Birkbeck
Primary School

1. How accessible is the school environment?

- Partially wheelchair Accessible
- Birkbeck Primary School building has three levels; a lift is installed to make it easily accessible for disabled children and adults, although this lift is not suitable for use in a fire evacuation
- There is a disabled parking bay outside the office and a ramp for disabled access
- There is a ramp situated outside the Key Stage 1 classes at the rear of the school
- There are double doors strategically placed around the building to allow wheelchair access
- As a school we are happy to discuss individual access requirements.

2. How are children identified as having Special Educational Needs?

At Birkbeck School children are identified as having SEN in a variety of ways e.g.

- Concerns raised by parents /carers
- Concerns raised by teachers
- Concerns raised by the child
- Changes in a child's behaviour or self-esteem is affecting progress
- A child finds learning difficult
- Child performing well below age related expectations
- Information received from outside agencies and pre-schools e.g. speech and language therapist, Pediatricians

3. How are parents and carers supported if they think that their child has SEN?

We have an open door policy: Parents have a good relationship with staff and they are always encouraged to speak to their child's class teacher if there are any concerns.

The process ....

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Our process at Birkbeck for supporting parents is that we invite parents to speak to the class teacher in the first instance and if there are further concerns, parents and carers are referred to the Inclusion Leader, Mrs Ross. The Inclusion Leader will meet with parents to discuss their concerns; following which the Inclusion Leader will discuss the concerns further with the class teacher. The Inclusion Leader may
observe your child in the class. Together, the class teacher and Inclusion Leader will identify areas of need that the child may have and then decide how best to support the child to ensure that they make a good level of progress. If it is decided that your child would benefit from additional support, outside of the classroom, this will be put in place and monitored on a regular basis.

Birkbeck offers a range of additional support such as targeted class work, individual and small group intervention led by teaching assistants, targeted speech and language support, social skills groups, behaviour support and play therapy.

The progress of children receiving intervention is rigorously monitored through Pupil Progress Meetings held each term. This is a meeting where the class teacher meets with the Senior Leadership Team to discuss the progress of pupils in their class. This shared discussion may highlight any potential problems in order for further support to be planned which will be discussed and implemented by the Inclusion Leader.

If concerns remain, after discussion with parents, we will refer the child to the Early Intervention Team for their professional advice and put in any recommendations. Occasionally a child may need more expert support from an outside agency such as the Educational Psychologist, Pediatrician etc. Referral forms are then completed in conjunction with parents/carers and forwarded to the most appropriate agency. After a series of assessments, a programme of support is usually provided to the school and parents/carers.

4. How are parents/carers kept informed about the support the school have put in place?

Each child’s education will be planned by the class teacher. It will be differentiated accordingly to suit the pupil’s individual needs. This may include additional general support by the teacher or teaching assistant in class.

Parents/carers are notified about any additional class support by the class teacher; usually at parent evening meetings.

5. How is the curriculum differentiated and matched to a children’s needs?

When a child has been identified with special educational needs their work will be differentiated by the class teacher to enable them to access the curriculum more easily.

The class teacher works with all children in his/her class. In addition, Teaching Assistants may be allocated to work with the child in a 1-1 or small focus group to target more specific needs. The learning objectives and focussed tasks are planned by the class teacher with support, if required, from the Inclusion Leader. If appropriate specialist equipment may be given to the pupil e.g. writing slopes, concentration cushions, pen/pencils grips easy to use scissors or coloured overlays for reading.
6. How is progress measured?

We communicate regularly with parents. You are welcome at any time to make an appointment to meet with either the class teacher or SENCo and discuss how your child is getting on. We can offer advice and practical ways that you can help your child at home.

If your child is on the SEN register they will have individual or group targets on a provision map. This is discussed at parent meetings and parents can request a copy of the provision map if they so wish. The targets are set by the Inclusion Leaders, who is available at parent consultation evenings, should parents wish to meet with her separately.

The targets set are SMART (Specific, Measurable, Achievable, Realistic, Time scaled) targets with the expectation that the child will achieve the target by the time it is reviewed.

If your child has complex SEND they may have a Statement of SEN or an Education Health Care Plan, which means that a formal meeting will take place with you and all agencies involved to discuss your child’s progress and a report will be written.

