

Forest Town Primary School



Special Educational Needs Information Report

2018-2019

Introduction

Forest Town Primary School celebrates the differences between all of our children and values the contribution which every member of each school makes to the school community and our community as a whole.

We recognise and embrace that good quality teaching for all children and young people and at every stage in a child and young person's journey through early education, school and further education and training is vital to unlocking their potential. (CoP 2014 1.24)

This SEN information report has been produced for the Nottinghamshire LA Local Offer and aims to give further information about the support that we provide to pupils with SEN.

For pupils recognised as having special educational needs or disabilities, Nottinghamshire Local Authority outline four broad 'areas of need' as:

- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Communication and Interaction
- Sensory and Physical Needs

What is the Local Offer?

The *Children and Families Bill* became enacted in 2014. From this date, Local Authorities and schools are required to publish and keep under review information about services they expect to be available for the children and young people with Special Educational Needs (SEN) aged 0-25. This is the 'Local Offer'.

The intention of the Local Offer is to improve choice and transparency for families. It is also an important resource for parents in understanding the range of services and provision in the local area.

The School SEN Information Report

This utilises the LA Local Offer to meet the needs of SEN pupils as determined by school policy, and the provision that the school is able to meet.

Please click on one of the 14 questions below for more information about the Local Offer from Forest Town Primary School and how we can support your child.

The Local Offer from Forest Town Primary School

- 1. Who are the best people to talk to in this school about my child's difficulties with learning/Special Educational Needs or Disability (SEND)?**
- 2. What are the different types of support available for children with SEND in our school?**
- 3. How can I let the school know that I am concerned about my child's progress in school?**
- 4. How will the school let me know if they have any concerns about my child's learning in school?**
- 5. How is extra support allocated to children and how do they progress in their learning?**
- 6. Who are the other people providing services to children with SEND in this school?**
- 7. How are the staff in school helped to work with children with SEND and what training do the teachers have?**
- 8. How will the teaching be adapted for my child with SEND?**
- 9. How will we measure the progress of your child in school?**
- 10. What support can we offer for you as a parent of a child with SEND?**
- 11. How is Forest Town Primary accessible to children with SEND?**
- 12. How will we support your child when they are joining, leaving or moving within this school?**
- 13. How will we support your child's emotional and social development?**
- 14. What impact is Forest Town Primary having on our children with SEND?**

1. Who are the best people to talk to in this school about my child's difficulties with learning/Special Educational Needs or Disability (SEND)?

The class teacher

Responsible for:

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be targeted work or additional support) alongside the Special Education Needs/Disabilities Co-ordinator (SENCo).
- Planning effective outcomes for pupils with SEND and writing pupil progress targets on the pupil's SEND record and sharing and reviewing these with parents at least once each term and planning for the next term.
- Personalised and/or adapted teaching and learning for your child as identified on the school's provision map.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

The SENCo: Mrs Clare Purchase

Responsible for:

- Developing and reviewing the school's SEND policy.
- Co-ordinating all the support for children with special educational needs or disabilities (SEND)
- Ensuring that you, as a parent, are
 - Involved in supporting your child's learning
 - kept informed about the support your child is getting
 - Involved in reviewing how they are doing.
- Liaising with all the other people who may be coming in to school to help support your child's learning, e.g. Speech and Language Therapy, Educational Psychologists.
- Updating the school's SEND Provision Map (a system for ensuring that all the SEND needs of pupils in this school are known) and making sure that a record of your child's progress and needs are kept through the pupil SEND records.
- Providing specialist support for teachers and support staff in the school, so that they can help children with SEND in the school to achieve the best progress possible.
- Maintaining an overview of the budget and the deployment and quality of resources.
- Preparing bids for additional funding where appropriate.

The Head teacher: Mrs Nicola Lomas

Responsible for:

- The day-to-day management of all aspects of the school; this includes the support for children with SEND.
- The Head teacher will give responsibility to the SENCo and class teachers, but is still responsible for ensuring that your child's needs are met.
- The Head teacher must make sure that the Governing Body is kept up to date about issues relating to SEND.

The SEND Governor:

Responsible for:

- Making sure that the necessary support is given for any child with SEND who attends the school.
- 2. What are the different types of support available for children with SEND in our school?**

a) Class teacher input, through excellent targeted classroom teaching (Quality First Teaching).

