



Local Offer Submission for 2025-26

Birch Copse Primary School

Birch Copse is a two-form entry primary school in Tilehurst with 421 children on roll. Around half of the pupils live within the immediate catchment area. The majority of pupils are White British, with smaller groups including Black Caribbean, Mixed White and Black Caribbean, and Asian heritage. 39 pupils speak English as an Additional Language (EAL).

The proportion of pupils eligible for free school meals has doubled in recent years, although it remains below the national average. The proportion of pupils with SEND is also below average, with needs including Autism and ADHD.

The school works closely with parents and carers and we are fortunate to have parents and carers who value education and are keen to support their children with their learning.

Our mission statement is: **"Together we plant the seeds for success."**

1. Identification of Special Educational Needs and Disabilities (SEND)

How does the school identify children/young people with special educational needs and disabilities?

Children may be identified as having SEND through concerns raised by teachers or parents about progress, behaviour, or attitudes to learning. In addition, school tracking systems highlight pupils who are not making expected progress, which may indicate an underlying need.

What should I do if I think my child has SEND?

Your first point of contact is your child's class teacher. You can contact them through Class Dojo, by phoning the school office, or by sending a note. After discussing your concerns, the class teacher may consult the SENCo (Special Educational Needs Coordinator). If needed, a meeting with the SENCo can also be arranged to explore next steps.

2. Support for Children with Special Educational Needs

If my child is identified as having SEND, who will oversee and plan their education programme?

The class teacher is responsible for the learning of all children in their class, including those with SEND. Where additional support is required, the teacher plans this with input from the SENCo and, if appropriate, external professionals.

How will I be informed/consulted about the ways in which my child is being supported?

A **Support and Achievement Plan (SAP)** will be created. This document sets out your child's strengths, areas for development, and outcomes for the term. It is written in consultation with parents and reviewed termly, incorporating both parent and child views. Parent/Teacher discussions are also held twice a year.

How will the school balance my child's need for support with developing their independence?

TAs and LSAs provide targeted support but also encourage pupils to work independently. They are skilled at judging when one-to-one support is necessary and when it is better to step back, under the guidance of the class teacher.

How will the school match/differentiate the curriculum for my child's needs?

Teachers adapt lessons based on tracking data and professional knowledge. Differentiation may involve simplified activities, use of practical apparatus, visual supports, targeted adult help, or additional time to consolidate learning.

What teaching strategies does the school use for children with learning difficulties, including autistic spectrum disorder, hearing impairment, visual impairment, speech and language difficulties?

Strategies are tailored to each child and may include: visual timetables and prompts, adapted seating, simplified instructions, pre-teaching key vocabulary, enlarged resources, reduced use of complex language, or follow-up consolidation with an adult.

What additional staffing does the school provide from its own budget for children with SEND?

We employ LSAs to deliver targeted support, including Speech and Language and Occupational Therapy programmes. Two Emotional Support Assistants work with individuals and run group sessions. A SEND LSA also provides social skills support and 1:1 interventions.

What specific intervention programmes does the school offer to children with SEND and are these delivered on a one to one basis or in small groups?

Intervention	Delivery
ABC to Read	1:1
STAR	1:1
Toe by Toe (Literacy)	1:1
Precision Teaching	1:1
Doodle Maths	Individual
Lexia	Individual
Emotional Literacy Support	1:1
Social Skills	Small group
Circle of Friends	Individual with peer group
LEGO Therapy	Small group
Sensory Circuits	Small group
Life Skills	1:1

Targeted group work (phonics, handwriting, reading, maths) Small group

What resources and equipment does the school provide for children with SEND?

We have a range of resources including Numicon, wobble cushions, fiddle toys, weighted lap cushions, and social stories. A dedicated Sensory Room provides a calm space for pupils who feel overwhelmed. Specialist equipment is purchased or borrowed on the advice of external agencies.

What special arrangements can be made for my child when taking examinations?

Where appropriate, pupils may receive access arrangements such as extra time, a reader, a scribe, movement breaks, or a smaller test environment. Modified test papers can also be ordered for children with a visual impairment.

3. My Child's Progress

How will the school monitor my child's progress and how will I be involved in this?

Progress is reviewed regularly. Parents are updated during Parent/Teacher discussions and through SAP reviews three times a year, where outcomes and support are discussed.

When my child's progress is being reviewed, how will new targets be set and how will I be involved?

Targets are reviewed collaboratively. Achieved outcomes are replaced with new ones, while ongoing ones may be refined or extended to allow more time.

In addition to the school's normal reporting arrangements, what opportunities will there be for me to discuss my child's progress with school staff?

Parents may request additional meetings by contacting the class teacher, SENCo, or school office.

What arrangements does the school have for regular home to school contact?

We have an open-door policy. Parents may pass urgent information at drop-off or pick-up, but regular updates are encouraged via Class Dojo, email, or phone. LSAs may provide feedback, and home-school diaries are available if needed.

How can I help support my child's learning?

Supporting homework, maintaining good attendance, and encouraging children's interests all contribute to progress. Regular communication with school staff helps ensure joined-up support.

Does the school offer any help for parents/carers to enable them to support their child's learning, e.g. training or learning events?

The school website contains the curriculum and Knowledge Organisers for all subjects and year groups. Parents are also invited in termly to visit their child in class and see their work. Workshops are held to share the school's approach to teaching in some subjects such as English and Maths.

How will my child's views be sought about the help they are getting and the progress they are making?

Children contribute to SAPs and, where applicable, create "All About Me" booklets for annual reviews. They may attend review meetings to share their views. Pupil interviews and intervention feedback are also used.

