Birch C of E (VA) Primary School
School Information Report for SEND Provision 2026-27

Consortium statement

"As part of Tiptree and Stanway Consortium of 15 schools, we have a similar approach to meeting the needs of pupils with SEND and are supported by the local authority to ensure that all pupils regardless of their specific needs make the best possible progress in school. We make a school offer based on our collective resources, as well as the individual ethos specific to our individual schools"

This school information report has been written in line with the 2015 SEND Code of Practice.

Birch C of E (VA) Primary School is committed to providing an appropriate and high-quality education to all the children living in our local area. We believe that all children, including those identified as having special educational needs have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life.

We believe that all children should be equally valued in school. We will strive to eliminate prejudice and discrimination and to develop an environment where all children can flourish and feel safe.

Birch C of E (VA) Primary School is committed to inclusion. Part of the school's strategic planning for improvement is to develop cultures, policies and practices that include all learners. We aim to engender a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties.

This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways which take account of their varied life experiences and needs.

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background.

The questions below will support you in understanding the SEND provision offered by Birch C of E (VA) Primary School.

Who is responsible for the SEND provision at Birch C of E (VA) Primary School?
In line with the SEND Code of practice all Class Teachers are responsible for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. Under the SEND Code of Practice, a Special Educational Needs Coordinator (SENCO) is responsible for coordinating the school's provision for children with Special Educational Needs and Disabilities (SEND). This includes developing and implementing the school's SEND policy, coordinating support for individual students, and working with staff, parents, and external agencies to ensure a graduated, "assess, plan, do, review" approach to support. The SENCO also advises teachers on strategies and provision, helps manage support staff, and ensures the school is compliant with SEND regulations. **Key responsibilities of the SENCO** **Strategy and Policy** • Work with the Head teacher and governing body to develop the school's SEND policy and strategy. • Implement the SEND policy and ensure its day-to-day operation. **Coordination and provision:** • Coordinate all provision for students with SEND, including those with Education, Health and Care (EHC) plans.

- Ensure the "assess, plan, do, review" cycle is implemented for individual students.

Support for staff:

- Advise colleagues on SEND strategies and best practices.
- Support teachers in implementing the graduated approach for their students.
- Manage and oversee teaching assistants and other support staff.

Liaison and communication:

- Liaise with parents of children with SEND.
- Work with external agencies such as educational psychologists and health and social care providers.

Monitoring and assessment:

- Carry out assessments of pupils with SEND to identify their needs and monitor progress.
- Oversee record-keeping in a way that supports a participative decision-making process.
- Keep updated on SEND policies and share relevant information with colleagues.

The SENCO at Birch C of E (VA) Primary School is Emma Millbourne, who is currently undertaking the SENCO National Award, and can be contacted via the school office 01206 330224.

What kind of SEND need does Birch C of E (VA) Primary School support?

A pupil has SEN where their learning difficulty or disability calls for special education provision, that is provision different from or additional to that normally available to pupils of the same age.

There are four broad areas of SEND, these are:

Communication and Interaction

This area of need includes children with Autism Spectrum Condition and those with Speech, Language and Communication Needs. Children with speech, language and communication needs have difficulty communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. Every child is different and their needs may change over time. They may have difficulty with one some or all of the different aspects of speech, language or social communication at different times of their lives. At Birch C of E (VA) Primary School we assess each child in the reception class using formal Baseline assessments, observations and interactions with children. The class teacher will discuss any concerns with the SENCO and then decide on the most appropriate intervention for that child, at that time.