7. How are parents/carers kept informed about their child's progress?

As a school we measure children’s progress in learning against National expectations and age related expectations.

The class teacher continually assesses each child and notes areas where they are improving and where further support is needed. As a school, we track children’s progress from entry at Reception through to Year 6, using a variety of different methods including test and teacher assessment.

Children who are not making expected progress are picked up through Progress meetings with the class teacher and Senior Leadership Team.

In this meeting a discussion takes place concerning why individual children are experiencing difficulty and what further support can be given to aid their progression. If your child is discussed at one of these meetings and additional support is recommended you will be informed.

When a child’s provision map is reviewed comments are made against each target to show what progress the child has made. If the child has not met the target, the reasons for this will be discussed, then the target may be adapted into smaller steps or a different approach may be tried to ensure the child does make progress.

8. How are parents/carers helped to support their child's learning?

At Birkbeck school we like to maintain regular contact with parents about the things that happen in school we do this in a variety of ways including;

- School weekly Newsletter
Reading Journals are sent home daily
Home/School books for individual children
Parent workshops for how to support your child in reading, writing and maths
Parent consultation meetings 2x per year to discuss issues and to contribute ideas and opinions
Open afternoons
School website
Class representatives

9. How are wellbeing, personal and medical needs supported in school?

We offer pastoral support for children who are encountering emotional difficulties.

Your child’s class teacher is the first person to contact with concerns about your child’s overall wellbeing.

If further support is needed the class teacher will liaise with the SENCo who will give advice and support and put a plan of action into place. This may involve teaching assistants, Therapeutic Play, Social Skills Groups or Chatterbox.

Children with medical needs

We have fully trained first aiders and all staff have had Epipen and asthma awareness training.

If a child has a medical need then a detailed Health Care Plan is compiled in consultation with parents/carers and the school nurse. This is discussed with all staff who are involved with the child.

If your child has a medical condition that requires medication, a meeting will be held with parents/carers, SENCo, designated staff members to explain our Health and Safety Policy and procedures. Parents and all staff members who agree to administer medicines will sign a medication agreement form to ensure the safety of both child and staff member.

Behaviour

At Birkbeck school we have a very positive approach to all types of behaviour with clear rewards and sanctions that are followed by all staff and pupils. This is consistent throughout the school, so each child knows the expectations of behaviour as they progress through the year groups.
If a child has behavioural difficulties an Individual Behaviour Plan may be written alongside the child, teacher and parents to identify the specific issues, put relevant support in place and set targets.

After any behaviour incident we expect children to reflect on their behaviour with a member of the Senior Leadership Team often completing a reflection sheet.

This helps to identify why the incident happened and what the child needs to do differently next time to change and improve their behaviour.

**Attendance**

Attendance of every child is monitored on a daily basis by the Admin Officer. Lateness and absence are recorded and reported to the Head teacher.

Good attendance is celebrated and termly 100% attendance certificates are shared in an assembly. Class attendance figures are shared weekly with parents via our newsletter is reported to parents via the newsletter.

Where families are struggling with attendance and punctuality we may refer parents to the Educational Welfare Officer who will offer advice and strategies to get their children into school on time.

10. How do children contribute to the everyday life of the school? How are their views gathered?

We encourage every child to contribute and to express their thoughts and ideas which we value, respect and celebrate. We do this in different ways throughout the school year:

- In class daily children are encouraged to contribute to lessons
- There is a School Council meeting every half term where issues or viewpoints are discussed.
- Philosophy 4 Children is embedded in our whole school timetable
- Children who have statements/EHC plans or other forms of review are given the opportunity to express their views.
- Children can speak to any member of staff if they have worries or concerns and there are also worry boxes in classrooms.

11. What expertise and specialist services are available through the school?

As a school we work closely with any external agencies that we feel are relevant to individual children’s needs within our school including:
An Educational Psychologist is allocated to each school. He/she would normally only work directly with children whose needs are felt to be quite considerable and have not responded well to the interventions previously put in place for them.

This involvement is discussed at Progress Meetings with the Senior Leadership Team and class teachers.

In order to help understand the pupil’s educational needs better, the psychologist will generally meet with the parent and give feedback after the assessment has been completed.

He/she will offer advice to the school and parent/carers on how to best support the child to move their learning forward.

