



Local Offer

Warrington Education providers (0-25)

Full Name of Education setting

Birchwood Community High School

Physical address	Brock Road
Town	Birchwood
District or Borough	Warrington
Postcode	WA3 7PT

Contact Person	Jo Roscow (Assistant Head, SENCo)
Telephone Number	01925853500
Email address	JRoscow@birchwoodhigh.org
Website address	www.birchwoodhigh.org
Facebook address	BCHSchool
Twitter address	@BCHSchool
Logo or picture	

Short Headline	SEND School Offer
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Brief overview of your service (30 words)

Birchwood Community High School is an inclusive, mainstream 11-18 year school. Post-16 students are taught in the on-site sixth form provision, Birchwood College.
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The following details will help users of the website to find your information quickly and easily.

Type of education setting

Preschool aged 0-2		Secondary school	
Preschool aged 2-3		Nursery School	
Preschool aged 3-5		Secondary with 6 th form	✓
Infant school		Post 16 provision (Colleges)	
Primary school		Special school 2-19 years	
Junior school		Higher Education (Universities)	

Which of the following best describes your education setting? (tick all that apply)

Mainstream	✓	Special	
Resourced Provision (Mainstream with resourced unit)		Academy	✓
Community school		Foundation	
Free school		Alternative Provision (pupil referral unit)	
Faith school		Residential 38/44 weeks	
Early years SEN provision		Residential 48/52 weeks	
Hospital school		Independent	
Opportunity school		SEN Hub	
Childminder (Early years education)		School Nursery	
Day Nursery (38/50 weeks)		Preschool playgroup	

What communication methods do you offer? (Tick all that apply)

Signs and symbols		PECS (Picture exchange communication system)	
British Sign Language		Braille	
AAC (Augmentative and Alternative Communication)		Sign supported English	
Makaton			

What facilities does your education setting have? (tick all that apply)

Hydrotherapy pool		Sensory room or area	
Wheelchair Access	✓	Accessible changing area	
Accessible toilets	✓	Low stimulus environment	
Secure environment	✓	Soft play facility	
Sensory adaptations (such as colour scheme)		Physical adaptations (such as hand rails)	✓
Accessible parking	✓		

Any further comments regarding these statements (e.g. – “Not all toilets are accessible”)	Not all toilets are accessible
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If you are a special school, do you specialise in any of the following?

Complex Health needs		Autistic Spectrum Conditions	
MLD (Moderate Learning Difficulties)		PMLD (Profound and multiple learning Difficulties)	
SLD (Severe Learning Difficulties)		Social, mental and emotional health	
SpLD (Specific learning Difficulties)		Hearing Impairment	
Challenging Behaviour		Visual impairment	
Physical Disabilities		Personal Care Needs	
Communication needs (Speech, Language and Communication)		Any Impairment (Any condition or impairment)	

Are any of the following made available on site at your education setting?

(Needs led refers to resources that are allocated according to assessed need)

Needs led school nurse		Needs led SALT (speech and language therapy)	✓
Needs led O/T (Occupational therapy)		Needs led physiotherapy	
Personal Care			

Key search words.

The website will use keywords to search for information. Please provide a list of the key words that users of the website may use to find your setting? e.g. special needs, impairment, inclusion. (maximum of 30)

Key words	Mainstream, full range of ability, targeted support
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Sections and subsections

*The website will have a number of sections to assist navigation. Please advise which of the following **sections** you would expect users to look for your information?*

(Please do not tick them all only the ones that are relevant to this service)

Respite & Support	Respite & Short Breaks		Funding and Direct Payments	
Common Assessment Framework (CAF)	Emotional Wellbeing		Advocacy	
Support groups and Voluntary Organisations	Disabled Children fostering and adoption		Support and family members	

Health	Children's Nurses		Specialist Clinics	
Sensory	Pre-birth & birth		Dental Care	
Complex health needs	Doctors and Hospitals		Emotional Health & Wellbeing	

Equipment and Therapies	Wheelchair Services		Speech & Language	
Continence Services	Occupational Therapy		Physiotherapy	