For your child this would mean:

- That the teacher has the highest possible expectations for your child and all pupils in their class.
- That all teaching is built on what your child already knows, can do and can understand.
- That different ways of teaching are in place, so that your child is fully involved in learning in class. This may involve things like using more practical learning or through outdoor learning.
- That specific strategies (which may be suggested by the SENCo) are in place to support your child to learn.
- Your child's teacher will have carefully checked on your child's progress and will have decided that your child has a gap or gaps in their understanding/learning and needs some extra support to help them make the best possible progress.
- Your child's teacher will keep in touch with you so that information can be shared.

b) Specific group or individual (1 to 1) work

This would mean that your child would be involved in a specific, carefully planned and tested, appropriate Intervention which may be:

- Run in the classroom by a teacher or a teaching assistant (TA).
- Run out of the classroom with a teacher or teaching assistant at various times.

c) Specialist support offered by outside agencies such as:

- Speech and Language therapy
- Schools and Families Specialist Services (SFSS)
- The Education Psychology Service (EPS)
- Sensory Service (for students with a hearing or visual need)
- Health representatives
- Outside agencies such as the Mansfield Area Partnership (Behaviour Support)

What could happen?

You may be asked to give your permission for the school to refer your child to a specialist professional, e.g. an Educational Psychologist. This referral involves a synopsis of your child's needs being taken to a working body of professional people called a 'Springboard' and asking relevant professionals for support. These referral systems take place termly and

include the Garibaldi Family of schools representatives. If support is then allocated, it may help the school and you to understand your child's particular needs better and be able to support them more effectively in school.

The specialist professional will work with your child's class teacher for a limited period of time to understand their needs more fully and make recommendations as to the ways your child is given support.

d) Specified Individual support

This type of support is available for children whose learning needs are severe, complex and lifelong.

This is usually provided via an Education, Health and Care Plan (EHCP), previously known as a Statement of Special Educational Needs. This means your child will have been identified by professionals as needing a particularly high level of personalised individual or small-group teaching to meet their severe and complex needs most effectively.

This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups. Your child will also need specialist support in school from a professional outside the school.

For your child this would mean:

- The school (or you) can request that Local Authority Services carry out a statutory assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child.
- After the request has been made to the 'Panel of Professionals' (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case, they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the current support.
- After the reports have all been sent in, the Panel of Professionals will decide if your child's needs are severe, complex and lifelong. If this is the case, they will write an Education Health Care Plan (EHCP). If this is not the case, they will ask the school to continue with the current level of support and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.

See EHC Plan section of our website and animation for more information

3. How can I let the school know that I am concerned about my child's progress in school?

If you have concerns about your child's progress, you should speak to your child's class teacher initially.

If you continue to be concerned that your child is not making progress, you may speak to the Special Education Needs/Disabilities Co-ordinator (SENCo), Mrs Clare Purchase

The school SEND Governor can also be contacted for support.

They can be contacted via the school office on 01623 477211

4. How will the school let me know if they have any concerns about my child's learning in school?

If your child is identified as not making progress or showing specific difficulties and / or needs, the school will set up a meeting to discuss this with you in more detail and to:

- Listen to any concerns you may have
- Plan any additional support your child may need
- Discuss with you any referrals to outside professionals to support your child

5. How is extra support allocated to children and how do they progress in their learning?

The Head Teacher and the SENCo discuss all the information they have about SEND in the school, including:

- the children getting extra support already
- the children needing extra support
- the children who have been identified as not making as much progress as would be expected

From this information, they decide what resources/training and support is needed.

The school identifies the needs of SEND pupils on a provision map. This identifies all support given within school and is reviewed regularly and changes made as needed, so that the needs of children are met, and resources are deployed as effectively as possible.

6. Who are the other people providing services to children with SEND in this school?

School provision

- Teachers responsible for teaching SEND groups/individuals
- Teaching Assistants working with either individual children or small groups
- Teaching Assistants offering support for children with emotional and social development through our accredited Nurture Group, The Tree House
- Local Authority Provision delivered in school
- Schools and Families Specialist Services
- Educational Psychology Service
- Sensory Service for children with visual or hearing needs
- SALT (Speech and Language Therapy)
- Additional Speech and Language Therapy input to provide a higher level of service to the school
- Health Provision delivered in school
- Healthy Families Team (previously School Nursing service)
- Occupational Therapy
- Physiotherapy
- CAMHs
- Mansfield Area Partnership

7. How are the staff in school helped to work with children with SEND and what training do the teachers have?

The SENCo's job is to support the class teacher in planning for children with SEND. The SENCO is well trained, attending termly Springboard meetings where specific training and support takes place between the family of schools' SENCOS.