12. What training do staff receive?

All staff receive training related to SEND

Our SENCo holds the National Award for Senco Accreditation and has been trained in a wide range of SEN including dyslexia, Autistic Spectrum Disorder, Attention Deficit Hyperactivity Disorder,(ADHD), Speech Language and Communication and Social and emotional Aspects of Learning.

We also have a Speech and Language Teaching Assistant who has specific speech and language training.

Our Teaching Assistants have had relevant training directly linked to the individual children who they are supporting.

13. How are school trips and activities outside the classroom organised? How does the school ensure that pupils with SEND included?

Activities and school trips are a very important part of every child’s learning experience at Birkbeck Primary.

Risk assessments are carried out and procedures are put in place to enable all children to participate.
If a child has a Teaching Assistant he/she will accompany them on the trip

However, if there is no TA and it is deemed that an intensive level of 1:1 support is required a parent or carer may be asked to accompany their child during the activity.

14. How are children supported when changing schools or transferring to other education, employment or training?

A home visit is carried out for our nursery and reception children and a visit to preschool settings where SEN has already been identified.

The SENCo will attend a meeting with Early Years staff from our feeder settings in the summer term, to discuss the needs of any pupils with SEND due to begin in the reception class in September. Similarly, there is a handover meeting for Secondary transition with the Secondary School SENCos.

All new children to visit the school prior to starting when they will meet the Head teacher or Deputy Head teacher to have a welcome meeting and be shown around the school.

For children with SEND we would encourage further visits to assist with the acclimatisation of the new surroundings.

- We liaise closely with parents of children with SEND if transition is potentially going to be difficult.
- When children are preparing to leave us for a new school, typically to go to Secondary education, we can arrange additional visits.
- We run a secondary transition group in year 6, specifically tailored to aid transition for the more vulnerable pupils.
- We liaise closely with Staff when receiving and transferring children to different schools ensuring all relevant paperwork is passed on and all needs are discussed and understood.

15. How are resources matched to a childen's needs?

- We ensure that all children who have Special Educational needs are met to the best of the school’s ability with the funds available.
- We have a small team of TAs who are funded from the SEN budget and deliver programmes designed to meet groups of children’s needs.
- The budget is allocated on a needs basis. The children who have the most complex needs are given the most support often involving a TA.

16. How do the school decide how much support is provided?

The class teacher alongside the SENCo will discuss the child’s needs and what support would be appropriate.
Different children will require different levels of support in order to bridge the gap to achieve age expected levels. This will be through on-going discussions with parents.

**IMPACT**

- By reviewing children’s targets on provision maps and ensuring they are being met
- The child is making progress academically against national/age expected levels and the gap is narrowing – they are catching up to their peers or expected age levels.
- Verbal feedback from the teacher, parent and pupil.
- Children may move off of the SEN register when they have ‘caught up’ or made sufficient progress.

**17. How are parents and carers involved in discussions and planning?**

- The school value parental engagement and operate an ‘open door’ policy encouraging parents to be involved
- Parents will be invited to parent conferencing meetings,
- For children with SEN parents are encouraged to contribute to the evaluations of individual targets
- Where a child has a Statement of SEN or an EHCP regular meetings are held with parents and other professionals to discuss targets needs and ways forward

**18. How can parents and carers get involved in the school more generally?**

We encourage parents to support their child with homework on a daily basis. When appropriate, parents are invited to accompany pupils on a class trip, in addition to:

- Workshops are available for parents
- We always encourage parents to attend special occasions such as concerts and Sports Day.
- The school office can provide dates of events
- The PTA encourage parents to participate in fundraising activities
- Parent representatives on the Governing Body

**19. Who can parents/carers contact for further information?**

First point of contact would be your child’s class teacher to share your concerns.

You could also arrange to meet Mrs Ross, our Inclusion Leader.

Call the School Office on 0208 300 4161 to make an appointment
20. How are parents and carers supported to decide whether this is the right school for their child?

Please contact Mrs Ross, Inclusion Leader or Mr Summerfield, Deputy Head teacher on 0208 300 4161

If you wish to discuss your child’s educational needs or are unhappy about something regarding your child’s schooling please follow the school’s Complaints policy - a copy is available at the school office.