

Special Educational Needs and Disabilities Offer

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Introduction

Birdlip Primary School has a talented, committed teaching staff who provide a full, varied and well-structured curriculum. We aim for a stimulating environment where we present our children with a wide range of exciting and challenging experiences to enable them to develop as rounded individuals and to reach their full potential. Education is not just about intellectual development, important though that is. It is also about developing personal, spiritual, social, physical and creative skills.

During ongoing assessment class teachers will identify those pupils who need additional and different provision to that which is normally provided for pupils of the same age. They will arrive at this decision using their own professional judgement by gathering evidence from assessments and through discussions with parents/carers and staff about how the child is progressing, the pupil's strengths and areas of concern. Advice from previous teachers / schools is sort. We listen to the views of the children and their families, enabling them to participate in decision making. Where necessary, outside agencies will be asked for their professional judgement to support the identification process. Our aim is for all children, including those with SEND, to reach their full potential in a supportive environment that prepares them well for the future.

How can parents/carers arrange a visit to our school?

Telephone: 01452 862331 Email: admin@birdlip.gloucs.sch.uk senco@birdlip.gloucs.sch.uk

Head Teacher: Mr James Pugh

SENDCo: Mrs Mary Jowett-Moore

Special Educational Needs and Disabilities Offer

How does our school know / identify that children have special educational needs (SEND)?

When assessing all pupils we follow Gloucestershire's Graduated Pathway, which sets out various stages of graduated response: Universal, My Plan, My Plan+ and Education, Health and Care and sits alongside Gloucestershire's Intervention Guidance.

Children's special educational needs fit broadly into four categories: communication and interaction, cognition and learning, social, emotional and mental health, physical and sensory needs.

We know and identify them by:

- Referring to Gloucestershire's Graduated Pathway and the Code of Practice
- Liaising with pre-school settings/previous schools/outside agencies /home visits prior to entry
- Following up concerns raised by parents/carers/teachers/TAs
- Quickly identifying a child performing below age-related expectations/not making expected progress through the school's tracking assessment tool, INSIGHT
- Other assessment tools, such as Boxall profile, checklists, outside agency reports
- We use slightly adapted Gloucestershire recommended MyPlan templates
- We do not assume that a child who is making slow progress or has low attainment has SEN.

- We have weekly staff meetings to discuss needs of specific children and use support plans to keep a careful track of children about whom there are concerns but who do not necessarily require SEN status

What are the first steps our school will take if special educational needs are identified?

We follow the Gloucestershire Graduate Pathway for support - please see:

<https://www.glosfamiliesdirectory.org.uk/kb5/gloucs/glosfamilies/advice.page?id=%20ktZYX6uM08s>

The class teacher discusses the child's needs with the child, parents, other staff and with the SENDCo.

- With parental consent, pupils will then be given outcomes to help meet their individual needs. The outcomes are written up in a My Plan, My Plan + or an EHCP accordingly and parents are given copies.
- The outcomes are regularly reviewed on a continuous basis and then formally reviewed at least every term. A meeting takes place between the class teacher, SENDCo and any other relevant staff members of outside agencies. Parents are invited to take part in the meetings to discuss progress made. The outcomes are shared with pupils using child appropriate language so they can add their own ideas/comments. In this way pupils are always at the heart of outcomes and reviews.
- Parents always receive a copy of the review and new outcomes set and are invited to comment/add their own thoughts and ideas.
- To meet these outcomes children might receive the following interventions: one to one work, small group activities, working within and without the classroom as appropriate, specialised resources. Class teachers will assess the needs of pupils, recognise where they occur and adapt teaching as required.
- Occasionally a pupil may need more expert support from an outside agency such as the Occupational Therapy, Consultant Paediatrician, Educational Psychologist, Advisory Teaching Service, Speech and language therapist, School Nurse or via the Families First Plus team. A referral will be made, with parental consent, and forwarded to the most appropriate agency. After a series of assessments, a programme of support is usually suggested to the school and parents/carers. The school also receives support from the Early Help Co-Ordinator.
- The Governors of Birdlip Primary School are responsible for entrusting a named person, Kirsten McKay, to monitor Safeguarding and Child protection procedures. In a support and challenge role the Governors ensure that the school is as inclusive as possible and treats all children and staff in an equitable way. They monitor and review the accessibility plan and all other statutory policies as defined by the DfE.
- The designated Governor for SEND children is Kirsten McKay. The Governor carries out regular visits to the school and reports back to the full Governing body.

