Much Birch C of E Primary School
SEN School Offer



'We will flourish and reach our God given potential'

I am the vine; you are the branches. If you remain in me and I in you, you will bear much fruit.
John 15:5

All members of our whole school community are able to realise their God-given potential, enabling them to become equal, caring and active citizens whilst upholding true Christian values. We treat others, as we would like to be treated, with dignity and respect. Everyone is encouraged to flourish with hope and high aspiration

Local Offer for Children with Special Educational Needs and/or Disabilities (SEND)		
This document is intended to demonstrate how we support pupils who have a special educational need or disability.		
We are a fully inclusive school and strive constantly to ensure that all pupils reach their full potential. All children will receive quality first teaching, which includes appropriate differentiation and adjustments. Some pupils will need a form of support which is "*additional to and different from*" that which is normally provided. The school tracks the progress of all pupils constantly to feed into teaching and learning. If a pupil shows less progress than expected, the school will take steps to remedy this. This may be in the form of some equipment, additional support in class or a programme of catch up. We pay attention to the Local Authority document about placing a pupil on the register of SEN.		
Main Areas of Need:	This may include	School Provision:
Speech, Language, Communication and Interaction Cognition and Learning	Pupils on the Autistic Spectrum (ASD) including those with Asperger's Syndrome Pupils with Speech and Language delay or disorder Moderate Learning Difficulties	• The school ethos values all pupils and their diverse abilities are equally celebrated. • Whole school policies, revisited annually to ensure inclusion and progress for pupils with SEND. • Staff, where possible, undertake continuing professional development (CPD) as necessary to meet the needs of their pupils. • The school has an effective assessment process on entry to Reception year. This provides a baseline to assess and monitor progress. • New arrivals into other year groups are assessed and any barriers to learning are identified as soon as possible. • Support and advice is sought, where necessary, from the various agencies to aid in the identification of barriers and to aid the school response to the

Needs	(MLD) Severe Learning Difficulties (SLD) Specific Difficulties – to include: • SpLD • Dyslexia • Dyspraxia / Developmental Co-ordination Disorder • Dyscalculia	need. • The Senior Management Team (SMT) deploy their staff members to ensure the best use of in-house skills and expertise to maximise the support for individual pupils. Pupil progress, independence and value for money are monitored. • The Special Educational Needs Co-ordinator (SENDCo) provides advice and guidance to staff. • Communication with parents is very important and the SENDCo is available one day a week to respond to queries. • Small group targeted intervention programmes are arranged following assessment and according to need in order to accelerate progress. • ICT is used creatively to increase engagement and reduce barriers to learning. • The engagement of parents/carers in the needs based learning process is actively encouraged. • Some pupils, such as those with an EHC Plan, will have an individual educational plan (IEP) which outlines some of the timings, strategies and resources available to support the meeting of additional targets specific to the child. • All school activities are evaluated in terms of their positive impact upon the learning, success and inclusion of pupils with SEND.
Social, Emotional and Mental Health (SEMH)	Behavioural needs, Emotional health and well being, Social needs	• The school's behaviour systems are predominately based on a positive approach. • The behaviour policy identifies the reasonable adjustments necessary to minimise the need for exclusion. • Risk assessments are effective in ensuring the safety and inclusion of all pupils. • Support is offered and signposted to families in order to minimise the

		impact of disadvantage to any pupil. • Positive behaviour management systems support the pupil to make positive behavioural choices. • The school strives to provide positive pastoral support for all pupils. • Pupil voice activities may be used to encourage a greater level of engagement. The school council outcomes, lead to changes in school practise and procedure. • Social moral spiritual and cultural development is part of everyday learning in school.
Sensory and Physical Needs	Hearing Impairment (HI) Visual Impairment (VI) Physical and Medical Needs	• Advice and guidance is sought and implemented from the Local Authority (LA) to ensure that barriers to success are reduced or removed. Physical and Sensory Service is involved where appropriate and advice is followed. • ICT is used to increase access to and engagement with the curriculum where appropriate. • Adults are deployed to increase pupil success and independence. • Advice and guidance is sought and implemented to respond to pupils who have significant medical needs eg asthma (see the asthma plan) and Epi Pen training. • Staff will receive training to ensure understanding of the impact of a sensory need upon teaching and learning eg deaf awareness. • The school works towards creating the climate for parents/carers to work in partnership with them to support their children. • There is wheelchair access to the building and designated parking for disabled drivers. • A portable sound field system is accessed if needed.

