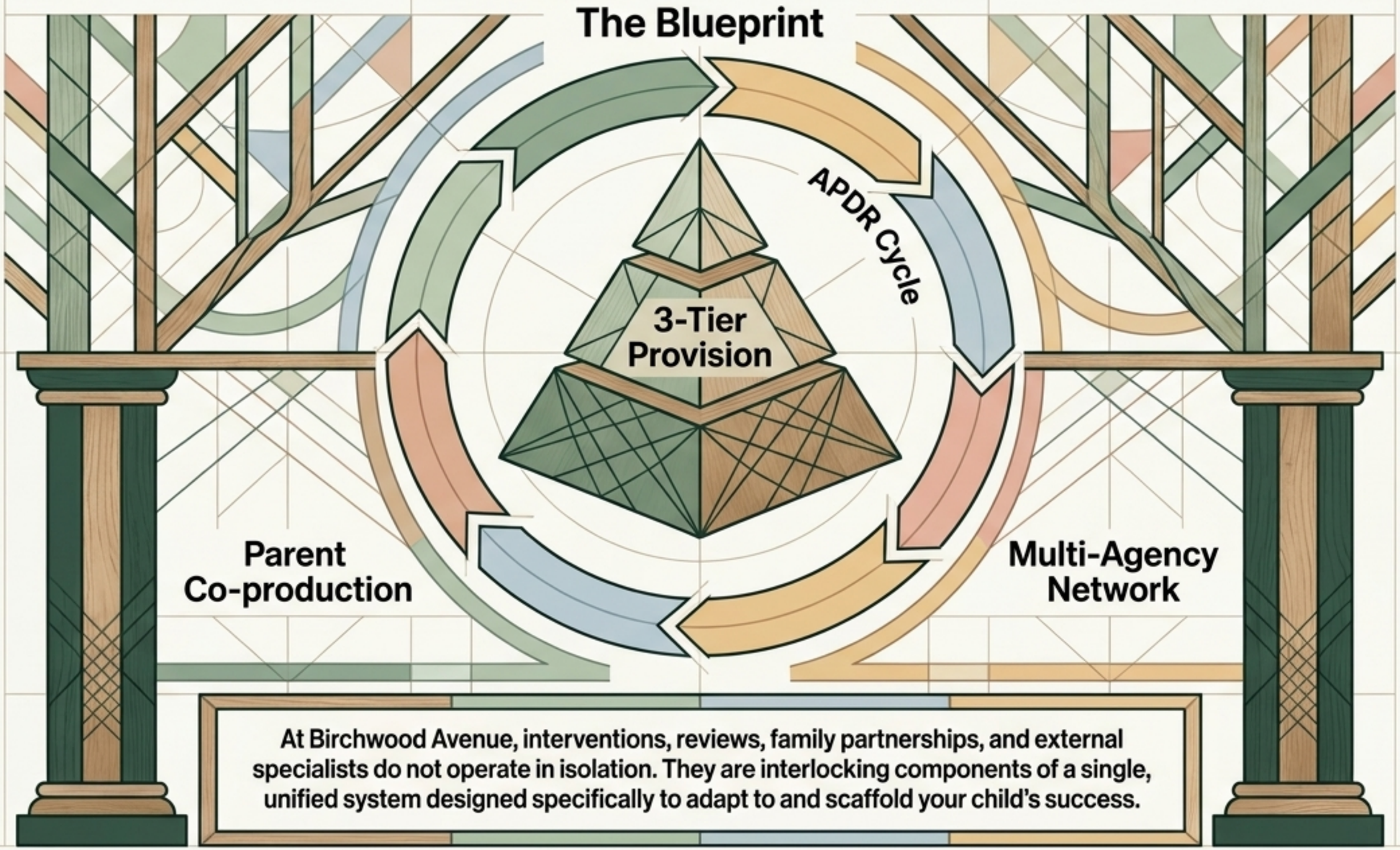
- Effectiveness is fundamentally measured through child progress against personal targets.
- Whole-school provision mapping tracks interventions via initial baseline assessments.
- Regular learning evaluation occurs continuously during the termly review cycle.

Pathway for Resolving Concerns

1. **First Instance:** Discuss the problem directly with the class teacher.
2. **Escalation:** Ask to speak to the SENDCo (appointments available for complex issues).
3. **Further Steps:** Speak to the Senior Leadership Team or Chair of Governors.
4. **Formal Route:** Follow the official School Complaints Policy.

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The Birchwood wrap-around support model



At Birchwood Avenue, interventions, reviews, family partnerships, and external specialists do not operate in isolation. They are interlocking components of a single, unified system designed specifically to adapt to and scaffold your child's success.

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Key contacts and access to the Hertfordshire Local Offer



SENDCo Contact

Amy James
Deputy Headteacher & SENDCo

Phone: 01707 262503

Email: a.james@birchwood avenue.herts.sch.uk



The Local Offer

Detailed information on Hertfordshire's local offer can be found at:

hertfordshire.gov.uk/microsites/local-offer/the-hertfordshire-local-offer.aspx



Community Integration

Birchwood is an active part of the **Local Area SEND Cluster** group (DSPL5: dspl5.co.uk), the **Hatfield Schools Consortium**, and participates in local Exceptional Needs funding panels.

The full SEND policy, Overview of Provision, and Accessibility Plan are readily available on the school website.

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