Cognition and Learning

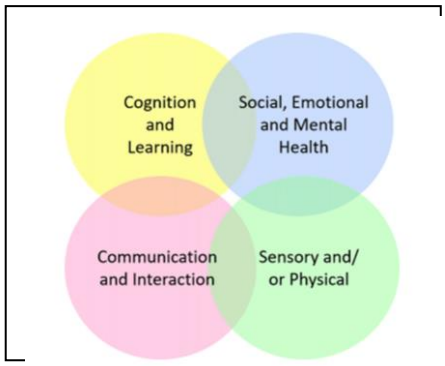
This includes children with Specific Learning Difficulties, Moderate Learning Difficulties, Severe Learning Difficulties and Profound and Multiple Learning Difficulties. Support for learning difficulties may be required when children learn at a slower pace than their peers, even with appropriate differentiation within lessons. Learning difficulties cover a wide range of needs which could be classed as moderate, severe, profound or multiple learning difficulties. Specific learning difficulties affect one or more aspects of learning. This includes a range of difficulties such as dyslexia, dyscalculia and dyspraxia. At Birch C of E (VA) Primary School we use assessment for learning throughout our teaching which means that we constantly monitor and assess each child's learning achievements across the curriculum. Teachers are skilled at noticing where a child is having difficulty in learning and adapting their teaching to enable each child to progress. The class teacher will discuss any concerns with the SENCO and then decide on the most appropriate intervention for that child, at that time.

Social, Emotional and Mental Health Difficulties

This includes any pupils who have an emotional, social or mental health need that is impacting on their ability to learn. Children may experience a wide range of social and emotional difficulties which can show up in different ways. Children may become withdrawn, isolated or display challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties. At Birch C of E (VA) Primary School we monitor classroom behaviour and individual behaviour through a whole school behaviour policy and a variety of classroom strategies. Where a pattern of behaviour is noticed, we will discuss this with parents or carers as soon as possible and work in partnership to identify the underlying

cause. Sometimes, this will involve a request for specialist support or a referral to a health professional.

Sensory and/or Physical Difficulties
This area includes children with hearing impairment, visual impairment, multi-sensory impairment and physical difficulties**.** Some children require specialist provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may change over time. Specialist equipment may be needed to enable children with these needs to access all the opportunities available to their peers. At Birch C of E (VA) Primary School, we will always seek professional advice to support a child with these particular needs. Regular reviews with the child and their parents or carers will take place to ensure that the sensory and/or physical needs for the child are being met.



How will Birch C of E (VA) Primary School identify children with Special Educational Needs and what assessments may be carried out?

Starting school with a diagnosis or need
Some children start school with a diagnosis or need which means that they require Special Educational Provision which has already been identified by other professionals. Other children may be identified during their time at school.

Identification in school
Children are carefully monitored through their daily performance, observations and formal and informal assessments. From this, we can identify when a child may require additional support/ adaptive teaching strategies.

This information is collected from:

- Baseline assessment results
- Admissions meetings
- Progress measured against the objectives in the National Curriculum
- National Curriculum descriptors for the end of a key stage
- Progress against age related expectations
- Standardised screening and assessment tools
- Phonics assessments
- Concerns raised by parents
- Teacher/LSA/SENCO identification through observation
- Phonics Screening
- Speech and Language screening
- Provision guidance banding descriptors
- Tracking progress through interventions
- Pre-school assessments and liaison between settings
- An existing EHCP or medical diagnosis
- Assessments by a specialist service, such as educational psychology, speech and language or occupational therapy



How do we talk to Parents/Carers and involve them in their children's education?

The class teacher is the initial point of contact for responding to parental concerns.
Where appropriate the concern will then be shared with the SENCO – Mrs Emma Millbourne. Further discussions may then take place between all the relevant parties to determine the best way forward for your child.
All parents will be listened to. Their views and their aspirations for their child will be central to the assessment and provision that is provided by the school.

Formal – these may include:
- Parent Consultation Meetings
- Termly Review Meeting for One Plans
- Inviting you in to meet with professionals
- Inviting you in to complete referral requests
- Annual Reports
- Annual Reviews for children with an Education Health and Care Plan

Informal – these may include:
- Informal discussions with staff (open door policy)
- Home/school books
- Tapestry in EYFS
- Emails and phone calls home
- Parent workshops
- Book looks and open classrooms
- Newsletters
- School website



What arrangements are there for involving your child in their education?

We believe in a child centered approach where by when children have additional needs, the thoughts and feelings of the child are considered when making decisions about their education.

Formal – these may include:
- My One Page profile
- My Views document for EHCP
- Annual Review Meetings
- One Plans
- Pupil Progress Meetings

Informal – these may include:
- Conversations with staff
- Progress reviews
- School Council/STEM Council
- Nurture/Life Skills Provision (Forest school)
- Discussions with professionals working with the child



What arrangements are there for assessing and reviewing children's progress?

