Birchwood Avenue Primary School
Special Educational Needs Information Report 2026-2027

What types of Special Education Needs and Disabilities do we provide for?	**Birchwood Avenue Primary School is a fully inclusive school and welcomes children of all abilities. It is our statutory duty to ensure that all children's needs are identified and met under the terms of the SEN Code of Conduct. This includes:** • Children with significantly greater difficulties in learning than other children in their age range, in one or more areas of learning. • Children with a disability which prevents them from making use of school facilities. **Difficulties may relate to one of the following areas:** • Communication and interaction • Cognition and learning • Behavioural, social, emotional and mental development • Sensory or physical conditions

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How do we identify and assess pupils with SEN?	We have a staged approach to the identification of SEN needs. • All children's progress is monitored by their class teacher under the supervision of the Senior Leadership Team. • Where concerns are raised by the class teacher, a time measured period of observation and monitoring will take place under the supervision of the SEN Department (usually a one term period, but this may be reduced under some conditions, for example the transfer of a child with SEN from another setting). • Teachers will refer children to the SENDCo through a referral process, outlining strategies implemented and the impact these have had so far. • Assessments are carried out and evidence is gathered. Parents are regularly consulted and involved in this process.

	• Parents will be informed of their child's special educational needs in a meeting with the SENDCo. If parents wish to raise concerns about any potential special educational needs they think they may have, they will be encouraged to speak to their child's class teacher and where necessary, the SENDCo. • Where intervention is necessary, identification of needs takes place. This can be through school based assessment or in some cases through external agencies. An Assess, Plan, Do, Review cycle is begun, which details what provision is put into place to meet the child's needs. This is reviewed termly and children will each have their own Individual Support Plan (ISP).

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Who is our special educational needs co-ordinator (SENCO) and how can he/she be contacted?	Amy James Deputy Headteacher SENDCo 01707 262503 – a.james@birchwoodavenue.herts.sch.uk
What is our approach to teaching pupils with SEN?	Every child matters and is supported to achieve their personal potential at Birchwood Avenue. Our school's SEND policy details our philosophy in relation to SEND and is available on the school website or on request from the school's office.

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How do we adapt the curriculum and learning environment?	All lessons are adapted and scaffolded to meet the needs of all learners. Staff are deployed to support all learning, depending on individual and collective need. The learning environment is purposefully organised to maximise learning potential, according to the school's three layer support model – Universal (referred to as Ordinarily Available Provision, Targeted and Specialist. Where more significant adaptations are needed to ensure that a child is correctly supported in their learning, we consult with outside agencies to ensure all needs are met. More information can also be found in the 'Overview of Provision' document on our school website. Birchwood Avenue also offers an Internal Alternative Provision (The Hut) to support children who find it more difficult to access the mainstream learning environment.
How do we enable pupils with SEN to engage in activities with other pupils who do not have SEN?	Birchwood is an equal opportunities school. We strive to ensure that all learning opportunities are accessible to all learners, and where necessary, adaptations are made to enable learners with SEN to take full part in school life. Every child at Birchwood is offered the same learning opportunities and experiences and where it is necessary to make adaptations for a child to access these, all appropriate and reasonable adjustments are made. We regularly review the provision we offer and ensure that provision is being accessed by children with SEN.

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How do we consult parents of pupils with SEN and involve them in their child's education?	We have strong relationships with our parents, nurtured through our policy of welcoming and encouraging them to take an active role in their child's learning. Parents of children with SEN are consulted termly and more often where necessary or where sought. They are invited to meet with the SEN team during termly consultation evenings and are encouraged to take an active role in the consultation of outside agencies and the implementation of their advice.

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How do we consult pupils with SEN and involve them in their education?	Each child with special educational needs has an Individual Support Plan (ISP) which is monitored and reviewed termly with the class teacher and SEN team. Their needs are discussed and their views are sought and taken into account where this is appropriate. Pupil passports are developed in conjunction with children. Children are able to express their views on how they learn and what adults can do to support them.
How do we assess and review pupils' progress towards their outcomes?	Progress is monitored consistently through observation, marking and feedback. Teachers meet half termly to discuss the progress of their class and SEN is the key focus of these discussions. New targets are set accordingly or further intervention is implemented where the need is identified. In order to ensure children are making progress, we track children with SEND using our own internal monitoring system. Each child has their own assessment tracker which allows us to track progress over time against the national curriculum, Early Learning Goals and the Engagament Model where appropriate. This tracker also enables us to monitor the progress of children with EHCPs against the four areas of need as outlined by the SEND Code of Practice.
How do we support pupils moving between different phases of education?	Birchwood Avenue's Early Years Team and SEND department work closely with the local nursery settings to ensure that any child starting school with special educational needs is known to us, planned for and supported when they start at the school. Transition from Reception to Year One and from Key Stage One to Two is planned for and supported, with regular consultations between teachers, learning support assistants and the SEN department. SEN children transferring to secondary education are given additional support through extra visits, personalised planning and consultation with pastoral and SEN support departments at their new schools. We also work closely with Nursery settings to support the transition from Nursery to Reception.

