



**Forsbrook C.E. Primary School**  
**SEND Information Report**  
**2020-21**

|                                       |                  |
|---------------------------------------|------------------|
| Headteacher                           | Mrs K. Mitchell  |
| SENCo                                 | Miss J. Hackney  |
| Governor with responsibility for SEND | Mrs C. Bratt     |
| Nurture Provider                      | Mrs U. Holdcroft |

**Children and Families Bill 2014**

The Children and Families Bill underpins wider reforms to ensure all children and young people can succeed, no matter what their background. The Bill will reform the systems for adoption, looked after children, family justice and special educational needs. The Government is transforming the system for children and young people with special educational needs (SEN), including those who are disabled, so that services consistently support the best outcomes for them.

A child or young person has a learning difficulty or disability if he or she: has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

Part of the SEN reform programme Local Authorities must publish their Local Offer, providing a comprehensive, transparent and accessible picture of the range of services available. Local partners, including schools are required to co-operate with the Local Authority in the development and review of their Local Offer.

All Staffordshire maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs and are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. All schools are supported to be as inclusive as possible, with the needs of pupils with a Special Educational Need/s being met in a mainstream setting wherever possible and where families want this to happen. This document outlines our School Offer and the SEN Information required as stated in the SEN Code of Practice.

## **1. How does the school know if children need extra help and what should I do if I think my child may have special educational needs?**

At Forsbrook Primary School **all** children receive high quality first teaching, focusing on class, group and individual learning. The progress and attainment of all pupils is reviewed every term by the class teachers and Senior Leadership Team at which time provision may be adjusted to meet identified needs. You will normally be informed about your child's general progress and targets through termly Parents' Consultation days and a written annual report in the summer term. We know when pupils need help if concerns are raised by parents/carers, teachers, or the pupil's previous school, if tracking of attainment outcomes indicate a lack of progress or our observations indicate that a child may have additional needs in one of the four following areas:

### **Communication and interaction**

Children and young people with speech, language and communication needs (SLCN) may experience difficulty when communicating and interacting with others. These children may experience difficulties expressing themselves; understanding what is being said to them or have difficulties understanding or using social rules of communication. Children with autistic type characteristics (ASD) may experience difficulties with the development of speech, language and communication skills.

### **Cognition and learning**

Some children experience difficulties with their learning and may require additional support or intervention to help them learn.

**MLD** – Moderate Learning Difficulties: learning at a slower pace, even with appropriate differentiation.

**SLD** – Severe Learning Difficulties: support needed in all areas of the curriculum.

**PMLD** – Profound and Multiple Learning Difficulties: severe and complex learning difficulties as well as a physical disability or sensory impairment.

**SpLD** – Specific Learning Difficulties: Dyslexia, Dyscalculia, Dyspraxia.

### **Social, mental and emotional health**

Some children and young people may possibly experience social and emotional difficulties. Sometimes these difficulties may be caused by a mental health problem such as anxiety or depression. Social, emotional or mental health issues may manifest in many different ways. If such needs are identified, then the child may require specialised support. A child experiencing such issues may have low self-esteem, become withdrawn, isolated or display challenging / disruptive behaviour, self-harming, substance misuse, eating disorders etc.

### **Sensory/physical**

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of educational facilities generally provided.

**VI** – Visual Impaired **HI** – Hearing Impaired **MSI** – Multi-sensory Impairment **PD** – Physical Disability.

If a child continues to have difficulty after intervention or has a high level of difficulty when they join us, they may be considered to have Special Educational Needs (SEN) and placed on the SEN register. Parents will be informed of this and a collaborative approach adopted to

plan and review the most appropriate next steps

If you are concerned about your child then we would encourage you to speak to your child's teacher. The class teacher will report to the SENCO. We listen to all parents and parents' views and aspirations for their child are central to the assessment and provision that is provided by the school.