What should parents/carers do if they think their child has SEND? How can they raise concerns?

- Discuss concerns with class teacher as soon as concerns are raised, these can be requested at any time by contacting admin@birdlip.gloucs.sch.uk or by talking directly to staff. Follow up meetings may then be arranged with class teacher, or SENDCo/Head Teacher.

- Keep records of your child's needs at home.
- Share information from any outside agencies that may be involved e.g. GP, Paediatrician etc.

How will our school include parents and students in planning support?

All parents are actively encouraged to contribute to their child's education. This may be through: informal or formal discussions at the end of the school day – school staff are always available at the start and end of the day and if more time is needed than is available then a further appointment can be made.

- discussions with the class teacher during parents' evenings or interim review meetings
- during discussions with Class teachers/Head Teacher or SENDCo about any concerns
- further support from outside agencies will be actioned by the SENDCo/Head Teacher, if appropriate
- parents are actively encouraged to be involved with MyPlans, MyPlan+ or EHC plans or any other short term rapid catch up plans which tackle a specific, short term area of weakness (not necessarily SEND)
- if outside agencies or the Educational Psychologist have been involved suggestions and programmes of study are normally provided that can also be used at home.
- individual needs will be discussed and targets will be set outlining tasks and activities, how often the support will be given and who will be carrying out the support.

How will our school teach and support children with SEND?

By providing support with the curriculum, through planned lessons, an appropriate learning environment, additional support, supportive ICT and other personal assistance. Lessons are adapted so that all children can access the learning in the classroom with their peers wherever possible. Sometimes 1:1 or small group interventions outside the classroom take place to meet specific needs- the timing of these interventions is considered carefully so pupils do not miss teaching of the core subjects or subjects where they have shown a particular interest/strength. The school seeks advice and help from advisory teachers, CYPs advisors, speech therapists, occupational therapists and the educational psychologist when needed. All staff attend to the emotional wellbeing of each child in an active and considered manner.

For children without an Education, Health and Social Care plan (EHCP)

- Access to quality first teaching through a creative curriculum
- When a pupil has been identified with special needs lessons are adapted so the pupil can fully access the curriculum and meet outcomes set out in MyPlans
- Regular feedback is given within the classroom to help pupil's progress
- MyPlans are treated as live documents and outcomes are regularly monitored and updated accordingly
- Teaching Assistants (TAs) may be allocated to work with the pupil in a 1:1 or small focus group to target more specific needs within the classroom.
- If appropriate specialist equipment may be given to the pupil e.g. writing slopes, concentration cushions, pen/pencils grips or easy to use scissors.
- Additional social/emotional skills sessions
- Contact and involvement of outside agencies as needed

For children with an EHC plan children are considered as individuals and are received as such and treated according to need. Children with an EHC plan will be in receipt of SEND support and decisions will be made through a process of consultation. In addition, these pupils will

follow the support stated by their plan. Parents are consulted and invited to contribute to EHC planning.

