

Birtley House Independent School

SEND Information Report 2025-2026

Birtley House School is a specialist school with 28 children aged 5-11. We provide education and support for children with specific learning difficulties, children with Speech, Language and Communication delays or disorders, children who are performing below government age expectations in numeracy and literacy, children with social communication difficulties, anxiety and attachment disorders and children who require extra nurturing.

What kinds of SEND does the school have provision for?

SEND is divided into 4 broad areas of need – Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health and Physical and Sensory.

The following table highlights the percentage divide of the primary areas of need we currently have at Birtley House:

Primary area of need	% of children
Communication and Interaction	90%
Cognition and Learning	7%
Social, Emotional and Mental Health	4%
Physical and Sensory	7%

We currently have 93% of children with EHCP support and 7% without EHCP support. All of our children are on the SEN register.

How does the school know if my child needs additional support and what should I do if I think my child has additional areas of need?

If it is suspected that your child is not making expected progress or requires support in an additional area of need, the class teacher will raise a concern in the first instance. The class teacher and the SENCO will work together to undertake detailed analysis of your child's needs. This will be gathered from teacher assessment and experience of your child, your child's previous progress and attainment and their development in relation to their peers and national

data. The views and experiences of parents and the child themselves will also be sought. If it is felt that further specialist assessment is required, outside professionals will be appointed (with written parental consent) to carry out detailed assessments of your child in a specific area of need. This will include professionals such as Educational Psychologists, Speech and Language Therapists, Occupational Therapists and Paediatricians. The school will always liaise with any external professionals during the whole assessment process. It can be arranged for assessments by external professional to be undertaken in school, allowing the professional to view and work with your child in a familiar setting and allowing conversations between the professionals and your child's class teacher/SENCOs/Headteacher to take place.

If you have a concern about your child's progress in a particular area, you should first arrange to speak to your child's class teacher about it. The class teacher will then discuss this concern with the SENCO and an appointment may be made for the SENCO and parents to discuss these concerns.

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

Every child in the school receives Quality First Teaching which includes a multisensory, differentiated curriculum. Teaching is regularly monitored by the Senior Leadership Team. Your child's class teacher is responsible for continuously assessing and monitoring your child's progress in all areas of learning and development. Progress is formally reviewed and tracked in Reading, Writing, Maths termly with the SENCO and Headteacher.

The school uses a number of sensitive assessment tools, showing children's attainment in a number of areas in more detail by breaking learning and progress down into smaller steps. A variety of assessment tools are used to monitor progress in all areas of development.

Children with the support of an Education, Health and Care Plan will have their progress monitored closely, in relation to their long and short term outcomes, ensuring that the EHCP remains up to date and reflective of the child's current areas of strengths and difficulties. Parents and other professionals supporting your child will be invited to an Annual Review meeting, once a year to discuss the progress and development and request any amendments that need to be made to the Plan. Written information will also be provided at 2 points during the year as part of the 'In-Year review' process, which will comment on the effectiveness and impact of interventions and the progress towards the short term outcomes. The Local Authority responsible for maintaining your child's EHCP will be sent copies of this paperwork at the time of the Annual Review.

For children without the support of an EHCP, the school provides a Pupil Passport which details:

- What your child likes and is good at
- What your child doesn't like and finds difficult
- Teaching strategies and how your child is supported
- Personalised learning
- Targets
- Date for review

This Pupil Passports and Provision Plans (for children with an EHCP) ensure that your child receives a personalised curriculum, tailored to their needs which is reviewed at least 2 times a year. The Pupil Passports and Provision Plans contain details of additional interventions and teaching strategies that your child requires in order to overcome barriers to learning and make progress in a specific area. The intervention groups are tracked by staff who are delivering them on the school's Provision Map, which details the target that is being worked towards and the progress that has been made towards that target by each child receiving the intervention. The SENCOs oversees the Provision Mapping for the whole school.

As parents, you will receive a copy of your child's Pupil Passport or In Year Review at the start of every review period and a review at the end of this time, detailing the progress your child has made towards their individual targets. You will have the chance to include your views on your child's targets and progress. The Pupil Passport will also suggest strategies for you to use at home to help your child make progress.