Other Equipment		Other therapies		Grants	
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Education & Childcare		In school therapies		SEN Support	✓
Childcare & Early yrs.		Learning from home		Schools	✓
Colleges & Post 16	✓	Transport		Transition	✓
Higher Education		Other (please specify)			

Leisure & Play		Clubs & activities		Things to do	
Holidays		Sport & fitness		Friendships & relationships	
Gateway					

Preparation for Adulthood		Getting involved		Independent living	
Parents, siblings and Family carers		University and work	✓	Staying healthy	
Money		Getting around		Being an adult	

2b) Education settings guidance for completing the Local Offer questions
*All education settings have a statutory requirement to meet the needs of children and young people with SEND covering 0-25 years. The answers to the questions need to explain clearly to parent carers, young people and other interested parties how this works at your setting. Some education settings have eligibility criteria – it is important to make it clear when, how and by whom these are applied, as it may be that this happens at an earlier stage before you meet the family. This might be relevant for Q 7, 12 and 13.
 (Please follow the guidance notes for more information about what to include under each of the questions) We would encourage you to answer as many of the questions as possible, however it is recognized that not all the questions are applicable to all settings.*

Parents and Carers would like you to answer the following questions (Please be careful with your use of acronyms and/ or specialist terminology ensuring that you answers can be clearly understood by parent and carers):

1. How does your education setting know if children/young people need extra help?

The SENCo works closely with primary school staff to identify learners who will need additional support when they start High School. Information is provided about SEND students transferring from other schools at a later stage either to our school or our sixth-form college by their previous educational provider.

Learner progress is monitored closely through regular assessment and observations by staff to identify any possible areas of need. Parents/carers and young people themselves can raise concerns with teachers or other members of staff at any time, or approach the SENCo directly.



If necessary, the SENCo and parents/carers will agree to refer learners for more specialist screening and intervention from external agencies, e.g. from the Speech and Language Service, or the Educational Psychologist.

2. What do I do if I think my child has special educational needs?

If you think your child has special educational needs, contact the SENCo (details above). Following these discussions, outside agencies may be consulted for further advice.

3. How will the education setting staff support my child / young person?

Initially, teaching staff will support young people through differentiated learning and Quality First Teaching. Subject teachers are responsible for maximising progress in their academic area. Following further assessment, should additional support be required, a plan will be discussed between you and the SENCo which will be shared with all staff working with that individual. The plan will be monitored regularly. Assessment of needs forms the next stage of the planning.

For learners who require additional support, a team of Teaching Assistants (TAs) provide in class support. This is often shared between learners. As far as possible, learners stay in the classroom but sometimes it is necessary to withdraw them for individual/small group intervention, e.g. to develop literacy/numeracy skills. Programmes are either delivered by a part-time specialist teacher or trained TAs. Some teachers and TAs also provide before and after school support in targeted areas. The work of the TAs is allocated and monitored by the SENCo. Progress of learners is reviewed at regular intervals.

4. How will the curriculum at your education setting be matched to my child / young person's needs?

In the first instance, lessons will be differentiated to suit a variety of learning styles and needs. A modified curriculum is offered to learners who arrive in school with low Key Stage 2 levels for English and Maths – instead of following the full complement of Modern Foreign Languages lessons in Key Stage 3, they have additional Literacy and Numeracy lessons on their timetable. In Key Stage 4, learners are offered three different curriculum pathways depending on their needs. In Key Stage 5, students are guided by Birchwood College staff to follow appropriate courses.

5. How will both you and I know how my child/young person is doing and how will you help me to support my child / young person's learning?

Assessment data is sent home at five points in the school year and there is an annual Performance Review with subject teachers. For some learners with additional needs and specific plans, further meetings will take place with the SENCo to discuss progress and identify next steps. The young person's views will be part of this process. Part of the plan will include any advice on how you can support your child's learning.



6. What support will there be for my child's/young person's overall emotional health and wellbeing?

The school has a strong pastoral structure. Learners and students have a form tutor who is primarily responsible for their care, guidance and support in the school. Each year group is led by a Year Team Leader. Learner Voice is strong in the school and there are a variety of ways young people can share their views. Learners who have formal reviews with the SENCo around their particular needs are asked to contribute their opinions about how they wish to be supported and to reflect on the progress they are making.