- Targets will be set according to their area of need. These will be monitored by the class teacher and by the SENDCo on a regular basis. The child's progress against areas of need identified in the EHC plan will be regularly discussed with parents at Parents' Evenings and also there will be opportunities for discussions with support staff or teaching staff over the week at handover and pick up time. Our small school setting means we are available to discuss small steps of progress or any worries at any time.
- Access to quality first teaching through a creative curriculum
- EHC plan outcomes are broken down into smaller steps and written into a MyPlan which are treated as live documents and outcomes are regularly monitored and updated and fed back into EHC plans.
- Lessons are adapted so the pupil can fully access the curriculum
- Regular feedback is given within the classroom to help pupil's progress
- If appropriate specialist equipment may be given to the pupil e.g. writing slopes, concentration cushions, pen/pencils grips or easy to use scissors.
- Access to, and advice from outside agencies as required, who may work with the child directly, their practice may be observed by staff or they may work with staff directly in order to benefit the child.

How does our school plan the support?

How are our resources allocated and matched to needs?

Staff discuss children, initiate communication with parents, meet with parents and plan accordingly. Staff are aware of the importance of early identification but no decisions are made until time permits sound judgement. Teaching Assistant time is allocated to classes according to need. Specialised equipment would be funded through the SEN budget or applied for through other channels. In 2017-18 grants were applied for and received to improve the outdoor area and to provide a sheltered area in the playground. This has obviously benefitted all pupils but has particularly helped some of our SEN pupils who have poor gross motor skills and are hyper sensitive to the cold. In addition to this a small quiet, calm room has been built so pupils can receive interventions undisturbed and so that pupils have a place to retreat to should they need it. In 2022 and 2024 the school was re-carpeted and redecorated to create a clean, inviting, less busy environment to foster a positive learning atmosphere. Read, Write Ink resources were purchased in 2021 and 2025 to improve knowledge of phonemes and reading skills. The library has been re-vamped and a diverse range of books bought to appeal to different tastes and abilities. A range of resources, such as weighted blankets, wobble cushions, sloping boards and pencil grips have been purchased and are regularly audited. In 2021 the school purchased a dyslexia assessment tool which has proved effective in identifying children with dyslexia. The school provides yellow paged work books for children with dyslexia. In 2024 the school purchased the resources for the maths intervention, Numberstacks The school has paid for outside play therapy sessions for pupils with mental health needs, a staff member to be trained in delivering Drawing and Talking therapy and has purchased various resources, recommended by ATS and EPS to help children with anxiety, such as Language for Communication, Language for Behaviour and Emotions, What to do When I Worry and The Anxiety Gremlin.

How is the decision made about the support your child will receive?

All schools have an SEND budget which is expected to be used in support of pupils with SEND.

Decisions about the best course of action are made in consultation with the class teacher, Head Teacher, SENDCo, parents, pupil and possibly outside agencies. Decisions are based upon tracking of pupil progress through INSIGHT tracking program, teacher assessment, checklists, discussions, observations made of the child and assessments made by outside agencies.

Support arrangements will be discussed with parents for children with an EHC plan this will include:

- Discussion with parents about use of personal budget.
- Effective allocation of EHC plan funding, requests for increase/reduction as needed within the annual review process.
- The timetable of provision for each child who has an EHC plan.
- During their school life, if further concerns are identified due to the pupil's lack of progress or well-being then other interventions will be sought and implemented.
- If therapeutic support is required in some form or offsite provision is recommended then this will be sought by the SENDCo/Head teacher where possible or further advice gained via the Education, Performance and Inclusion team.

How will progress towards identified outcomes and effectiveness of our SEND provision be assessed and reviewed by us and how will we involve parents, children and young people in this process?

Pupil progress is tracked through INSIGHT tracking tool, continuous review of set outcomes, termly review of outcomes, phonic screening assessments, reading fluency assessments, spelling assessments and observations of the pupil. All assessment and tracking data is discussed with class teachers, SENDCo, parents, pupils and possibly outside agencies

- Parents' views are gathered at review meetings or more frequently if needed.
- Children's opinions about their own progress and needs will be actively sought, sometimes using tools such as 'My Journey'.
- If identified outcomes are not met the school will re-assess accordingly and further help will be sort via different agencies or a different strategy will be used to meet the outcome.
- A SEN provision map is used to assess progress across the school.
- Every term the SENDCo reviews and assesses the effectiveness of interventions carried out across the school as a whole by analysing data from INSIGHT and SEN provision map.