**There are many terms that are abbreviated that can lead to confusion. Here is a glossary of the most used terms.**

ASD Autistic Spectrum Disorder

CAMHS Child and Adolescent Mental Health Service

EHC Education, Health and Care Plan (to replace statement)

EP Educational Psychologist

IEP Individual Education Plan

LM Learning Mentor- supports children with social/emotional/behavioural needs.

QFT Quality First Teaching – an excellent standard of teaching, enabling all pupils to make progress.

SSEN Statement of Special Educational Need

SA School Action

SALT Speech and Language Therapy/Therapist

SA+ School Action Plus

SEN Special Educational Needs

SEN Code of Practice The legal document, which sets out the requirements for educating children with special educational needs.

SEND Special Educational needs and Disability

SENCO Special Educational Needs Co-ordinator- organises and monitors provision for children with special educational needs

## **2. How will the school staff support my child?**

All pupils are provided with high quality teaching that is differentiated to meet the diverse needs of all learners.

Pupils with a disability will be provided with "reasonable adjustments" in order to increase their access to the taught curriculum.

We have a highly experienced team of staff who may be involved in supporting your child at Forsbrook C.E. Primary School. These include:

### **The Class Teacher**

The class teacher is responsible for setting relevant targets, planning and ensuring delivery of additional support for children with SEND (supported by the Inclusion Manager). They will provide access to the curriculum and will liaise with the key stage managers and Inclusion Manager to identify, monitor and assess pupils with SEN.

### **The Inclusion Manager**

The Inclusion Manager and the Senior Leadership Team and the Governing Body, is responsible for overseeing and co-ordinating the day to day policy and practice for pupils with SEND.

### **Teaching Assistants**

Teaching Assistants support all pupils in class. We have several additional TAs who help support groups and individual children with their learning.

### **Specialist Support**

Sometimes school may commission Specialist Support to work with identified children with a particular focus e.g. Educational Psychologists, Behavioural Support, Autism Outreach Team, Speech and Language Therapists, Occupational Therapists, Sight Specialist or Teacher of the Deaf.

### **Monitoring**

The quality of teaching is monitored through a number of processes that includes:

1. classroom observation by the senior leadership team, and external verifiers
2. ongoing assessment of progress made by pupils in specific intervention groups
3. work sampling on a termly basis
4. scrutiny of planning
5. teacher meetings with the Inclusion Manager
6. pupil and parent consultation meetings
7. whole school pupil progress tracking
8. pupil progress meeting with the Senior Leadership Team
9. attendance and behaviour records

### **Target setting**

- All pupils have individual curriculum targets set in line with age appropriate guidelines. These are discussed with parents during consultation days and pupils' attainments to meet these targets are tracked using the whole school tracking system.
- Pupils who are failing to make expected levels of progress are identified very quickly and are discussed in regular termly meetings with the class teacher and the Inclusion Manager
- Where pupils are not making progress intervention is put in place using the assess, plan, do and review model
- Progress will be monitored at least half termly following intervention
- Intervention through support will be recorded on a plan that will identify a clear set of expected outcomes, progress towards these outcomes will be tracked and reviewed with parents and the pupil.
- If progress rates are still judged to be inadequate despite the delivery of high quality interventions, advice will be sought from external agencies regarding strategies to best meet the specific needs of a pupil. This will only be undertaken after parent permission has been obtained
- For pupils who despite relevant and purposeful action taken to meet their special needs, fail to make expected levels of progress, the school or parents may consider requesting an Education, Health and Care assessment that will be undertaken by the Local Authority.

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

***FROM SEPTEMBER 2014 the government replaced the previous two categories of School Action and School Action Plus with a new single category called 'Additional SEN Support', which is a more simplified, rigorous approach. It will focus the system on the impact of the support provided, rather than how children access support according to the category they fit into.***

Class teachers (supported by the Inclusion Manager) will assess your child to identify their strengths, needs and the extra help they require. This may involve additional support from a teaching assistant in class, small group or individual support out of class or alternative resources such as a sloping board, ICT access or visual prompts. Following this, if your child continues to have difficulty, we will seek professional advice from specialist support services such as speech and language therapists, visual/hearing impairment teachers, health professionals, special educational needs support teachers and educational psychologists.