The school's Learner Services Department consists of a dedicated team of non-teaching staff. The Head of Learner Services is also the school's Attendance and Safeguarding Officer. A range of strategies are put in place to improve attendance and promote positive behaviour. There is an Inclusion Support Team of two who run individual programmes and devise behaviour plans if learners are displaying particularly complex behaviour patterns. A part time Family Support Worker and a part time Emotional Health and Well-being Worker are based in the school and support learners with the highest level of need. They also support learners and families in our extended cluster of schools.

We have comprehensive policies to deal with medical issues, based on current good practice and accepted guidelines.

7. What specialist services and expertise are available at or accessed by the education setting?

Where appropriate, the school is able to access Educational Psychologists, SEN Consultants, Speech and Language Therapists, Occupational Therapists, a Family Support Worker, an Emotional Health and Well-being Specialist, CAMHS and Social Care Services. Access to these services is prioritised according to need and availability.

8. What training are the staff supporting children and young people with SEND had or are having?

Training is provided according to the needs of young people in the school. Training needs are reviewed regularly and adapted accordingly. We currently have staff trained to deliver Speech and Language programmes and to deliver specific literacy programmes to develop phonic skills. Staff who support learners with visual or hearing impairments have had specific training on this. Staff have been given guidance on how to support learners with particular needs, such as Autistic Spectrum Disorder. Whole staff training around SEND is a focus of the school's development plan in 2014-15.

9. How will my child/young person be included in activities outside the classroom including school trips and provision for access to Afterschool clubs?

Our school and curriculum is fully inclusive and accessible to all young people. Any particular needs will be taken into account when planning trips and after-school clubs to ensure that all learners are able to take a full and active part in school life. Parents/carers of young people with additional needs will be consulted to ensure optimum provision at all times.

10. How accessible is the education setting environment?

The building is accessible to wheelchairs. There are 8 disabled toilets across the school and College site and access to disabled changing facilities. The physical



environment is reviewed regularly to ensure full accessibility for all. We endeavour to remove any barriers to communication through regular review of need. Some adaptations to the physical environment include flashing bells to support learners with hearing impairments, lifts in buildings with more than one storey, ramps for wheelchair access and high visibility paint on stairs for young people with visual impairments. The school has an Evacuation Chair to support young people with physical disabilities during fire evacuations and training is provided annually for this. The school employs a tutor to come in for one day a week to support learners whose first language is not English. This tutor helps the school to communicate with parents/carers whose first language is not English.

11. How will the education setting prepare and support my child/ young person to join the education setting, transfer to a new education setting or the next stage of education and life?

Before learners join the school in Year 7, discussions take place between primary and secondary school staff to identify strengths and needs of individual learners. Assessment data and SEND information is passed to our staff. All learners experience two transition days in the summer term of Year 6, where they follow a typical timetable and engage in team-building activities. For learners who have been identified as needing enhanced transition, they are invited to two additional visits where a more tailored programme is delivered in smaller groups. Where necessary, learners can also have individual visits.

When learners are in Year 9, the transition from Key Stage 3 to Key Stage 4 is considered carefully and additional support is given to SEND learners when choosing their options. The school's Guidance Coordinator will meet with learners who have a statement of Special Educational Needs or an Education, Health and Care Plan at several points in Year 9, Year 10 and Year 11 to ensure they are planning thoughtfully for the next stage of their education and for adulthood. A transition plan is written by the SENCo for these learners.

Similarly, the school's Guidance Coordinator works closely with students in the College who have additional needs to help them with applications for Higher Education, Apprenticeships or employment. This supplements the general programme of Information, Advice and Guidance delivered as part of the College curriculum. The SENCo also writes a transition plan for these students.

If learners with additional needs leave the school at any point to join another establishment, the SENCo discusses individual needs with the SENCo at the new setting and passes files on.

12. How are the education setting's resources allocated and matched to children's/young people's special educational needs?

