



What kinds of special educational needs does the school make provision for?

Birklands Primary school is a mainstream single form entry primary. We aim to provide a broad and balanced curriculum for all pupils, ensuring the best possible progress for all children. We fully comply with the requirements outlined in the Special Educational Needs Code of Practice (2014)

Birklands Primary School caters for a wide variety of special educational needs and disabilities. Staff have been trained so as to cater for learners who may have difficulties with;

- Cognition and Learning
- Communication and Interaction
- Social, Emotional and Mental Health
- Sensory and/or Physical Needs

We make reasonable adjustments to our practices to comply with the Equality Act (2010)

We have staff trained in the following areas; First Class at Writing, Success at Arithmetic, Switch on Reading, Talk Boost, Early Communicators, Listening and Attention, Emotional Literacy, Lexia, Number stacks, Fun Fit and Bench Mark.

How does the school know if pupils need extra help and what should I do if I think that my child may have special educational needs?

School:

At Birklands Primary school, the attainment and progress of all students is carefully tracked and monitored throughout the school year. On a daily basis, teachers evaluate their lessons and consider whether individual pupils are making expected progress within the classroom. Children are assessed at three key data points across the year.

The Head of School meets with each Class Teacher for Pupil Progress meetings. These meetings are used to identify those children raising concerns regarding progress or other issues impacting on a child's learning.

	<p>Children who are identified as needing additional support are included as part of Class Provision maps. Teachers are responsible for the identification of needs, target setting and 6 weekly reviews to monitor progress and evaluate the effectiveness of provision.</p> <p>Parents/Carers If you are concerned that your child may have additional needs or have any concerns about their learning then speak to their class teacher. If appropriate, the teacher will discuss your concerns with the SENCo. Alternatively parents are welcome to make an appointment to speak with the SENCo.</p> <p>Mrs Wesley is available Monday-Friday. If you have any concerns please leave a message with the office and she will contact you as soon as possible.</p>
<p>How does the school evaluate the effectiveness of its provision for pupils with special educational needs?</p>	<p>Each term the Head Teacher reports to the Governors about the levels of special needs within the school. Governors are informed of the progress made by children who have special needs.</p> <p>A range of intervention strategies are implemented. The impact of these is monitored and acted upon when necessary. Individual and small group support takes place. Quality First Teaching strategies are implemented in the classroom and adjusted regularly</p>
<p>How will both the school and I know how my child/young person is doing and how will the school help me to support their learning?</p>	<p>All children are regularly assessed. Children with special needs receive up to three target based around their areas of need, the targets are reviewed at the end of every term. Interventions and classroom strategies are geared towards meeting those targets.</p> <p>If a child works in a small group specific intervention, the Teaching Assistant will be continually making assessments and monitoring your child.</p> <p>We have an open door policy and parents are free to make an appointment with the Class Teacher, Head Teacher or SENCo. As well as the usual parents' evenings, some children with special needs have regular reviews. Outside agencies are invited to attend where deemed appropriate.</p>

<p>What is the school's approach to teaching pupils with special educational needs?</p>	<p>Birklands Primary school have high expectations for all children. Children will be given the opportunity to reach their full potential. The needs of your child will be catered for within whole class teaching, small group work and in some cases one-to-one support. This may take place inside or outside the classroom.</p> <p>We support with special educational needs by:</p> <ul style="list-style-type: none"> • Specially prepared learning materials • The use of appropriate ICT equipment (laptops, Dictaphones, Talking Tins) • Appropriate deployment of Teaching Assistants • Nurture groups • ELSA support • Using physical or mobility aids • Intervention programmes such as Breakfast club, Fun Fit, Switch on Reading, First Class at Number, Phonics boosters, Talk Boost, Early Communicators: Listening and Attention groups, Every Child a Writer and Switch on Writing, Year 6 Boosters, and small group tuition. • Seeking support and involvement from outside agencies, for example Speech and Language Therapist, Occupational Therapists, CAMHS, Support for Social, Emotional and mental Health needs through Sherwood Area Partnership, Educational Psychologists and School Family Support Services.
<p>How will the curriculum and learning be matched to my child/young person's needs?</p>	<p>Care is taken to identify a child's specific and preferred way of learning and work is planned and differentiated accordingly. Advice may also be sought from outside agencies if necessary and they may have a specific program of work tailored to meet your child's needs.</p> <p>All staff work collaboratively to embed good practice and provide a curriculum that is tailored to your child's needs. This is reviewed regularly and helps inform teacher assessment and target setting.</p>
<p>How are decisions made about the type</p>	<p>The teacher and SENCo will discuss the best support to offer a child in conjunction with the parent/carer. Where appropriate children have Individual provision maps and interventions are</p>