### **EHCP (Education, Health and Care Plan)**

If your child's needs are complex or severe we may suggest that we ask the local authority for a statutory assessment. This document will describe your child's SEN and the provision they should receive. EHCPs usually involve the Local Authority specifying extra resources to help your child. These could include money, staff time, special equipment and attendance at a school with specialist resourced support. This additional provision will be reviewed annually or sooner if required and would include parent, teacher, Inclusion Manager and the pupil.

***From September 2014, all children and young people from age 0-25, who have significant special educational needs will undergo an Education Health and Care (EHC) Assessment (unless their parents, carers or the young person opt out of the new system). This will lead to an EHC Plan instead of Statement of SEN. For children and young people who already have a Statement of SEN, the transfer of Statements into EHC Plans will be a gradual process.***

If you would like to know what provision is in place for your child or if you have any concerns that your child has some additional needs, please speak to your child's class teacher who can put a plan in place to support them. You are also very welcome to make an appointment with our Inclusion Manager. Appointments can be made through the school office (01782 392577).

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

At Forsbrook C.E. Primary School we value the importance of a good collaborative relationship between school, parents and the child. All children are continuously involved in the review and target setting procedure for their individual or group learning targets. All parents are kept informed about their child's attainment, progress and targets for development through termly parent consultations meetings and the formal written annual report. However, where children require additional SEN support half-termly review meetings may be necessary to review progress and plan the next steps and provision. It is during these meetings that recommendations on how to best support your child at home will be given. Where specialist SEN support is necessary, meetings with outside support agencies will be arranged as required. Annual reviews of statements will be held annually or sooner if required and will

include parent(s)/carers, teacher, Inclusion Manager, any other agencies involved with the child and the pupil (where appropriate).

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

### **Mission Statement:-**

**A Christian school where quality and opportunities make a difference.**

To provide a stable, sympathetic, safe and caring community school.

Promote the highest standard of teaching and learning to enable our children to become successful, interested and independent learners.

To ensure that disciplinary and other issues are dealt with according to a clear, fair, consistent and graduated process involving staff, governors, parents and outside agencies as required.

To ensure that equal opportunities are provided for all.

To help children recognise, praise and celebrate their achievements as well as those of others and to encourage healthy competition.

Ensure all our staff have the expertise and working environment necessary to promote the spiritual, moral, cultural, mental, physical and social development of pupils within our Christian school and the Church community.

To create a school to be proud of, where everyone behaves with care and consideration towards themselves, others, their belongings and the environment.

To follow the requirements of the National Curriculum alongside an enrichment curriculum, to maximise the development of each child.

The school offers a wide variety of pastoral support for pupils. These include:

- A HEARTSMART PSHE curriculum that aims to provide pupils with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being. Children are encouraged to voice their concerns, learn how to stay safe and to choose healthy life styles. Each year safety is discussed and the older children take part in drama workshops aimed at helping them to manage the ever changing world of technology. Please visit our website to see the topics that are included within this area of the curriculum.
- All children at Forsbrook C.E. Primary School have a role to play in the further development of the school. The School Council supports this process, acting as a 'pupil voice' and promoting and shaping ideas for development. All children feel respected and valued as unique individuals and this is reflected in the warm, caring and friendly family atmosphere of the school.
- The school uses positive behaviour strategies and rewards, to celebrate individual achievements and differences, encouraging the children to effectively evaluate their own

behaviour and helping them to grow into responsible young people who can make the correct choices in life.

- Bikeability and road safety projects also contribute to the children's well-being and keeping safe initiatives.
- Children from Y2 take part in annual residential visits. These visits help promote their team building skills, independent skills and life skills.
- The school has gained Healthy School status which evidences the work undertaken within the school to support pupils' wellbeing and mental health.

### **Medication**

Forsbrook C.E. Primary School follows the Staffordshire County Council guidelines on the administration of medicines in school and works closely alongside the School Nurse. Should your child require medication to be administered during school hours, a care plan, (detailing your child's individual medical condition, requirements and action to be taken) and a medication administration form (detailing the exact medication and dosage) needs to be completed by the parent before medication can be administered.