These may include:

- Pupil Progress reviews
- Termly One Planning Reviews
- EHCP Annual Reviews
- A range of assessment in school and by outside agencies
- Pupil views



- Parent views
- School tracking systems
- Observations
- Analysis of class-based work
- Intervention outcomes
- Regular home/school communication through emails and phone calls

What arrangements are there for supporting and assessing pupils moving between schools and settings?

Pre-school to Reception/EYFS
- Home visits
- On-site nursery visits
- Welcome meetings and booklet
- School tours
- Transition visits
- Liaison with preschool staff

Reception EYFS to Key Stage 1
- Transition visits
- Welcome meetings to set out expectations (Meet the Teacher)
- Teacher to Teacher hand over meeting
- Liaison with SENCO
- Transition booklet (social story) when needed



Key Stage 1 to Key Stage 2
- Transition visits
- Welcome meetings to set out expectations (Meet the Teacher)
- Teacher to Teacher hand over meeting
- Liaison with SENCO
- Transition booklet (social story) when needed

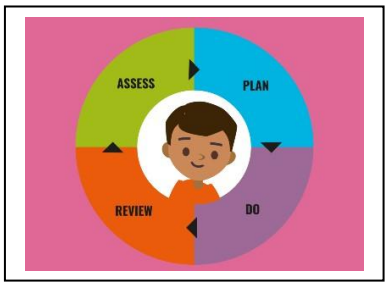
Primary to Secondary
- Year 6 Teacher hand over meeting
- Transition Visits
- Liaison with Secondary SENCO
- Extra visits to secondary schools
- Parents encouraged to visit a range of secondary schools to ascertain appropriate secondary provision for their child
- Staff supported visits if needed
- Support for parents when visiting secondary schools if needed
- Open Days and Taster Days
- Year 5 and 6 annual reviews
- Transition Books if needed
- Additional transition meetings as necessary
- Transition intervention group if needed

Moving between schools
- Liaison between SENCOs
- Paperwork to be forwarded as soon as possible
- If children are from out of county, EHCP to be rewritten into the Essex Format
- Visit to school

What is the approach to teaching children and young people with SEND?

'Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.' SEN Code of Practice, June 2014 (6.36)

The following approaches are used at Birch C of E (VA) Primary School:



▪ Graduated approach linked to assess, plan, do, review.

This means that we will:

- **Assess** a child's special educational needs
- **Plan** the provision to meet your child's aspirations and agreed outcomes
- **Do** put the provision in place to meet those outcomes
- **Review** the support and progress

▪ High Quality Teaching / SEN Support / Education, Health and Care Plan
▪ Provision which is 'additional to and different from'
▪ Taking account of recommendations from specialist outside agencies
▪ Relevant research-based intervention programmes linked with provision guidance
▪ Essex Ordinarily Available resources

How are adaptations made to the learning environment and curriculum?

The school is committed to "High Quality Teaching" and ensuring that lessons meet the 'needs of' and 'challenge' all pupils. Our teachers are trained to adapt lessons and break down barriers to learning that may be causing difficulties for the child. Teachers use a variety of different approaches including visual, aural and kinesthetic methods as well as 'peer to peer' collaboration and effective questioning. Teaching staff encourage all learners to work independently and take responsibility for their learning.

Staff carry out pupil progress meetings at strategic points in the year to assess and review pupil progress and to ensure needs are being met effectively and strategies reviewed.

Appropriate specialist equipment may be given to your child e.g. writing slopes, pencil grips, coloured overlays.

Targeted interventions may take place in small groups or 1:1.



<u>Interventions may include:</u>

- Working with Lego
- Talk Boost
- Sensory sessions/brain breaks
- Fine Motor skills groups
- Speech and Language support on an individual basis
- Small group games focused on emotions
- Sliding in sessions
- Number Stacks
- Sibs Talk
- Mastering Number booster
- Read Write Inc Phonics booster/KS2 Fresh Start
- Precision Teaching

It may also include:

- Changes and adaptations to the physical environment
- The use of assistive technology
- Visual timetables
- Playtime and lunchtime provision
- Advice from professionals
- Specialist resources
- Parental and pupil suggestions

As a school we are happy to discuss individual access requirements. For further information see the Accessibility Plan – this describes the actions the school has taken to increase access to the environment and the curriculum and is available via the school website.

