

**Forest View
Primary School**

**SPECIAL EDUCATIONAL NEEDS
AND DISABILITY INFORMATION
REPORT**

**October
2019**

At Forest View Primary School we strive to support all children to enable them to achieve their full potential at school. In order to do this, many steps are taken to support them through their learning journey. For some children there are occasions when further additional support may be needed to help them to make the best possible progress in school.

What are special educational needs (SEN) or a disability?

The SEND Code of Practice (2014) states: **Special Educational Needs:** A child or young person has a special educational need if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.

A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age.

Special educational needs provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.

Disability: Many children and young people who have SEN may have a disability under the equality act 2010- that is 'a physical or mental impairment **which** has a long-term and substantial adverse effect on their ability to carry out normal day to day activities'. This definition includes sensory impairments such as those affecting sight or hearing and long-term health conditions such as asthma, epilepsy, diabetes and cancer.

What is the Local Offer?

The LA Local Offer

- 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 (SEND) aged 0-25. This is the 'Local Offer'.
- The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area.

The school SEND Information Report

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

If your child has Special Educational Needs, what can Forest View Primary school offer you?

We embrace the fact that every child is different, and, therefore, the educational needs of every child are different; this is certainly the case for children with Special Educational Needs.

Below are some to the questions you may have about SEND provision at Forest View Primary school.

Who are the best people in school to talk to about my child's difficulties/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) and letting the Special Education Needs/Disabilities co-ordinator (SENDco) know as necessary.

- Writing Pupil Progress targets/individual Education Plans (IEPs) and sharing and reviewing these with parents at least once each term and planning for the next term.
- Ensuring that the school's SEND Policy is followed in their classroom and or all the pupils they teach with any additional need.

The SENDco: Ms T Johnson

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 are
 - I. Involved in supporting your child's learning.
 - II. Kept informed about the support your child is getting.
 - III. 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 Psychology.
- Updating the school's SEND register and making sure that records of your child's progress and needs are kept.
- 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.

The Head Teacher: Mrs E Cook

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 SENDco and class teachers, but is still responsible for ensuring that your child's needs are met.
- The Head Teacher will ensure that the Governing Body is kept up to date about issues relating to SEND.

The SEND Governor: Cllr. W Brady

Responsible for

- Making sure that the necessary support is given for any child with SEND who attends the school.

How does Forest View Primary School know if children need extra help?

Every child at Forest View Primary School is tracked from entry into our Nursery class until they leave at the end of year 6.

We know when pupils need help if:

- Concerns are raised by parents/carers, teachers or the child.
- Limited progress is being made.
- There is a change in the pupil's behaviour or progress.
- The child meets the criteria on the SEND ranges.

How will I know how Forest View Primary School will support my child?

- An Individual Education Plan (IEP) will be written and agreed by the teacher, parents and pupil. This will consist of two or three manageable targets for the child. These are reviewed termly and monitored by the SENDco.
- Each pupil's educational provision will be planned by the class teacher. It will be differentiated accordingly to suit the pupil's individual needs. This may include additional general support by the teacher or teaching assistant in class.
- If a pupil has needs related to more specific areas of their education, such as spelling, handwriting, maths and English skills, etc., then the pupil will be placed in a small intervention group. The length of time of this intervention will vary according to need, but will be reviewed to find out if it has had impact and decide the next steps.
- Pupils will be asked for their views and opinions during/following the intervention.
- Teaching staff meet termly with the Head Teacher and Ms Johnson to discuss pupil progress. Key stage pupil progress meetings are held fortnightly.
- A pupil may need more expert support from an outside agency. The school or parent can make a referral. The school will support the practitioners involved as necessary.

How will the curriculum be matched to my child's needs?

- Class teacher input, via 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 the 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.
- Those specific strategies 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.
- Specialist equipment is provided to make classroom life easier, such as concentration cushions, tangle toys, writing aids and some pupils have laptops for personal use.
- Specific group work.
- Specific 1:1 work.

Intervention which may take place in the classroom, break out space, intervention room and may be delivered by a teacher, HLTA or teaching assistant.

Specialist groups run by outside agencies, e.g. Speech and Language Therapy

This means a pupil has been identified by the SENDco/class teacher as needing some extra specialist support in school from a professional outside the school. This may be from

- Local Authority central services, such as the ASD Outreach Team, Behaviour Support Team, Behaviour Support Team or Sensory Service (for students with a hearing or visual need).
- Outside agencies such as the Education Psychology Service (EPS).