<p>and amount of support my child/ young person will receive?</p>	<p>tracked on Class Provision maps. A range of strategies are used including whole class teaching, small group work and in some cases one-to-one support. Where appropriate the school can bid for additional funding. The child's additional needs would need to match the criteria stated by Nottinghamshire County Council.</p>
<p>How will my child/young person be included in activities outside the school, including school trips?</p>	<p>Pupils with SEN will be given access to the curriculum through the specialist SEN provision provided by the school as is necessary, as far as possible, in line with the wishes of their parents and the needs of the individual. Every effort will be made to educate pupils with SEN alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCO will consult with the child's parents for other flexible arrangements to be made. Parents are signposted to access further support outside of school and in the wider community.</p> <p>On school trips your child will be accompanied by a teaching assistant if necessary, all risk assessments and access plans will be carried out.</p>
<p>What support will there be for my child/young person's overall well-being</p>	<p>We have a highly experienced team of Teachers and Teaching Assistants who nurture our pupils. Children are aware that if they have a concern they can speak to an adult. Classes operate a range of strategies that create an environment in which children feel comfortable to talk about their feelings.</p> <p>We also have a counsellor in once a week, which we offer to children who we feel need some extra emotional support.</p> <p>Nurture groups are held weekly for small groups of children, focussing on self-confidence and identity. The school has developed links with organisations within our community and nurture groups are sometimes held in the local community with a 'Forest Schools' approach.</p> <p>The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore this would be the parents' first point of contact.</p> <p>Our PSHE lessons look to develop emotional and social development. Within these programmes of study we also look at the impact of bullying and how to address these types of behaviours.</p>
<p>Who is the</p>	<p>The school's 'special educational needs co-ordinator is;</p>

<p>school/setting's special educational needs co-ordinator (SENCO) and what are their contact details.</p>	<p>Mrs Claire Wesley Birklands Primary School Warsop Mansfield Notts NG20 0QF 01623 842163</p>
<p>What training have staff supporting special educational needs had and what is planned?</p>	<p>We recognise the need to train <i>all</i> our staff on SEN issues. The SENCO, with the senior leadership team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management. In addition the following training has taken place:</p> <ul style="list-style-type: none"> • Annual attendance at SENCo conference • Training for Midday supervisors (Positive behaviour strategies) • Use of Signs and Symbols • Fun Fit • Boxall Profile • Attachment training • Pathological Demand Avoidance training • Trauma Informed School – Rainbow Pathway • Adverse Childhood Experiences (ACES) <p>We hold training events and staff can attend courses depending on what issues arise in school.</p>
<p>What specialist services and expertise are available or accessed by the</p>	<ul style="list-style-type: none"> • Educational Psychologist • Speech and Language Therapist • Educational Psychology Service