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How do we support pupils preparing for adulthood?	We follow the Department for Education's 2019 statutory guidance for teaching the sex and relationships curriculum. Where adaptations are necessary to this for a child with special educational needs, they are made in consultation with the pupil, their parents, teachers and SEN department.
How do we support pupils with SEN to improve their emotional and social development?	All children with special educational needs are treated as individuals and their needs are met accordingly. Where emotional and social needs are identified, children will be supported through our system of monitoring, planning, target setting and access to intervention and outside agency where needed and appropriate. This is in line with the school's SEN policy, which is available on the school website.
What expertise and training do our staff have to support pupils with SEN?	The Special Educational Needs provision offered at Birchwood Avenue is a key focus for the whole school staff and regular training is planned and delivered with this in view. An inclusion handbook is available and shared with all staff, which includes information on key processes regarding SEND. Additional and more specific training and development is provided where the need arises. Training provision from external sources are consistently shared and staff are encouraged to ask for training where they feel this will be beneficial. We liaise with professionals from outside agencies such as the speech and language team, communication and autism team, behaviour support Hub and occupational therapists to ensure that our skills are relevant and up to date, and take advantage of all development opportunities available.

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How will we secure specialist expertise?	We follow the Local Area procedures for seeking external advice and support through the local authority, known as Herts For Learning. We may also engage additional resources where the need arises, for example play therapy or additional literacy development programmes.
How will we secure equipment and facilities to support pupils with SEN?	The school has a specific Special Educational Needs budget which is used efficiently and effectively to ensure that all resources and equipment recommended by external agencies or specialists are provided by the school. Adaptations are made to the facilities where this is identified as a child's need. Some children may have additional needs for which an application for Exceptional Needs Funding may be made, in conjunction with the child's parents, outside professionals and healthcare support.

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How do we involve other organisations in meeting the needs of pupils with SEN and supporting their families?	Where outside agency support is identified as necessary to meet a child's needs, this will be communicated to the parents and they are invited and encouraged to take an active role. Special Needs family support is also available through the school, and all parents of children with special educational needs are regularly invited to come and speak informally about their child's progress and needs. We work with: • Specific Learning Difficulties team (SpLD) • Educational psychologists • Art therapist

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	• School nurses • Outreach support – Woolgrove LD School • Behaviour Support Base (Welwyn and Hatfield Hub) • CAMHS/PALMS (Child and Mental Health Support) • Advisory services –Autism, Visual Impairment, Hearing Impairment Counselling services • Families First Team • Occupational Therapists Virtual Schools • Speech and language therapists More information about the local are offer can be found here: https://www.dspl5.co.uk/hertfordshire-send-local-offer/

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How do we evaluate the effectiveness of our SEN provision?	We measure effectiveness through the progress of the children. This is measured through the whole school system and against personal targets and needs. The termly Assess, Plan, Do, Review cycle sets outcomes for the children and puts into place the resources needed to reach these outcomes. These are reviewed termly at which point the provision is evaluated and new resources and targets are identified, if appropriate. Whole school provision mapping allows us to map out provision for individual children through initial baseline assessments and regular evaluation of learning.
How do we handle complaints from parents of children with SEN about provision made at the school?	Should pupils or parents/carers be unhappy with any aspect of provision they should discuss the problem with a class teacher in the first instance. Anyone who feels unable to talk to the teacher, or is not satisfied with the teacher's comments, should ask to speak to the SENDCo. For a problem that might need time to be explored fully, parents/carers are invited to make an appointment. In the event of a formal complaint parents should follow the procedure in the School's complaints policy.
How does the school make sure the admissions process is fair for pupils with SEN or a disability?	The school follows the Hertfordshire County Council's admissions arrangements, which are fully inclusive and compliant with the Equality Act 2010 and the SEND Code of Practice (2015). This ensures that no pupil is treated less favourably due to their special educational needs (SEN) or disability.

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How does the school support pupils with disabilities?	We regularly review and update our school environment to ensure it is accessible to all pupils. This includes accessible classrooms, appropriate furniture, and specialist equipment such as sloping boards, pencil grips, wobble cushions, and ICT resources (e.g., laptops and voice-assisted technology). We work with external professionals (e.g., occupational therapists and physiotherapists) to implement individualised support strategies when needed. Our school environment is reviewed regularly to identify and address physical barriers to learning. We provide a range of physical adaptations, such as sloping writing boards, wobble cushions, pencil grips, and accessibility-friendly classroom layouts. We ensure classrooms and shared areas are accessible for pupils with mobility difficulties, and we make adjustments as needed to meet the specific requirements of individual children. Any future developments to the school site are carefully planned with accessibility in mind. The schools accessibility plan can be found: https://primarysite-prod-sorted.s3.amazonaws.com/birchwood-avenue-primary-school/UploadedDocument/8e7c1e0b-6e91-4e22-a215-4e0b08949a1b/2023-accessibility-plan.pdf
Who can young people and parents contact if they have concerns?	Where support is sought or felt to be needed, the school endeavour to signpost young people and parents to the correct organisation or service as quickly as possible. All stakeholders are encouraged to speak to the class teacher and SENCO, and if concerns remain, to the Senior Leadership Team or Chair of Governors.

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What support services are available to parents?	Depending on the child's needs, the SENCO will recommend appropriate support services used regularly as part of the school's provision. In addition, we have a Family Support Worker whose remit is to support parents and children with the home/school link. In addition to this, we have a Learning and Pastoral Mentor in place. Part of this role involves working with parents to offer guidance and support as well as signposting to relevant services. Additional support for parents can be found on the school's SEND padlet at this address: https://padlet.com/ajames109/4nzk00qe17kdm00s
Where can the LA's local offer be found? How have we contributed to it?	The Local Offer for Hertfordshire can be found at this address: https://www.hertfordshire.gov.uk/microsites/local-offer/the-hertfordshire-local-offer.aspx We contribute to this by being a part of the Local Area SEND Cluster group, meeting with other SEND professionals in the Hatfield Schools Consortium and taking part in local Exceptional Needs funding panels. DSPL5 https://www.dspl5.co.uk/

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