What could happen?

- You will be asked to give your permission for the school to refer your child to a specialist professional, e.g. a Speech and Language Therapist or Educational Psychologist. This

will 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 to understand their needs and make recommendations as to the ways your child is given support.
- 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 Educational, Health and Care Plan (EHCP). This means your child will have been identified by professionals as needing a particularly high level of individual support or small-group teaching.

This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups ('Including All Children' documentation from LA).

Your child will also need specialist support in school from a professional outside the school. This may be from

- Local Authority central services such as the ASD Outreach Team., Behaviour Support or Sensory Service (for students with a hearing or visual need).
- Outside agencies such as the Speech and Language Therapy (SALT) Service.

For your child this would mean

- The school or parents 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 a panel of professionals they will decide whether they think your child's needs 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 life-long. 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.
- The EHC Plan will outline the number of hours of individual/small group support your child will need and what strategies must be put in place. It will also have long and short term goals for your child.
- An additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child.

How will my child's progress be measured?

- Your child's progress will be continually monitored by his/her class teacher, the SENDco and the Head Teacher.
- At the end of each Key Stage all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and the results that are published nationally.
- Where necessary, children will have an IEP including targets set by outside agencies specific to their needs. These are designed to accelerate learning and narrow any gaps. Progress against these targets will be reviewed regularly, evidence for judgements assessed and a future plan made.

- The progress of children with an Education Health Care Plan will be formally reviewed at an Annual Review with all adults involved with the child's education. The school holds interim reviews in between the Annual Review or at the request of parents.
- The SENDco will also check that your child is making good progress within any individual work and in any groups they take part in.
- Regular book scrutinies and lesson observations will be carried out by the Head Teacher, Deputy Head Teacher, SENDco, other members of the Senior Management Team and subject co-ordinators to ensure that the needs of all children are met and that the quality of teaching and learning is high.

How will I know how my child is doing?

At Forest View Primary School we have an 'open door' policy which means any parents can request an appointment at any time via the school office if they wish to discuss their child's progress.

- You will be able to discuss your child's progress at Parents' Evening.
- Your child's IEP will give you some information about how your child is achieving and progressing.
- If your child has an Early Help Plan, meetings are held every six weeks or more often according to need and circumstances.
- EHCP are usually reviewed annually but these reviews may take place earlier if deemed necessary. (6 monthly)

How will you help me support my child's learning?

- The class teacher may suggest ways of how you can support your child.
- The SENDco can support you also and may have strategies you can use.
- If outside agencies have been involved with your child they often provide recommendations for both home and school.

What support will there be for my child's overall well-being?

- Transition days nursery- reception, KS1 – KS2. Y6-Y7 are in place for all pupils, but are personalised for SEND pupils.
- All adults in school have training in Child Protection and Abuse Awareness. This training is updated annually.
- All staff have had training on supporting children's emotional resilience and well-being.
- Daily routines and access arrangements for children can be personalised to overcome any individual barriers to learning that children may face.
- Children may be referred to the Emotional Resilience team for additional support with their emotional/social wellbeing.
- Additional transition days can also be planned for if required.

Pupils with medical needs

- If a pupil has a medical need then a Care Plan is compiled by the School Nurse in consultation with parents/carers.
- A number of supervisory assistants, teachers and teaching assistants have regular First Aid Training and Paediatric First Aid Training.
- The SENDco is able to access specialist services – see below.

What specialist services and expertise are available to the school?

Education Psychologist
Educational Psychology Teachers
School Nurse (reception upwards)/Health Visitor (Nursery pupils)
Speech and Language Therapists
Language Outreach Support
Occupational Therapy and Physiotherapy
Portage and Pre-School Service
Social Services
Children and Young People's Services
Emotional Resilience Officers
Primary Mental Health Workers
Family Support Workers/SEND Team and OT from local secondary school (personalised transition programmes Y6-Y7)
Tyne Gateway Local Entrepreneurs (parent and family support)
Family Outreach Workers (children 0-4 years)
Ashley Child Development Centre
Sue Hedley Nursery School
Bright Future (work with females aged 11-25 years)
Looked After Children (LAC) Service – support from virtual Head Teacher and team
Hearing Impairment Team and Teachers for the Deaf
Developmental and Co-ordination Disorder Clinic
Children and Young People's Well-Being Panel
Short Break and Respite Service
Paediatric Services
Parent/Carer SEND voluntary groups; Listen 4 a Change, Kayaks and SNIPS