The school provides induction training on SEND to all new staff. Ongoing training and support is provided to enable all staff to improve the teaching and learning of children, including those with SEND. This includes whole school training on SEN issues such as Autism Spectrum Disorder (ASD) Speech and Language difficulties, attachment disorders and specific intervention training. Staff are also involved in an 'SEND Update' annually where general training is given around the school's core offer (teaching and learning expectations and policy) as well as general SEND guidance, policy and practice, including nurture. A termly SEND Bulletin is also provided to staff to keep abreast of any local or national updates in SEND, providing key reminders and directives.

At the start of the year, all staff complete an 'SEND training needs' questionnaire to highlight their areas for development which are analysed and used to plan specific training for individuals and general training for staff overall. As a result, in the academic year 2017-18, all staff received specific training on the assessment and tracking of pupils with SEND, working below the National Curriculum, nurture provision, differentiation for SEND pupils within a mastery curriculum and target setting for pupils with SEND.

Individual staff will also attend specific training run by outside agencies that are relevant to the needs of specific children in their class, e.g. from the SFSS Team, when available and relevant. This has included training on Autism, ICT for supporting SEND learners, Lego therapy, 123 Magic and Pathological Demand Avoidance. The whole school have taken part in CPD from ADHD Solutions to comply with the requirements to become a recognised 'ADHD Friendly School'.

8. How will the teaching be adapted for my child with SEND?

Class teachers plan lessons according to the specific needs of all groups of children in their class (including pre-National Curriculum targets, National Curriculum targets and Boxall profile targets) and will ensure that your child's needs are met.

Support staff, under the direction of the class teacher, can adapt planning to support the needs of your child where necessary.

Specific resources and strategies will be used to support your child individually and in groups.

Planning and teaching will be adapted, on a daily basis if needed, to meet your child's learning need so that as many children as possible with SEND can remain alongside their peers in the classroom.

9. How will we measure the progress of your child in school?

Your child's progress will be continually monitored by his/her class teacher.

His/her progress will be reviewed formally with the Head teacher and SENCo every half term in reading, writing and maths.

Any other behavioural or developmental progress (eg. through the Boxall profile) will be reviewed every term by the SENCO and appropriate staff who work with and support your child.

At the end of each key stage (i.e. at the end of year 2 and year 6), all children are still required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and these results are published nationally.

All children identified as having SEND and in receipt of SEND support will have targets which support them in achieving the best possible outcomes. The targets may be based on personal objectives, National Curriculum targets, Portage assessment targets or Boxall profile assessment, or based on targets set by outside agencies specific to their needs. Targets will be set using these assessment tools and designed to accelerate learning and close the gap. Progress against these targets will be reviewed regularly, evidence for judgments assessed and a future plan made.

Children with an identified need will have specific targets written by their class teacher and work supporting those targets will be recorded in the child's own Achievement Book. These targets are reviewed at least termly and new targets written to address individual needs.

The progress of children with an EHC Plan will be formally reviewed at an Annual Review with all adults involved with the child's education.

The SENCo will also check that your child is making good progress within any intervention that they take part in.

Regular book scrutinies and lesson observations will be carried out by the SENCo and other members of the Leadership Team regularly to ensure that the needs of all children are met and that the quality of teaching and learning is high.

The Governing body report annually on the success of the SEND policy.

10. What support can we offer for you as a parent of a child with SEND?

The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school, so that similar strategies can be used.

The SENCo is available to meet with you to discuss your child's progress or any concerns/worries you may have.

All information from outside professionals will be discussed with you by the person involved directly, or where this is not possible, in a report.

Personal targets / interventions will be reviewed with your involvement every term, usually at allocated parent-teacher meetings but alternative meetings can be arranged where necessary.

Homework will be adjusted as needed to your child's individual requirements.

A home-school contact book may be used to support communication with you when this has been agreed to be useful for you and your child.

11. How is Forest Town Primary accessible to children with SEND?

The school is fully compliant with PDSS requirements.

- All areas of the school site are easily accessible.
- There are two lifts in school to support access to raised floors and there is level access for all external doors.
- School is easily accessible by a wheelchair and benefits from double doors.
- There are three onsite disabled toilets, a shower area and changing facilities.
- We ensure where ever possible that equipment used is accessible to all children regardless of their needs.
- After-school provision is accessible to all children, including those with SEND.

12. How will we support your child when they are joining, leaving or moving within this school?

We recognise that transitions can be difficult for a child with SEND, and we take steps to ensure that any transition is as smooth as possible.