All medicine administration procedures adhere to the LA policy and DfE guidelines included within **Supporting pupils at school with medical conditions (DfE) 2014**

## **6. What specialist services and expertise are available at or accessed by the school?**

Should concerns regarding progress and attainment remain following the additional SEND support provided by the school, then support will be sought from one of the local authority or medical specialist support agencies.

These include:

### **Local Authority**

- Specialist SEND Support Teachers
- Education Psychologist
- Autism Outreach
- Visual / Hearing Impairment Team
- Physical Difficulties Support Service
- Behaviour Support Team
- Outreach Services from Specialist Schools/Units
- Dyslexia Centres
- Autism Outreach
- Educational Welfare Officers
- Physical and disability support service
- Social Services

### **Medical**

- Occupational Therapists
- Physiotherapists
- Speech and Language Therapists
- School Nurse
- Child and Adolescent Mental Health Service (CAMHS)

For a very small percentage of pupils, whose needs are significant and complex and the special educational provision required to meet their needs cannot reasonably be provided from within the school's own resources, a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care (EHC) plan being provided

## **7. What training have the staff supporting children and young people with SEND had or are having?**

In order to ensure our staff have the skills and knowledge to support children with SEND—there is a programme of on-going training both in school, elsewhere and also external training provided by key specialists involved with individual pupils. Training provided to date includes:

- Dyslexia
- Autism awareness and support planning
- Precision Teaching
- Better Reading Programme
- Developing early writing skills
- Attachment
- HOPE SEMH training

## **8. How will my child be included in activities outside the classroom including school trips?**

Our curriculum includes not only the formal programme of learning, but the 'informal' programme of a wide range of extra-curricular activities, curriculum visits, visitors and trips. All children are encouraged to participate in all areas of the curriculum both formal and 'informal' and where necessary reasonable adjustments can be made to facilitate the needs of children with SEND. In these circumstances, parents and children are consulted closely as to the nature of the adjustments required.

Risk assessments are carried out and procedures are put in place to enable all children to participate in all school activities.

## **9. How accessible is the school?**

Forsbrook C.E. Primary School is all on ground level and all areas of the school can be accessed directly. Classrooms are equipped with interactive whiteboards and networked PCs. The school also has a set of Ipads, all of which are wireless and connected via the school's network. Additional resources for SEND pupils are secured via the local authorities Inclusion / SEND Support Teams or via the application to the local authority for additional educational needs funding. There is also a staff toilet, which has shower facilities.

## **10. How will the school prepare and support my child to join the school, transfer to a school or the next stage of education and life?**

A number of strategies are in place to enable effective pupil's transition. These include:

### **On entry:-**

A planned programme of visits are provided in the summer term for pupils starting in September in reception. This includes two ½ days followed by a whole day including lunch. Parent/carers are invited to a meeting at the school and are provided with a range of

information to support them in enabling their child to settle into the school routine. At the start of the term there is a “meet the teacher” event for all parents to receive information on class expectations, including support from home for reading and homework. If pupils are transferring from another school, the previous school records will be requested immediately and a meeting will be set up with parents to identify and reduce any concerns.

The Inclusion Manager meets with all new parents of pupils who are known to have SEND to allow concerns to be raised and solutions to any perceived challenges to be located prior to entry. Children who attend Forsbrook Nursery will liaise closely with the Nursery SENCO who will provide support for transition to school.

Forsbrook C.E. Primary School works closely with all settings to ensure that transition to or from our school is as smooth for the child as possible. The parents, child, head teacher, class teachers and all other parties involved with the child, meet to share all relevant information and to plan next steps and appropriate provision; this may include the application for additional needs funding. In addition to this transition, visits to the new setting can be planned, along with a transition passport or pack being provided. Transition meetings for pupils with a statement of SEN are held and a transition report submitted to the local authority, highlighting any need to amend or change the statement. The transition programme in place for pupils in Y6 provides a number of opportunities for pupils and parents to meet staff in the new school. These opportunities are further enhanced for pupils with SEN. The annual review in Y5 for pupils with a statement of educational need or an Education, Health and Care plan begins the process where parents are supported to make decisions regarding secondary school choice. Parents will be encouraged to consider options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information is comprehensive but accessible. Parents may like to take advantage of the support offered by the independent Staffordshire School Choice.