What expertise and training do staff supporting SEND have?

Our SENCO, Emma Millbourne, is currently undertaking the 'National Professional Qualification for SENCOs'.
All school staff have received training relating to SEND.
All staff will receive specialist training when required and available.
Our staff attend various training programmes organised by the local authority or relevant other professionals.

Different staff members have received training related to the following areas of SEND:

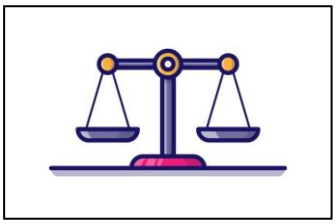
- Autism
- Anxiety
- Resilience
- Bereavement
- Selective Mutism
- One Planning and Ordinarily Available
- TPP Trauma Perceptive Practice
- Talk Boost (Speech and Language)
- Bright Minds Bright Moods
- Masking

As part of The Tiptree and Stanway Consortium all members have access to, up to date and relevant training on all matters related to SEND in order to support the needs of our pupils.

In addition, staff may have access to the following:
Inclusion Partner advice
Educational Psychologist advice
Speech & Language Therapist advice
Occupational Therapist advice Physiotherapist advice
The Emotional and Wellbeing Mental Health service
Home/school liaison worker
Outreach support
Social workers
Counselling
School nurse service
SENCO cluster, updates and specific training

How is the effectiveness of the provision given to children with SEND evaluated?

The SENCO will look at the effectiveness of provision by tracking the progress of children with SEND and discuss this with the Class Teacher and Head teacher, using data from the following:



- Evidence based Interventions
- Outcomes of review meetings (One Planning and Annual Reviews)
- Observations
- Parent and Pupil views
- Teacher reports
- Reports from external professionals (e.g. Speech and Language, Occupational Therapy, Play Therapy)
- Ongoing assessment using those assessments and toolkits listed to identify pupils with SEND

This information will be used to assess whether the existing programme is working for a pupil and whether the level of support is still appropriate. When looking for interventions, the SENCO will look at the Essex Recommended Assessments for Identifying Pupils Needs which include some interventions and toolkits, take advice from the Inclusion Partner (IP), the Educational Psychologist (EP) and consider therapist recommended evidenced programmes.

How does the school involve other professionals and support services?

- Invites to EHCP/Annual Review meetings
- Invite to Team Around the Family (TAF) meetings
- Open door policy

Referrals as appropriate to:

- Community Paediatrician
- Child and Mental Health Service (CAMHS)
- Speech and Language Therapist (SALT)
- Social Care
- Educational Psychologist (EP)
- Occupational Therapist (OT)
- Family Engagement Facilitator
- Play Therapist
- School Nurse
- Young Carers
- Behaviour support – GROW



Family support to include signposting to:

- Family Support Worker
- Family Solutions
- Kids Inspire
- Next Chapter
- Essex Child and Family Wellbeing service
- Educational Psychology Service
- And various other local support groups

Parents may also be able to access some of these services through their family GP.

How are children included in all our school has to offer?

All children at the school are included in all activities regardless of their level of need. It may be necessary for adjustments to be made in order for some children to participate through the use of increased support or specialised equipment:

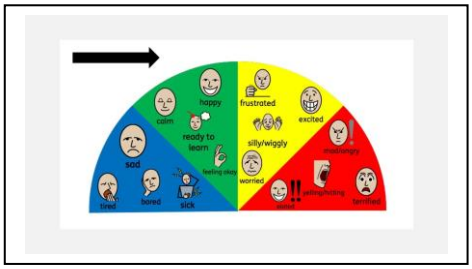


- High Quality Teaching
- Appropriate scaffolding
- Assisted Technology where appropriate
- Inclusion in activities and the wider curriculum
- Appropriate resources
- Bespoke equipment as advised by professionals
- Access to clubs
- Support for the school residential and trips as needed
- Adult or peer support
- Bespoke (personalised) curriculum under the advice of professionals
- Adapted timetables under the advice of professionals
- School Council
- Eco Council
- Agents of Change
- Lunchtime clubs/ arrangements under the advice of professionals

What support is there for improving social and emotional development?