Formal parents' meetings are held throughout the year in which you can discuss the progress your child has made and raise any concerns you may have. Informal meetings can be arranged at other times of the year too should either you or school have concerns about your child's progress. Daily communication is encouraged through the use of the online portal system.

How will the school staff support my child?

Every child in the school receives a multisensory, differentiated curriculum personalised to their individual needs, outlined in their Pupil Passport or Provision Plan. The following strategies are used as standard practice across the school to help children to overcome barriers to learning:

- Small class sizes
- Concise instructions with prompts
- Use of simple sentences
- Teaching of active listening skills
- Sensory boxes in all classrooms with regular sensory/movement breaks
- Word finding activities
- Use of mind maps

- Speaking and listening practise
- Focus on vocabulary skills
- Coloured overlays (where necessary)
- Cream paper
- Dyslexia friendly font
- Pre teaching
- Visual timetables/task boards
- Use of visual and physical prompts
- Core stability cushions/Hokki stools
- Ear defenders
- Sloping desks
- Pencil grips
- Use of fidget cards and sand timers
- Numicon (a multisensory approach to number work)
- Number lines / number ladders
- Number cards
- Concrete apparatus
- Peer activities in and out of school
- Animal & pet therapy
- Use of Restorative Practice programme
- Sign Along to support spoken language

More specific support may be required for children according to their areas of need. The following intervention groups are available to support your child's specific areas of need:

- Dyslexia intervention group– supporting all aspects of Dyslexia
- Cogmed programme – improving working memory
- Sensory Circuits programme – gross motor skills set by the Occupational Therapist
- Clever Fingers programme – fine motor skills set by the Occupational Therapist
- Handwriting
- Phonics Booster
- Precision teaching
- Numicon Booster
- Times tables booster
- Picture maths
- Social Communication skills
- Social Emotional skills
- Social Interaction skills

- Mindfulness
- Maths Whizz – supporting all aspects of numeracy
- Instruction group
- Language and Vocabulary group
- TTRS – a multisensory touch typing programme
- Numbershark/Wordshark
- Board games group
- Lego Therapy

Your child may also require more intensive 1:1 support by external specialist professionals. We offer the following additional interventions/therapies in school:

- Speech and Language Therapy
- Occupational Therapy
- Physiotherapy
- Therapeutic play
- Social Skills
- Individualised Dyslexia support

How will the curriculum be matched to my child's needs and how is the decision made about the types of support my child will receive?

Your child's Pupil Passport or Provision Plan provides details of how the curriculum will be matched to their needs. Their areas of need will be clearly outlined, along with strategies and interventions that will be put in place to support them. Your child's Pupil Passport or Provision Plan will also detail their areas of strength, which will be encouraged and developed through the enriching curriculum and extra curricula activities provided at Birtley House.

All whole class lessons and intervention groups are carefully and sympathetically planned, using daily assessments to inform planning to ensure that teaching and learning happens at an appropriate rate for your child.

The effectiveness of the support and interventions and their impact on your child's progress will be reviewed in line with the agreed date set on the Pupil Passport or Provision Plan. The impact and quality of the support and interventions will be evaluated, along with the views of you and your child. This will in turn feed back into the analysis of your child's needs. The class teacher and the SENCOs will then revise the support in light of your child's progress and development and decide on any changes to the support and outcomes in consultation with

you and your child (where appropriate). Parents will be given clear information about the impact of the support and interventions provided, enabling you to be involved in planning the next steps. We recognise that children's needs are constantly emerging and developing. As such, the provision and support we make for your child changes to reflect their current needs at any given time.

How will my child be included in activities outside the classroom, including school trips?

At Birtley House, we place a strong emphasis on children gaining hands on, practical and real life learning experiences outside the classroom. We organise a large and varied number of school trips, some in classes or specific groups and some as a whole school. These may be topic based to support what your child is learning about in a particular area of the curriculum; designed to broaden your child's experiences, like a trip to the theatre or an activity for a specific purpose, such as a social skills trip to a local café to encourage ordering lunch independently. In addition, we run a yearly residential trip to a purpose built activity centre. We also invite visitors into school to talk about specific topics and complete a range of activities with the children.

All children are actively encouraged to engage in all trips and activities that are organised for them as we believe that the skills and experiences that are gained from them are invaluable.