How does the school assess the overall effectiveness of its SEN provision and how can parents/carers and young people take part in this evaluation?

SEND progress is monitored closely by the SENCo and senior leaders and shared with parents through meetings and reports. Parents can also provide feedback through annual questionnaires and informal discussions with staff.

4. Support for My Child's Overall Wellbeing

What support is available to promote the emotional and social development of children with SEND?

We have an Emotional Support Assistant who works with pupils on self-esteem, friendships, and managing emotions. Trained staff also run social skills groups and provide 1:1 sessions where required.

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

Behaviour is managed consistently across the school. For pupils who need additional support, behaviour-focused SAPs or Therapeutic Plans are created in consultation with parents and external teams.

What medical support is available in the school for children with SEND?

Staff are trained to support pupils with medical needs such as diabetes or epilepsy. Care plans are created where needed, and medical information is regularly updated.

How does the school manage the administration of medicines?

Both the office and classroom hold medication such as inhalers and other prescribed medicine in a locked cupboard. Parents are required to fill out a form detailing dosage and storage instructions for medication. All medication is administered by an adult.

How does the school provide help with personal care where this is needed, e.g. help with toileting, eating etc?

Individual care plans are created with parents. Facilities include an accessible toilet, and flexible arrangements are made for lunchtime if required.

5. Specialist Services Available/Accessed by the School**What SEN support services does the school use?**

Each service has their own criteria to access support which we refer to when considering whether a child needs specialist support. Currently we have input from most of the above services and additionally have children and families receiving support through the Child and Adolescent Mental Health Service (CAMHS). We can also apply for support for children and families through the Emotional Health Triage.

What should I do if I think my child needs support from one of these services?

In the first instance, discuss it with your child's class teacher who may then refer you to the SENCo. The SENCo can make the appropriate referral if it is considered suitable. Some referrals are completed in collaboration with the child's parents/carers.

How are Speech and Language therapy, Occupational therapy and Physiotherapy services provided?

Therapists create programmes for pupils. These are delivered in school by trained LSAs or TAs, with therapists reviewing progress at follow-up visits.

What should I do if I think my child needs to be seen by a Speech and Language therapist, Occupational therapist or Physiotherapist?

Raise your concerns with your child's teacher, who will refer you to the SENCo. Referrals may be made by the SENCo or, in some cases, your GP.

What arrangements does the school have for liaison with Children's Social Care services?

Our designated safeguarding staff and Family Liaison Officer liaise with Social Care as required, on a case-by-case basis.

6. Training of School Staff in SEND**What SEND training is provided for teachers in your school?**

Teachers access training delivered by external agencies and therapists. Topics include Autism, sensory processing, speech and language strategies, and therapeutic approaches. The SENCo also provides in-house training.

What SEND training is provided for teaching assistants and other staff in your school?

TAs and LSAs are trained in interventions such as STAR, Precision Teaching, and LEGO Therapy, and in understanding specific needs such as Autism.

Do teaching assistants have any specific qualifications in SEND?

Yes. Some are trained as Emotional Support Assistants and in specialist programmes such as Protective Behaviours, SNAP Maths, and STAR.

7. Activities Outside the Classroom Including School Trips**How do you ensure children with SEND can be included in out-of-school activities and trips?**

Full risk assessments are carried out. Adjustments are made to ensure inclusion.

How do you involve parents/carers in planning the support required for their child to access activities and trips?

For activities such as residential visits, planning meetings are held with parents to agree support.

8. Accessibility of the School Environment**How accessible is the building for children with mobility difficulties/wheelchair users?**

The school is accessible, with external ramps available where there are steps.

Have adaptations/improvements been made to the auditory and visual environment?

Yes. For example, steps are painted with yellow edges for visibility, and adjustments are made for pupils with visual needs.

Are there accessible changing and toilet facilities?

Yes.

How do you ensure that all the school's facilities can be accessed by children with SEND?

Each case is considered individually, and additional support is provided where required.

How does the school communicate with parents/carers who have a disability?

Parents are asked about their preferred communication methods, and external advice is sought if required.

How does the school communicate with parents/carers whose first language is not English?

We seek advice from EMTAS and can arrange interpreters or translated documents.

9. Preparing My Child to Join a New School/Next Stage of Education**What preparation will there be for both the school and my child before he or she joins the school?**

The SENCo liaises with parents and the previous setting. Transition visits can be arranged, including at quieter times. Transition booklets with photos of key staff and spaces are provided.

How will my child be prepared to move on to the next stage within school, e.g. class or key stage?

Children visit their new classroom and staff, and receive a transition booklet to use over the summer.

How will my child be prepared to move on to his or her next school?

Extra visits, small group sessions, and individual support are available. Staff share strategies and information with the receiving school.

How will you support a new school to prepare for my child?

We pass on key information, including successful strategies and reports. Meetings between staff at both schools are arranged where needed.

What information will be provided to my child's new school?

The SENCo's full file, including plans, reports, and strategies, is passed on.

10. Who Can I Contact to Discuss My Child?

Who would be my first point of contact if I want to discuss something about my child or if I am worried?

Your child's class teacher.

Does the school offer any specific support for parents/carers and families (such as Family Support Workers)?

Yes. Our Family Liaison Officer offers advice, support, and access to workshops and courses.

What arrangements does the school have for signposting parents/carers to external agencies which can offer support, such as voluntary agencies?

Information is shared via SEN newsletters, the weekly bulletin, and direct referrals from the SENCo or Family Liaison Officer.

What arrangements does the school have for feedback from parents, including compliments and complaints?

Parents can share feedback at meetings, through questionnaires, or directly with staff. Complaints follow the school's standard complaints procedure.