Sometimes children need support for emotional and social needs. This is provided through:

- Good relationships with staff
- School clubs
- Reflection zones and quiet spaces around the school
- Sensory equipment
- Sibs Talk
- Bright Minds Bright Moods (local offer)
- Forest School
- Self-regulation practices
- Buddy the School Dog Mentor
- Mindful Monday



Where it is felt that pupils are encountering significant emotional difficulties the support of outside agencies will be considered, such as Emotional wellbeing and mental health service, The Junction, Mind and the School Nurse.

The school follows the advice set out in the Department for Education document: Mental Health and Behaviour in Schools updated November 2018.

The school's PSHE curriculum (Jigsaw) also promotes good mental health.

<u>Safeguarding:</u>

Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. Governing bodies and proprietors should ensure their child protection policy reflects the fact that additional barriers can exist when recognising abuse and neglect in this group of children.

These can include:

• Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's

disability without further exploration;
• Being more prone to peer group isolation than other children;
• The potential for children with SEN and disabilities being disproportionally impacted by behaviours such as bullying, without outwardly showing any signs; and
• Communication barriers and difficulties in overcoming these barriers.

Birch C of E (VA) Primary School takes all aspects of Safeguarding seriously and all school policies and procedures are in line with Keeping Children Safe in Education September 2025. All staff are aware of the increased risk and vulnerability of SEND pupils and this group of pupils are closely monitored by the SENCO and Designated Lead for Safeguarding.

Birch C of E (VA) Primary School uses CPOMS, a computer database, which enables our staff to log Child Protection, Safeguarding, pastoral and welfare concerns for our pupils. CPOMS allows school staff to note and monitor any changes in the behaviour and wellbeing of our pupils – this data can help to spot trends more easily which can in turn help to enable quick action and identify any additional need for support.

How will my child's medical needs be met?

If a pupil has a medical need, then a Care Plan is compiled with support from parents/carers and in consultation with medical practitioners where appropriate. These are shared with all staff who work with the child.

- All staff (including lunch time assistants) have basic first aid training which includes EpiPen training.
- EYFS staff and Wraparound care staff have Paediatric First Aid Training in line with national requirements.
- Where a child has specific medical needs, e.g. diabetes or epilepsy, additional staff training will be arranged in consultation with the relevant professionals.

All medicine administration procedures adhere to the LA policy and Department of Education (DfE) guidelines included within *Supporting Pupils at school with medical conditions* (DfE) 2015 and identified in the School Medicine Administration Policy.
https://assets.publishing.service.gov.uk/media/5ce6a72e40f0b620a103bd53/supporting-pupils-at-school-with-medical-conditions.pdf

Additional Information

The Local Offer
The purpose of the local offer is to enable parents and young people to see more clearly what services are available in their area and how to access them. It includes provision from birth to 25, across education, health and social care.
Information on the Essex Local Offer can be found at: www.essexlocaloffer.org.uk

Essex Family Forum
The Parent/Carer forum in Essex for families whose children and young people, up to the age of 25, have special educational needs or disabilities.

Information can be accessed here: https://essexfamilyforum.org/

To discover more about the educational options available in Essex please use this link:
https://send.essex.gov.uk/help-learning/education-and-childcare-options

North East Essex (Colchester and Tendring):

SENDOperations.NE@essex.gov.uk
Phone: 0345 603 7638
The phone line is open 8:30 to 17:00, Monday to Friday, excluding bank holidays.

Other useful websites:
SENDIASS- a confidential and impartial information, advice and support service on issues related to special educational needs and disability (SEND).: www.kids.org.uk/sendiass
Family action- practical, emotional and financial support to those who are experiencing poverty, disadvantage and social isolation across the country.: www.family-action.org.uk/
Contact- for families with disabled children: www.cafamily.org.uk
Autism Anglia- practical advice and resources for people with autism: www.autism-anglia.org.uk
The Maze Group - free monthly drop in sessions, a specialist weekly programme and additional workshops to guide, advise and support for families of children with additional needs: www.themazegroup.co.uk
Young Minds- Mental health support: www.youngminds.org.uk
EWMHS- Emotional Wellbeing and Mental Health Service: www.nelft.nhs.uk/services-ewmhs

Which other Policies may be helpful:

COMPLAINTS POLICY
PUPIL PREMIUM STATEMENT
ADMISSIONS POLICY
ACCESSIBILITY PLAN
BEHAVIOUR AND RELATIONSHIPS POLICY
INCLUSION POLICY
INTIMATE CARE POLICY
These may be found online or by request at the school office.