		• Occupational Therapy and Physiotherapy plans are followed.

Further support may be obtained for pupils with the following additional needs:	
Pupils with English as an additional language(EAL)	As above plus involvement with the English as an Additional Language (EAL Team), schools library van service, interpreter, SATS access.
Speech and Language Therapy Team (SaLT)	Needs may be speech delay or speech disorder, dysfluency such as a stammer. Assessment will also indicate a pupils understanding of language and ability to use language expressively. Care plans will be followed.
Children in care	Social work team, LAC (Looked After Children) Team, Virtual School Team.
Traveller pupils	Support from Gypsy, Roma and Traveller (GRT) team.
Minority ethnic and faith groups	EAL Team
Pupils with medical needs	Health Service to include school nurse service where appropriate, sign posting to support groups and charities. Specialist indicated care plans are sought.
Pupils at risk of exclusion	Behaviour Team. advice service through the Brookfield School, Intervention Class at the Brookfield School, Inclusion Officer, Educational Psychologists, Educational Welfare Officer (EWO), Early Help Assessment (EHA), outreach support from specialist settings,

	trained ELSA staff members. Adapted curriculum in line with specialist advice.
Pupils with possible mental health issues	Children and Adolescent Mental Health Service (CAMHS) Child Development Centre (CDC) Theraplay through Butterflies or similar. Counselling through CLD or similar Early Help
Specific physical needs	Physiotherapy assessment and remedial programme Occupational Therapy assessment and remedial programme
Children from Forces families affected by mobility	In house provision for assessment, and dedicated time for emotional support. Children's Educational Advisory Service (CEAS)
Families under pressure	EHA, Multi Agency Group (MAG), sign posting to best service using Local Authority Offer.
Parent / Carer support to understand SEND processes.	SENDIAS - Special educational needs and disabilities information, advice and support service

Glossary	
CPD – Continued professional development ASD – Autism spectrum disorder SaLT – Speech and language therapy SMT – Senior management team IEP – Individual educational plan SpLD – Specific learning difficulty PASS – Physical and Sensory Service MAG – Multi Agency Group	MLD – Moderate learning difficulty SLD – Severe learning difficulty SEMH – Social, Emotional and Mental Health LA – Local authority EAL – English as an additional language GRT – Gypsy, Roma, Traveller EWO – Educational welfare officer SENDIAS - Special educational needs and disabilities information, advice and support service

In-house expertise and experience

Aspect	Resource	Expertise
Screening for whole school or given year group	Termly assessment	Class teachers
Dyslexia assessment and provision	YARC, BPVS, SWST, WRIT, Renfrew, PhAB, Portfolio. Communicate in Print, (Widget) Clicker 6	SENDCo. Senco qualification - OCR Level 7 Diploma in Assessing, Diagnosing and Teaching Learners with Dyslexia/ SpLD TAs and Teachers
Language assessment	BPVS III, Renfrew – word finding, grammar and comprehension.	SENDCo
Support, including acceleration for speaking and listening	Language for Thinking, Language Steps , Elklan resources, Comprehension materials Staff visits to Hampton Dene Unit	SENDCo, TAs
Speech and Language Programmes	POPAT Signalong Colourful Semantics	Class staff
Maths	1 plus 1, The Power of 2, Numicon, First class for number, Maths no Problem	Class teachers SEND assistant, 1-1 TAs
Maths assessment	Sandwell, Numicon as an intervention	TAs, Teachers
Medical	Use of Care Plan, as directed.	Nominated Key Person
Provision to support Autism	Outreach support from Hampton Dene Unit, visits to Unit to observe practise. Educational Psychologist Advice and support. Sign posting to West Midlands Autism, bought in services such as Spectra	Whole school training can be undertaken.

Provision to support Down's Syndrome	Outreach from Specialist Setting School, Blackmarston or Westfield Walk School Educational Psychologist Use of IT	1-1 TA and teachers with experience
Emotional Well being	Forest School, ELSA trained Learning Mentor CBT based Friends programme. Alex Kelley materials for social understanding and self-awareness and self-esteem. Personal, Social, Health and Economics (PHSE) for all. Sports Coach for self esteem Walk Tall program delivered by Behaviour Team	SEND Team and TA with Training and experience.
Written Autumn Term 2023 by Alison Rawlings SENDCo . Shared with – Senior Management Team, School Business Manager To be updated as required and revisited annually. Next review: Autumn 2024 – reviewed Next review Autumn 2025		