There is a specific budget allocated for SEN to fund the development of resources for children with additional needs. These are allocated on a fair and consistent basis dependent on: the extent of available funds; the recommendations of external agencies; the availability of targeted Local Authority funding and priorities established within the annual school SEND development plan.

13. How is the decision made about what type and how much support my child/young person will receive?

The Headteacher and SENCo, with appropriate advice from external agencies where required, will allocate resources and support. Recommendations from appropriate professionals will be taken into account. Plans will be discussed with parents and reviewed regularly. Our own internal assessment procedures will also inform the



process and measure the impact of support provided.
If young people have a statement of Special Educational Needs or an Education, Health and Care Plan, the school has a statutory duty to ensure the support outlined in these documents is provided.

14. How are parents involved in the setting / school / college? How can I be involved?

Parents/carers can ring the school or college office to ask the relevant member of staff to contact them about specific concerns. In addition, parents/carers are routinely invited to discuss the progress of their children, either as part of Performance Review Evenings or individually with particular members of staff, such as the form tutor, subject teacher, Year Team Leader, Head of Learner Services or the SENCo.

15. Who can I contact for further information?

For general school based information, you should initially contact your child's form tutor. Form tutors may be able to answer the question themselves, but will refer it to the relevant colleague if necessary.

If you have specific questions relating to special educational needs and disabilities, contact Jo Roscow, the SENCo (contact details above), or the Teaching Assistant who is your child's Keyworker. The governor for SEND is Debi Ost – messages to her can be passed on via the school office.

Warrington Local Authority's Local Offer for SEND can be found on their website:

www.warrington.gov.uk

You can also seek advice from Warrington's Parent Partnership:

www.warringtonparentpartnership.co.uk

Children and Young people would like you to answer the following questions
(please answer these questions in a manner that you feel is appropriate for children and young people):

1. How does the education setting know if I need extra help?

We will find out if you have any difficulties by: talking to staff from your previous school; talking to you and your parents/carers; listening to feedback from your teachers and support staff; looking at your work; examining your assessment data and observing you in action. Sometimes we ask experts from outside the school to assess you and give us guidance about how to help you.

2. What should I do if I think I need extra help?

Talk things through with your parents/carers. If you are worried about your work and need help in a particular subject, tell that teacher or the Head of Department. If you feel you are not coping in lots of subjects, tell your form tutor and they will let Miss Roscow, the SENCo (Special Needs Co-Ordinator) know. You could also tell Miss Roscow yourself.

If you have worries that are more emotional than to do with your work, again talk to your parents/carers, form tutor or any member of the Learner Services team.



3. How will my course work be organised to meet my individual needs?

Teachers plan their lessons to meet the needs of individuals. Some lessons, like Maths, Science and English are taught in sets according to learners' ability. In Years 7 to 9, if you need support with English and Maths, you do extra literacy and numeracy lessons instead of doing two languages like French, German and Spanish. When you choose your options ready for the start of Year 10 and Year 12, you are guided by school staff to choose courses which are appropriate to your needs.

4. How will I be involved in planning for my needs and who will explain it and help me?

If you have a Statement of Special Educational Needs or an Education, Health and Care Plan, you will have formal reviews with your parents/carers and Miss Roscow, the SENCo. She will explain how support is organised and how the school is trying to meet your needs. Before the review, you will be asked for your views about your progress, how the school is supporting you and what you want to achieve in the future. You can discuss this in the meeting and your ideas are recorded.

All learners and young people have the opportunity to discuss their progress and targets they have with their form tutor and subject teachers. Subject teachers will be able to help you develop strategies to improve in that particular area and your form tutor will help you with general strategies, such as organisation and approaches to homework, which will help you across the curriculum. Staff at the school will encourage you to express your thoughts and feelings in these discussions.

5. Who will tell me what I can do to help myself and be more independent?

Your parents/carers, teachers and support staff will give you advice on how you can be more independent as you progress through the school and prepare for adulthood.

6. What should I do if I am worried about something?

Speak to any member of staff you feel comfortable with – they will make sure the best person to help you is informed.