Accompanied visits to other providers may be arranged as appropriate. For pupils transferring to local schools, the SENCo’s of both schools will meet to discuss the needs of pupils with SEN in order to ensure a smooth transition. The records of pupils who leave the school mid phase will be transferred within five working days of the parents notifying their child has been enrolled at another school.

## **11. How are the school’s resources allocated and matched to children’s special educational needs?**

The school receives funding to respond to the needs of pupils with SEND from a number of sources: A proportion of the funds allocated per pupil to the school to provide for their education (the Age Weighted Pupil Unit); The Notional SEN budget: The Pupil Premium funding for pupils who meet certain criteria. In addition, for those pupils with the most complex needs, the school may be allocated Additional Educational Needs funding. This funding is then used to provide the equipment and facilities to support pupils with special educational needs and disabilities through:

- In-class support from teaching assistants
- Small group support from teaching assistants e.g. nurture groups, literacy and numeracy support
- Specialist support from teachers e.g. 1:1 tuition
- Bought in support from external agencies e.g. access arrangement assessment, speech and language support.
- Parent workshops

- Provision of specialist resources e.g. assessment software
- CPD relating to SEND for staff

## **12. How is the decision made about which type and how much support my child will receive?**

For pupils with SEN but without an Education Health and Care plan, the decision regarding the support required will be taken at joint meetings with the SENCo, class teacher and parent. For pupils with an Education, Health or Care plan (EHCP), which type of support and how much support will be in place is dependent upon what is outlined in the EHCP.

## **13. How are parents involved in the school? How can I be involved?**

We believe that working together in partnership with parents ensures the best possible outcomes for every child. Parental involvement is key to a child's educational and social and emotional development. We therefore provide a range of opportunities for parents to be involved in school life. These include:

- Daily voluntary reading sessions
- Grandparents / Parents lunches
- Theme days( where parents join us for workshops related to a topic being taught)
- Concerts in the Autumn, Spring and Summer terms
- Special church services including Christmas and Easter
- Class assemblies
- KS1 Cream Tea
- KS2 Carol Service
- Opportunities to attend school trips
- Parents Workshops on a range of curriculum subjects.

## **14. How is my child involved in decisions?**

At Forsbrook Primary school we aim to support children in developing into successful, independent learners. In order to do this the children are encouraged to take an active role in planning for their learning and reviewing their progress. Feedback is provided to the children both verbally and as written feedback within their class books. This feedback is interactive and may be in the form of dialogue with the teacher. If a child is receiving support from an outside agency, they will have direct contact with the specialist who provide them, the school and the parent with advice.

## **15. Who can I contact for further information?**

If you would like to know what provision is in place for your child or if you have any concerns that your child has some additional needs, please speak to your class teacher who can put a plan in place to support your child. You are also very welcome to make an appointment with the Headteacher. Appointments can be made through the school office (01782 392577). Or you may wish to contact the Local Support Team based in Newcastle 01782 296290  
For complaints please contact the School Chair of Governors- Mrs C. Bratt.

As part of the new code of practice every school is legally required to provide parents/carers with a Special Needs and Disability Information Report which will be reviewed annually. In

addition, every local authority must also provide a 'local offer' outlining the services it will provide for children and young people with special educational needs and disabilities.

Staffordshire's local offer can be found at:

<https://www.staffordshire.gov.uk/education/Access-to-learning/Local-Offer-SEND-Pathway.aspx>

Click on the 'My disability' tab and then the 'Special Educational Needs and Disability' link. The local offer can be found on the list on the left-hand side of the page along with other information relating to children in Staffordshire with SEND.