Who will be working with your child?

Class teachers remain the lead professional for all children in the first instance

- The SENDCo/Head teacher will lead the development of interventions for your child in consultation with class teachers and TAs where appropriate. (Plan/Do/Review)
- TA's will work alongside the Class Teacher and the Head teacher /SENDCo to deliver, review and assess
- Other agencies will be involved, as required, in collaboration with the school and SENDCO, parents and carers.

How does our school ensure that the information about a child's SEND or EHC plan is shared and understood by teachers and all relevant staff who come into contact with that child?

Weekly staff training meetings are held where information is shared and discussed. Plans are updated on a continuous basis and more formally on a termly basis. The school has a

supportive ethos that encourages openness and the freedom to ask questions. Staff undergo regular training.

What role will the child's teacher play?

Planning appropriate lessons, delivering quality first teaching, providing resources in lessons, delegating understanding to others where required, liaising with SENCO, provide assessments, attend meetings with parents and relevant agencies.

What expertise does our school and our staff have in relation to SEND?

- We are a small school but have an experienced, well qualified team of staff.
- We have had experience of a range of SEND needs particularly around autism and dyslexia.
- Staff have had training in Attachment Theory, First Aid, Dyslexia, Asthma, Diabetes and CEOP.
- Staff have had training in Mental Health and we are working towards the Mental Health Champion award.
- New children with needs will have their information shared across the staff and we will make every reasonable endeavour to meet their needs.
- The SENDCo attends regular cluster meeting to update knowledge and to keep up to date with good practice.
- SENDCo adds relevant resources and information around different needs to the drive for staff to access when needed.
- Teachers and TAs continue to attend relevant training courses to match the needs of our pupils

What intervention programmes does our school run for children with SEND and how are they delivered (one to one support or in groups)?

Birdlip Primary School has a range of resources and interventions running from EYFS through to KS2. We look carefully at the children's needs; both academic and pastoral. We aim to enable all children to access the curriculum through quality first teaching.

Available interventions include: RWI, feedback in lessons, small group spelling and handwriting interventions, 1:1 additional reading, personalised 1:1 intervention, Numberstacks, Social Stories, Language for Thinking, Language for Behaviour and Emotions, Nurture Group sessions, Fizzy, Questions for Learning, Mathletics, Doodlemaths, Spellingframe programmes. Additional resources used throughout the school include: Visual timetables, vocabulary walls, zones of regulation, word mats and maths mats, Numicon, Dienes.

What teaching strategies does our school use for children with learning difficulties?

First and foremost children are perceived and treated as individuals. We aim to employ the strategies that help to remove the barriers to learning that a pupil faces. We have an unshakeable belief that if these barriers are removed then all children have the ability to succeed. Within our classroom practice we try to ensure that our teaching meets the needs of all of the pupils all of the time by adapting lessons accordingly. Resources such as, tablets, yellow paged workbooks, vocabulary walls, maths equipment, scaffolded writing frames, sloping boards, fidget toys, brain breaks, pencil grips etc. all help to break down barriers so pupils can access learning within the classroom. Where a pupils' needs require specific outcomes we put in place bespoke intervention to address those needs. This might include:

- Small group teaching or 1:1 teaching
- 1:1 social stories and 1:1 or small group pastoral care.
- Links with speech and language therapist and resources they provide.

What support does our school put in place for children and young people who find it difficult to conform to normal behavioural expectations and how do we support children and young people to avoid exclusion?

The school takes the view that all behaviour is a form of communication and take steps to resolve issues that are the cause of poor behaviour.