7. How will I know if I am doing as well as I should?

Your subject teachers will give you feedback on your progress and let you know if you are meeting your targets. They will ask for your opinions on how you can learn best in their classes. Your form tutor will also discuss your progress with you in all subjects throughout the year in brief mentoring sessions, and we have a formal Review Day in the spring term where you can talk in depth with your form tutor about the progress you are making. Assessment data is sent home five times a year so you and your parents/carers can keep track of how you are performing and there is an annual Performance Review evening where you and your parents/carers can discuss your progress with your subject teachers.



8. How can I get help if I am worried about things other than my course?

You can ask your form tutor or Year Team Leader for advice, or any members of the Learner Services team. If it is decided that you need a more specific programme of support, you will work closely with the relevant members of staff. The Inclusion staff (Mrs Turner and Mrs Wood) provide support if you need help to manage your feelings and improve behaviour. We have a part time Family Support Worker (Mrs Lynskey) to help you and your families in a range of ways. There is also a part time Emotional Health and Well-being Worker (Mrs Hewitt) to support learners with serious emotional issues. Mrs Crompton, the Head of Learner Services, oversees attendance and will support you if there are problems around coming into school. She is also our Safeguarding Officer and will help you if there are child protection issues. Learner Services staff can direct you to people who can support you with health problems, including sexual health and substance abuse.

We trust you to take your own medicine if you are on a short course of antibiotics, painkillers etc. If you have more serious and ongoing health issues, such as diabetes or nut allergies, emergency diabetes packs and epipens are kept in the school. First Aid staff are trained to administer these. All the staff are informed of conditions such as diabetes, epilepsy and other specific cases so they can keep an eye on you in lessons and get help when necessary.

9. Are there staff in college who have had special training to help young people who need extra help?

Staff in Birchwood College are given training according to the individual needs of students. The Guidance Coordinator is based in the college and she has a great deal of experience supporting SEND students to move onto the next stage of their education or employment.

10. Can college staff get extra help from experts outside the college if they need to? (e.g. advice and training on medical conditions)

Again, this is based on individual need. If students at the College have particular needs such as ASD, external partners are invited in to deliver a training session to staff working with that individual. Referrals are made to outside agencies, such as Social Care or the Educational Psychologist where appropriate. Recommendations from external partners are always shared with relevant staff and acted on.

11. If I have difficulty in taking part in college activities what different arrangements can be made?

a. How will I know who can help me?

Speak to your form tutor, Mr Burrows or Mr Burnham.

b. Who can I talk to about getting involved in student activities if I need extra help?

Again, speak to your form tutor, Mr Burrows or Mr Burnham.

c. If I have a disability or additional need how can I join in college activities?

The College strives to make sure that all students are able to access all the activities offered, both in and out of lessons. There are disabled toilets and changing facilities.



The building is accessible to wheelchairs. The physical environment is reviewed regularly to ensure full accessibility for all. Some adaptations to the physical environment include flashing bells to support learners with hearing impairments, lifts in buildings with more than one storey, ramps for wheelchair access and high visibility paint on stairs for young people with visual impairments. The school has an Evacuation Chair to support young people with physical disabilities during fire evacuations and training is provided annually for this.

For visits and trips, careful planning takes place beforehand and extra adult support will be provided if necessary. Staff who organise trips make sure activities are accessible for students with physical disabilities.

12. What help is there to help me get ready to start college?

You will have taster lessons and induction days to help you get used to the new environment.

If you are transferring from our school, the College staff already know you really well and are aware of particular needs.

If you are transferring from another school, your teachers and SENCo there will provide our staff with lots of information about you. You can come for extra transition visits if you wish.

13. I am coming to college to prepare for employment – how will I be supported?

You will take part in Information, Advice and Guidance sessions with your form tutor and other College staff. In these sessions, you will be given advice on how to apply for Higher Education courses. The College also organises visits to different Higher Education Institutions (HEI) and Higher Education Fairs. Speakers from HEI are sometimes invited into College to speak to students.

In Y12, you will go on Work Experience, developing your employment and life skills. In some courses, Work Experience is a key part of the qualification.

As stated above, the Guidance Coordinator is based in College and can give you personalised support in preparing for Higher Education and employment.