setting/school?	<ul style="list-style-type: none"> • CAMHS • Family Support workers (Sure Start) • Parent Support Groups (1, 2, 3 Magic) • Warsop Children’s Centre • Schools and Families Specialist services (SFSS) • Communication and interaction team • Visual/hearing impairment team • Cognition and learning team • Early Years team • Behaviour Support – Sherwood Area Partnership
How will equipment and facilities to support pupils with special educational needs secured? How accessible is the school/setting?	<p>Birklands Primary School makes reasonable adjustments to remove barriers to learning and ensure that disabled staff, pupils, parents and visitors are not at any disadvantage. Liaison with outside agencies ensures that risk assessments are carried out and specialist equipment is in place.</p> <p>They school has a ramp to the main reception and handrails. We have disabled toilet facilities and a shower room. Our school is a two storey building. We do not have a lift.</p>
What are the arrangements for consulting young people with SEN and involving them in their education?	<p>Our school values pupil voice and children are encouraged to share their opinions and make contributions as part of daily lessons and to develop our school community. Our School Council provides a platform for children from across school to voice their opinion on our school environment and routines whilst representing the opinions of their peers.</p> <p>Children with special educational needs contribute to Pupil Profiles which build up a picture of their likes, dislikes, strengths and preferred learning styles. As part of the review process, children with special educational needs are invited to share which strategies they feel work well for them and any extra support they feel they need. They are also a key part of the target setting process within IEP’s</p>
What do I do if I have a concern or complaint about the provision	<p>In the first instance of a parent has a concern we recommend they raise the issue with the class teacher. If the issue cannot be resolved at this stage then the SENCO or head teacher become involved. A meeting will be arranged to discuss the issue and look for a resolution. Please refer to</p>

made by the school/setting?	<p>the school's complaints policy on the website.</p> <p>If the issue cannot be resolved at this point then contact the SEND or complaints governor.</p>
How does the governing body involve other organisations and services (e.g. health, social care, local authority support services and voluntary organisations) in meeting the needs of pupils with special educational needs and supporting the families of such pupils?	<p>The SENCO holds a meeting with the SEND governor to keep them up to date on organisations and services involved with children in our school.</p> <p>Our school continues to build strong links with external support services to support children with special educational needs and disabilities, aid school inclusion and support parents. The following services can be involved as and when is necessary:</p> <ul style="list-style-type: none"> • Schools and Families Support Services • Educational Psychology Service • Counselling service • School Nurse/ Health Visitor • Community Paediatrician • Occupational Health • Physiotherapy • Parent Partnership • Sure Start Children's Centre • Early Help Unit • CAMHS
How does the school/setting seek to signpost organisations, services etc. who can provide additional support to parents/carers/young people?	<p>The SENCO can signpost organisations and services that provide additional support. Organisations and agencies that offer additional support to parents may be mentioned at termly review meetings. The school may provide leaflets/information of courses and events that may be relevant or of interest.</p>
How will the school	The Foundation Stage team at Birklands have established strong relationships with preschools

prepare my child/young person

- i) Join the setting??
- ii) Transfer between phases of education (e.g. early years to primary, primary to secondary etc.)?

and childcare providers in our area. Prior to a child entering our Reception class our Foundation Stage teachers contact a child's current setting to discuss their development and any other key information. Children are invited to attend several transition days within our Foundation Unit in the term before they are due to start in Nursery or Reception. This allows children to meet and develop relationships with their teachers, teaching assistants and peers. It is an opportunity to get to know the classroom environment and basic routines. Additional transition days can be arranged if required.

Children joining our school from another school are invited to look around and spend time in their new class before their start date. We encourage parents to also take part in the tour allowing time to chat with our head teacher, meet staff and children in our school. This will also provide an opportunity to consult with our SENCO about particular needs.

When children transfer between classes we ensure that the appropriate transition is in place for that child. We hold meetings between staff to talk about the needs of each child and parents are invited to meet their child's new teacher in the Summer term before they move classes. Children attend a transition period in their new classroom with their new teacher; additional visits will be arranged if required. Some children may have a transition book filled with photographs and information about their new class.

When children are transferring between phases, for example to secondary school, we work alongside local secondary schools to help make the transition as smooth as possible. Staff from our school hold meetings with parents and staff from their new school. Information is shared and children are offered visits to their new setting. Some children may attend additional weekly visits to their new school to help ease anxiety and establish positive relationships. Year six pupils take part in a 'Ready 4 Secondary' programme where children are encouraged to improve their organisational skills and develop independence.

Where can I access further information?

- Local Authority website www.nottinghamshire.gov.uk
- Sure Start
- Parent Support workers
- School office

- School website