Strategies used include:

- Promotion of Birdlip values: respect, kindness and resilience
- Provision of a caring environment with a strong positive moral values
- Clear behaviour policy
- Modelled behaviour
- Fostering of a sense of belonging and responsibility through House Teams and through pupil responsibilities such as whole school tidy up time
- Clear expectations
- Promotion of caring and kindness through Buddy system
- Teaching of cultural and racial diversity through PSHE curriculum, RE, topics and assemblies
- Teaching and promotion of British values
- Celebration Assemblies
- Practicing restorative justice
- Inclusion at offsite events via the provision of additional staff where needed
- Positive behaviour reinforcement/charts
- The fostering of good relationships between home and school by good communication between home and school
- The school has sought guidance and advice from Pupil Referral Units, Educational Psychologists and Behaviour Support teams

Which other services do we use to provide for and support our pupils/students?

The school makes full use of all available support services as and when need arises. This has included: Educational Psychologists, the Early Help team, Families First, CYPS, Speech and Language and Occupational Therapists.

How do we meet the needs of SEND pupils/students?

Our planning is holistic and not narrowly educational which enables us to accurately meet the needs of all learners by having: good curriculum coverage; activity days, where children work in mixed aged groups undertaking art/cooking/PE activities; half termly trips and enrichment days; Y5/6 residential trips; a wide range of sporting activities; forest school and STEM workshops. We aim for all children to be learning in the classroom with their peers most of the time so they do not feel different and to foster a sense of belonging. We provide 1:1 and small group interventions for specific learning outcomes, such as, spelling, handwriting, reading and nurture. We use resources to enable students to take part in lessons, such as, visuals, Learning by Questions, doodlemaths, spellingframe and vocabulary walls. We are mindful of and promote children's mental well-being by reminding children it is 'good to talk', building up good relationships between staff and pupils and having regular mental well-being

days. We maximise our staff by deploying them in areas that match their strengths, for example, a member of staff teaches dance and another runs a girls' football team.

How do we support families of these pupils/students?

Families are supported through the school's open communication practice and through opportunities, both formal and otherwise, to liaise, listen and discuss their children's needs. Professional advice is given and contact initiated with outside agencies. Staff signpost parents to website links and help given outside school.

How does our school provide support to improve the emotional and social developments of our SEND pupils/students?

The school promotes emotional and social developments in a range of ways, such as:

- giving children opportunities to talk about any issues they might have by staff making themselves approachable and available and through the provision of a drop- in 'Talk Shop'
- encouraging children to use the visual 'zones of regulation' to communicate how they feel
- children are given time to make a 'helping hand' which gives them opportunities to think about trusted people they can go to if they have a problem
- trained students are playtime buddies
- PSHE lessons and assemblies
- visits from the school nurse, the police and Childline to talk about RSE, e-safety and abuse
- mental well-being days
- nurture group, therapy dog and use of social stories
- specific PSHE topic days that directly deal with anti-bullying, e-safety, physical and mental health and racial diversity
- promotion of Birdlip values and British values
- play therapy sessions
- listening to the pupil voice using My Profiles and My Journey

How does our school manage the administration of medications?

The school follows the County policy for the administration of medicines and has a 'Supporting Pupils with Medical Conditions' policy in place.

- Asthma inhalers are kept in a safe but easily accessible place for when they are needed. Any usage is duly recorded.
- If a pupil has a medical need then a detailed Care Plan is compiled with support from the school nurse in consultation with parents/carers. These are discussed with all staff who are involved with the pupil.
- All staff receive first aid training.
- Where necessary and in agreement with parents/carers medicines are administered in school but only where a signed Medicine consent form is in place to ensure the safety of both child and staff member. Medicines are held in the school office or in the fridge when required.

How does our school help with personal care where this is needed?

The school has a 'Supporting Pupils with Medical Conditions' policy and an Intimate Care policy. Pupils' individual needs are reviewed and discussed as required. The dignity of the pupil is paramount here and, when possible, personal care is planned in consultation with the individual concerned. For children who may have a care need that may present as an emergency (such as epilepsy) a detailed plan of action is in every classroom and both of the school offices.