As standard we have a high teacher: pupil ratio on all trips to ensure the safety and well-being of all children and so that every child is able to actively participate in the activities. However, if we feel that your child may benefit from further support, we may recommend that your child has 1:1 support for the duration of the trip.

For children who become anxious before trips, staff will work with the child and their parents in producing social stories so that your child is fully prepared for and aware of what will happen during the trip.

Full account is taken of medical/physical/dietary requirements when organising trips and activities.

What support will there be for my child's overall wellbeing?

Some children will have extra emotional and social needs that need to be developed and nurtured. These needs can manifest themselves in a number of ways, including behavioral difficulties, anxiousness or being uncommunicative. We provide a small and supportive

environment where children feel safe and cared for. Every classroom has an 'Emotions Board' where children can visually represent how they are feeling and 'Emotions Fans' are also available for children to use.

As part of the National Curriculum, we teach PSHE (Jigsaw Programme) and have SEAL embedded in all areas of learning. All children participate in Yoga once a week.

For children who require more intensive support, we run a number of intervention groups, such as a Social Emotional Skills group and a Mindfulness Programme.

If it is thought that your child could benefit from more specialised input, we may suggest that the Local Authority Early Help team is contacted (with your consent) to provide further support to the child and their family. We have a trained member of staff who can help and support you with this process.

What specialist services are available through the school?

In school we have a number of therapies/intervention, provided for by external professionals. These include:

- Speech and Language Therapy
- Occupational Therapy
- Physiotherapy
- Qualified Dyslexia Specialist Teacher

We can also make referrals to other supporting professionals/agencies, with parental consent, if deemed necessary. These are services such as CAMHS, Early Help and Prevention Team, Educational Psychology Service and Paediatricians (this list is not exhaustive).

What training have the staff supporting children with SEND had?

Staff at Birtley House are highly trained in a wide variety of areas of SEND.

- The SENCOs attend Local Authority briefings to keep up to date with any legislative changes to SEND
- Teachers have a variety of additional qualifications including the Dyslexia qualification and a Speech and Language Therapy qualification
- All staff engage in additional training in a range of SEND areas, such as Language for Learning, Drawing and Talking, Write Dance, Sign along and Team Teach
- Staff meetings delivered by the SENCOs to update all staff on SEND information

- The school has 2 fully qualified SENCOs who have completed the National Award for SEN Co-ordination qualification (Canterbury Christchurch, 2015 & 2019) An additional member of staff is a newly appointed SENCO and is undertaking the qualification

How accessible is the school inside and outside?

The school is compliant with Disability Discrimination Act (DDA) requirements.

All accessibility information is outlined in the school's Accessibility Plan.

How will the school prepare my child for transition periods in their education?

When entering the school:

If we think that Birtley House School may be an appropriate setting for your child, we will arrange some Placement Evaluation Visit days for your child to attend the school, with a discussion between parents and the Head teacher/SENCOs at the end. This gives us a chance to assess if our setting can offer appropriate provision for your child and your thoughts on the setting. Please note that no formal or written assessments will take place at this time. It also helps your child to become more familiar with the setting prior to them starting at Birtley House (if this is agreed by both parents and school). We can also liaise with your child's previous school to ensure continuity of any provision that was in place for them there. Personalised resources such as visual transition books are available on request.

When transferring to secondary school:

Children in Year 6 undergo a long transition period to prepare them for their transfer to their secondary setting. Children work through Transition packs and attend transition intervention groups to prepare them as fully as possible. The SENCOs also have face to face meetings with the SENCO/Inclusion Manager of every child's future school to ensure a smooth and complete transition. Future secondary schools are invited to your child's Year 6 Annual Review meeting, for child who are in receipt of an EHCP.

Who can I contact for more information?

Birtley House has a wide catchment area, taking pupils from many Local Authorities. Here are links to the Local Offers from some of our catchment LAs.

Kent

<http://www.kent.gov.uk/education-and-children/special-educational-needs>

Bromley

<https://www.bromley.gov.uk/children-young-adults-disabilities-learning-needs/bromley-local-offer>

Bexley

<http://www.bexleylocaloffer.uk/>

Greenwich

<https://www.greenwichcommunitydirectory.org.uk/kb5/greenwich/directory/home.page>

Croydon

<https://localoffer.croydon.gov.uk/kb5/croydon/directory/home.page>