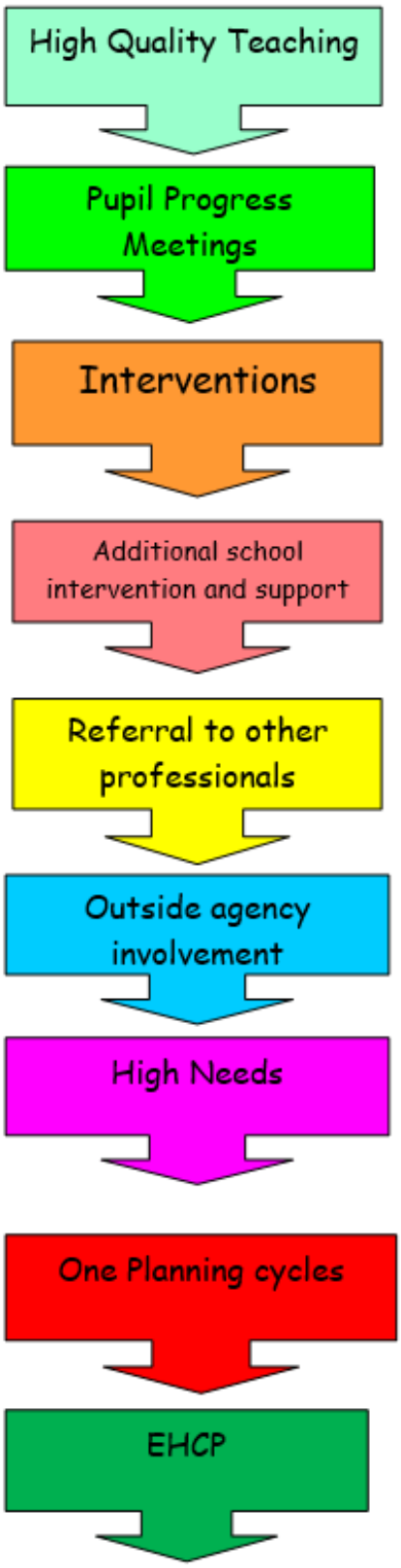
What should I do if I am concerned?

If you have any concerns relating to the school's provision for your child regarding SEND please speak to the Class Teacher or SENCO. We aim to resolve any concerns parents have in person and to arrive at a mutual understanding to support your child.

If a complaint is made and cannot be resolved, the parent can submit a formal complaint to the Head teacher in writing. The Head teacher will reply within 10 working days. Any issues that remain unresolved at this stage will be managed according to the school's *Complaints Policy*. This is available on our school's website.

We hope these key questions have answered any queries you may have. Please do not hesitate to contact the school if you require further information.

SEND Graduated Approach



- Differentiation in class
- Next step marking and target setting
- Inclusive curriculum
- Effective tracking of pupil data

If progress is still slow despite 'High Quality Teaching', concerns are raised at pupil progress meetings with the Headteacher/SENCo

- Implement additional interventions
- Track progress
- Change intervention if impact is not being seen
- Concerns raised with parents/carers

- Additional 'one planning' in place with specific achievable targets, reviewed termly with parents/carers

E.g. Speech and Language, Community Paediatrics etc.

- Act on recommendations from outside professionals
- Build into support plan

- More complex/enduring difficulties - progress is insufficient, despite carefully planned interventions
- Outside agency involvement
- More specialised assessment and development of interventions
- Termly one planning meetings with parents/carers

- There must be clear evidence that appropriate intervention, as described in the Ordinarily Available, has been put in place and reviewed at the previous levels of the graduated approach

- Application for EHC Needs assessment
- EHCP approved by Local Authority
- Annual review in conjunction with one planning