What is our policy on day trips, school outings, health and safety arrangements?

Activities and school trips are available to all and follow the recommended ratios.

- Risk assessments are carried out and procedures are put in place to enable all children to participate.
- However, if it is deemed that an intensive level of 1:1 support is required a TA or in some cases 2 TAs will be allocated to the child during the activity. In some cases parents may need/want to attend and this is discussed prior to booking an event
- All members of staff are aware of and informed of additional needs

What access do our SEND pupils/students have to facilities and extra-curricular activities available to all children? As above**What extra pastoral support do we offer, and what pastoral support arrangements are in place to listen to pupils/students with SEND?**

Birdlip School is a small school which enables all staff to know the children well and are able to build up strong relationships with them and their families. The school offers a wide variety of pastoral support for pupils who are encountering emotional difficulties. These include:

- Members of staff such as the class teacher, TA, SENDCo and Head teacher are readily available for pupils who wish to discuss issues and concerns.
- All children complete a 'Helping Hand' and a My profile at the start of each year.
- MyPlans are shared with pupils
- SENDco carries out regular checkins with pupils who have SEN.
- Restorative justice practices are carried out
- Good mental well-being, healthy relationships, a healthy diet, the importance of exercise and the importance of sleep are specifically taught
- Use of social stories
- Use of playground buddies
- Access to fruit is available and staff are mindful of children who appear hungry and provide nutrition
- Daily after school clubs are on offer to all children.
- A daily Breakfast Club is available to all children.
- The school has a clear anti bullying policy in place

What measures are in place in our school to prevent bullying?

Birdlip Primary School is a small school and fosters a sense of family and community, engendering an ethos of respect, kindness and resilience. In addition the school:

- Uses PSHE to explore and consider a range of issues, including relationships, bullying, online safety, tolerance and 5 ways to mental wellbeing.
- Pupils and parents are given the opportunity to discuss matters openly both within and outside of the classroom.

- Assemblies are used to promote values.
- Clear expectations are set out and modelled by staff and Birdlip Buddies.
- Members of staff such as the class teacher, TA, SENDCo and Head teacher are readily available for pupils who wish to discuss issues and concerns.
- Daily after school and lunchtime clubs are on offer to all children.
- A daily Breakfast Club is available to all children.
- Reported bullying incidents are logged and investigated. The Governors are informed and the reported incident discussed appropriately. Please see the school's bullying policy.

Who will be talking to and keeping in touch with the parent/carer (working together towards outcomes, reviewing arrangements; including looked after children)?

The class teacher, SENCO, Head Teacher, teaching assistant and other agencies where applicable.

Who will explain and discuss this with parents/carers? See above.

How will parents/carers know how well their child is doing?

SEND review meetings, pupil progress meetings, annual and interim reports, informal and formal discussions as needed.

How will children/pupils find out about their progress?

Feedback during lessons, regular checkins with SENDco, review meetings with class teacher and the pupil, feedback intervention, sharing of assessments.

How will our school involve young people with SEN in their education?

Pupils help set their outcomes and say what helps them and what doesn't. Children complete Pupil Profiles at the start of every academic year and sometimes, if needed children complete a My Journey. Children complete termly mental well-being self assessment surveys. Children receive verbal feedback on class work and are encouraged to self-evaluate.

How do we assess and evaluate the provision we have arranged for your child?

Through an on-going process of plan, do, review. We use INSIGHT as a tracking tool, where children are assessed as working at a level of: pre-key stage (PKS), working towards (WTS), expected (EXP) and greater depth (GD) in each core subject. In addition, every term, outcomes set out in MyPlans are formally reviewed. Discussions are had between staff, parents and pupils on what has worked and what has not. All this is feed into a costed SEN provision map so provision can be analysed at the end of every term. This analysis is then shared with staff and governors and acted on accordingly.