An Educational Psychologist is allocated to each school. He/she works directly with pupils whose need are quite considerable and have not responded well to the interventions put in place for them. The psychologist will meet with parents first and give feedback after assessing the child. The psychologist will offer advice to the school and to parents/carers on how best to support the pupil in order to take learning forward.

What training have the staff supporting children with SEND had?

- Ms Johnson keeps up to date with all training in relation to supporting children with additional needs. This has included training on supporting children with emotional, behavioural and sensory impairments as well as dyslexia. She also attends regular SENDco network meetings provided by the Local Authority.
- Continuous Professional Development is actively encouraged by the Head Teacher at Forest View Primary. All staff keep up to date with training provided to meet the individual needs of the children they are working with.
- All staff have attended training on Emotional Resilience and supporting children with attachment disorders.
- The SENDco and class teachers as necessary work closely with the Speech and Language Service to discuss ongoing SALT programmes. These are delivered where necessary during the school day.
- Many of our teaching and support staff have been TEAM TEACH trained.

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

- Activities and school trips are available to all.
- 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 parent or carer may be asked to accompany their child during the activity.

How accessible is the school environment?

- As a school we are happy to discuss individual access requirements.
- There are 5 disabled toilets.
- There are wide doors for access in and around the building and 2 electronic opening doors in KS1.
- Corridors and classrooms have been carpeted to support children with hearing impairments.

How will the school prepare and support my child when joining Forest View Primary School or transferring to a new 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 joining us from another school:

- You and your child will be able to visit our school and meet the Head Teacher, class teacher and other staff and possibly have a taster session if this is appropriate.

If your child is moving to another school:

- We will contact the school SENDco and ensure he/she knows about any special arrangements or support that needs to be made for your child. Where appropriate, a planning meeting will take place with the SENDco from the new school,
- We will make sure that all records about your child are passed on as soon as possible.

When moving classes in school:

- Information will be passed on to the new class teacher in advance and in most cases a planning meeting will take place with the new teacher. IEPs will be shared with the new teacher.

In year 6:

- The SENDco will discuss the specific needs of your child with the SENDco of the child's secondary school. In most cases, a transition review meeting to which you will be invited will take place with the SENDco 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.
- The Emotional Resilience Officer may work with your child in the last term in primary school to prepare for transition.

How are the school's resources allocated and matched to children's special educational needs?

The Head Teacher decides on the deployment of resources for Special Educational Needs and Disabilities, in consultation with the school governors on the basis of needs in the school.

- The SEND budget is allocated for each financial year. The money is used to provide additional support or resources dependant on an individual's needs.
- Pupil premium was introduced in 2011 and is allocated to schools for pupils who have been registered for free school meals (FSM) and at any point in the last 6 years. Schools also receive funding for Looked After Children and Service Children.
- The school can only apply to the Local Authority for Top-Up Funding for a pupil if they have a high level of need and costs exceed that which have already been allocated to school funds for that pupil.
- The SENDco holds an allocated budget for aids/resources and some CPD.
- During examinations SEND pupils may qualify for extra time, someone to write or read for them or have rest breaks.

How is the decision made about how much support my child will receive?

- These decisions are made in consultation with the parent, SENDco, Head Teacher and class teacher. Some decisions are informed by advice from outside agency recommendations and termly tracking of pupil progress.

How will I be involved in discussions about planning for my child's education?

- All parents are encouraged to contribute to their child's education. This may be through:
 - I. Discussions with the class teacher.
 - II. Parents' evenings.
 - III. Discussions and meetings with Ms Johnson and other professionals.
 - IV. Parents may contribute and/or comment upon their child's IEP.
 - V. Parents are also encouraged to seek support from the Parent Partnership Services if necessary.

Who can I contact for further information?

- If you wish to discuss your child's educational needs or are unhappy about something regarding your child's schooling, please contact the school office to arrange a meeting with the Head Teacher, class teacher or SENDco Ms Johnson.