If your child is starting school, entering F1 (Nursery) or F2 (Reception) for the first time:

- The SENCo will speak to or visit pre-schools or early years settings, possibly with the Foundation Stage Leader as appropriate.
- The SENCO will speak to any other agencies who are involved with supporting your family.
- Your child will be invited to attend our 'Ready for Nursery' sessions prior to them starting school, where you can meet with the Foundations teachers and the SENCO as appropriate.
- The SENCO will arrange any multi-agency meetings appropriate to support you and your family.

If your child is joining us from another school:

- The SENCo will speak to or visit previous schools to gather as much information as possible about your child and his/her needs.
- If your child would be helped by an 'All about Me!' book to support them in understand moving on, and then one will be made for them including both home and school information.
- Your child will be able to visit our school and stay for a new starter's session.
- The SENCo will arrange any multi-agency meetings appropriate to support you and your family.

If your child is moving to another school:

- We will contact the school SENCo and ensure he/she knows about any special arrangements or support that need to be made for your child. Where possible, a planning meeting will take place with the SENCo from the new school.
- We will make sure that all records about your child are passed on as soon as possible.
- If your child would be helped by an 'All about Me!' book to support them in understand moving on, and then one will be made for them including both home and school information.
- We will endeavor to make regular and planned transition visits to your child's new school with your child.

When moving classes in school:

- Information will be passed on to the new class teacher in advance and the needs of your child will be discussed. Pupil SEND records will be shared with the new teacher.
- If your child would be helped by an 'All about Me!' book to support them in understand moving on, then one will be made for them.

In Year 6:

- The SENCo will discuss the specific needs of your child with the SENCo of the child's secondary school. In some cases, a transition review meeting to which you will be invited will take place with the SENCo from the new school.
- Your child will participate in focused learning relating to aspects of transition, to support their understanding of the changes ahead.
- Where possible, your child will visit their new school on several occasions, and in some cases staff from the new school will visit your child in this school.
- If your child would be helped by a book/passport to support them in understand moving on, then one will be made for them.

13. How will we support your child's emotional and social development?

We recognise that some children have extra emotional and social needs that need to be developed and nurtured. These needs can manifest themselves in a number of ways, including behavioural difficulties, anxiousness, and being uncommunicative.

All classes access a PSHCE (Personal, Social, Health, Citizenship and Economic education) session through our 'Window on the World' approach to this aspect of education and to support this development. However, for those children who continue to find aspects of this difficult we offer:

- An in-school nurture provision, 'The Tree House', which is accredited with the Marjorie Boxall Award, run by two highly trained teaching assistants. This follows the Nurture Principles and is run on a continuous basis dependent on the needs of our children.
- Lunchtime and playtime support through planned activities and groups.
- If your child still needs extra support, with your permission the SENCo will access further support through the EHAF process.
- We ensure that we regularly gather, and take into account, the wishes and feelings of pupils, particularly those with SEND.
- We ensure that different aspects of Pupil Voice from all pupils are heard on a termly basis including questionnaires and through School Council.
- Pupils with SEND Support also complete a termly 'Pupil Growth Profile' which aims to capture their thoughts, wishes and feelings about school and their social and emotional development.

14. What impact is Forest Town Primary having on our children with SEND?

Class teachers and teaching assistants, supported by the senior leadership team, regularly and rigorously monitor the progress and development of all pupils in school and this ensures that pupils with SEND are identified quickly and given the appropriate SEND support to improve their outcomes in the best possible way.

Our staff are very skilled and trained in gathering evidence about a pupil and assessing their levels of attainment and developmental needs quickly and accurately. Alongside the SENCO and with the support of parents, the most effective provision and support is planned for and implemented without delay and is regularly reviewed and the impact assessed to ensure positive outcomes.

In general terms, some of our most recent positive impact on our pupils with SEND have been:

- Accreditation of the Marjorie Boxall Award for excellent Nurture provision for our 'Tree House' Nurture group.
- Accreditation for the Investors in Pupil award.
- The expertise and support of a qualified, specialist Speech and Language Therapist in school for one day each fortnight, assessing pupils and supporting staff to manage their needs in school.
- Increased commitment towards whole school programmes of support through the ongoing 'Every Child Counts' programme, which supports some of our vulnerable pupils with Maths.
- School Games Gold Award for excellent PE provision.
- Highly dedicated and trained staff who enjoy teaching our pupils and want them to succeed, regardless of their needs or difficulties.
- Happy pupils who enjoy school!