How does our school measure outcomes and impact of the support provided to the pupil/student? SENDCo analyses progress made by pupils at the end of every term. This analysis is measured against local and national data. INSIGHT tracking tool provides useful charts and graphs to measure impact between different groups of children.

How do we prepare our school to welcome and support SEND pupils/students and how do we arrange and support a transfer to another school/educational establishment?

- Discussions between the previous or receiving schools prior to the pupil joining/leaving.

- Home visits are made by the Reception teacher prior to children starting school.
- All pupils attend a Transition session where they spend some time with their new class teacher.
- Additional visits are also arranged for pupils who need extra time in their new school.
- Secondary school staff visit pupils and/or pupils visit secondary schools prior to them joining their new school.
- SENDCo liaises with the SENDCo's from the secondary schools to pass on information regarding SEND pupils.
- Where a pupil may have more specialised needs, a separate meeting may be arranged with the Head Teacher, SENDCo, the secondary school SENDCO and the parents/carers and where appropriate the pupil.
- We help prepare children for their transition through specific teaching in PSHE lessons about what to expect and how to approach the change with a positive mindset.
- All necessary and relevant paperwork is passed onto a pupils' new school

What arrangements are in place with other schools/educational providers when our SEND pupils/students transfer?

Additional visits to new schools in order to aid familiarity, meetings with staff from the new school, meetings with the new school's SENCO and the transfer of all relevant information

How do we prepare our pupils/ students for adult life?

The school is a small, close community where most pupils know most others and we are aware that our pupils need to have experience and understanding of the wider world. As our motto says we aim to help 'each other prepare for a bigger world'

- In KS2 pupils are encouraged to take up various responsibilities, such as, class ambassadors, house captains, buddies, librarians, school council etc. They are encouraged to offer up ideas and be actively engaged in the running of the school.
- All children go on trips and take part in enrichment activities.
- KS2 go on residential trips and take part in various competitions visiting other schools.
- All children take part in various competitions, which involve visiting other schools/venues.
- All children are taught how to be resilient, to have a positive mindset and to be critical thinkers.
- Cookery club is held once a week
- Our PSHE curriculum teaches children about healthy living, self-development and interpersonal skills, healthy relationships and mental well-being.

What special arrangements are made for exams?

Additional time is allocated as allowed, change of location is possible in order to avoid distraction and allow for specific needs. The use of a reader or scribe is provided when needed.

What resources and equipment do we provide for children with SEND?

Dyslexic friendly font is used, yellow paged work books are provided, individual tablets, pencil grips, wobble cushions, weighted blanket, fidget toys, sloping boards, mechanical pencils, a variety of books, noise cancelling headphones, 'now and next boards', visual timetables and

learning stations. Ultimately where there is a need for a resource or piece of equipment that we do not possess we will always endeavour to source it

How accessible is our school to pupils/students with SEND?

Ramped access is available to enter the dining hall. The teaching area is all on one level. If access needs arise, the school will attend to all reasonable adjustments.

Where can you find our SEND policy? www.birdlip.gloucs.sch.uk

What role do the governors have?

The SEND Governor meets with the SENDCo at least once per term to get an update of the current SEND register as well as the provision provided.

- Data is analysed by the SEND Governor and the Full Governing Body. Questions are asked by Governors to interrogate the data, progress and provision further.
- Any Looked After Children and SEND children are mentioned on the HT's report to Governors every term.

How can parents/carers arrange a visit to our school?

Phone the school to make your request.

Who can you contact for more information?

Mr. James Pugh (Headteacher) or Mrs Jowett-Moore (SENCO)

The websites below offer a range of help and advice for parents.

www.gloucestershire.gov.uk/education.../special-educational-needs-anddisability-sen.

www.gloucestershire.gov.uk/schoolsnet/.../early-years.../send-early-helpadvisors/

www.gloucestershire.gov.uk/health-and...families/family-information-service-fis/

When was the above information updated? September 2025. The anticipated review date is September 2026.