

Forest Glade Primary School



Special Educational Needs Information Report 2024-25

To be reviewed September 2025



What kinds of special educational needs does the school make provision for?

Forest Glade is a Mainstream Primary School, which caters for a wide range of needs. This includes pupils with identified special educational needs, and those who have a specific medical need or disability. Staff know the children, their background, their needs, achievements, social contexts and individual journeys and this enables a personalised approach to learning, stretching beyond the classroom. Special Educational Needs and inclusion at Forest Glade are always a priority and bespoke provision is planned and provided to ensure that the needs of all our children are met in line with the principles outlined in our SEND policy.

Meet the SEND Team



Mrs Gregory is the SENCo in school. She has responsibility for coordinating the provision for all children in the school who have Special Educational Needs or disabilities.



Mrs Lomax is our SENCo assistant and completes many of our diagnostic assessments to help understand children's needs further. She also assists teachers in planning SMART targets and completing SEND Support Plans.



Miss Watkins is our Senior Mental Health Lead. She is responsible for leading wellbeing and mental health at Forest Glade.



Miss Hemsley is our Emotional Literacy Support Assistant (ELSA). She supports our children by providing emotional support through tailored interventions. She has regular support from the Education Psychology team with her role and now has been trained in Drawing and Talking, Emotions through Art, Emotion Potions, Queen Bees, Emotions through Nursery Rhymes and Drawing and Talking. She is also trained in using Makaton and Attention Autism.



Miss Allen is our communication and language expert. She has expertise in helping children with complex needs to communicate and delivers Attention Autism daily to children. Miss Allen is also our SaLT lead and supports members of staff across school to develop children's speech and language skills.



Mrs Stafford has received training for Elklan making her knowledgeable in children's speech development. She also has had training in the following interventions to support children's emotional health and wellbeing: Emotions through Nursery Rhymes, Emotions through Art and Drawing and Talking.



Mrs McNaught has also received training for Elklan making her knowledgeable in children's speech development. She also has had training in the following interventions to support children's emotional health and wellbeing: Emotions through Nursery Rhymes, Emotions through Art and Drawing and Talking.



Mrs Wilton is trained in delivering Drawing and Talking as an intervention for children with emotional and mental health needs.



Jennie Dendy is our Family SENDCo. She has oversight of SEND provision across the Quarrydale family of schools and is responsible for allocating local funding and supporting the schools in our area.

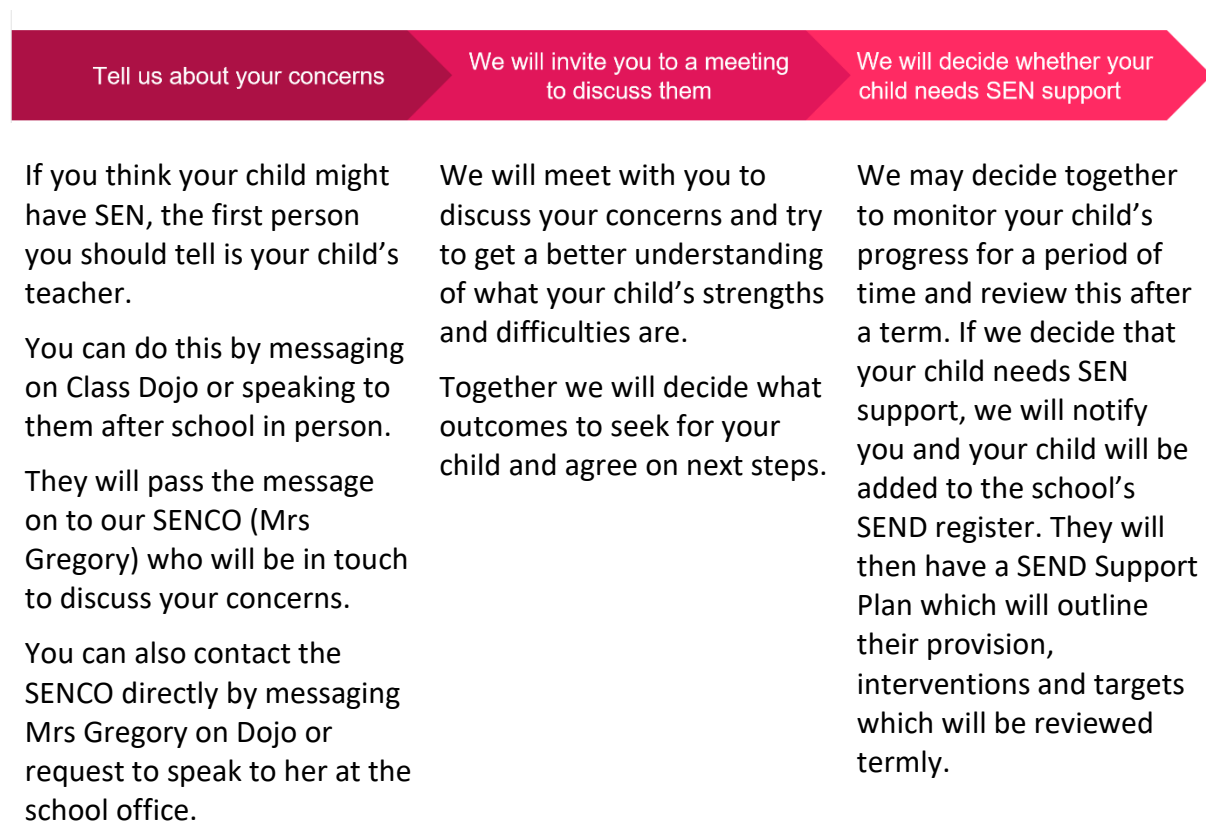
All of our teaching team receive continuous development through in house and external training to meet children's needs through provision, quality first teaching and interventions.

External agencies and experts

Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

- Speech and language therapists
- Educational psychologists
- Occupational therapists
- GPs or paediatricians
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services
- Schools and families specialist services (SFSS)
- Early Years Schools Families Specialist Services (EYSFSS)
- North Ashfield Partnership (NAP)

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



How will the school know if my child needs SEN support?

Teachers are responsible and accountable for the progress and development of all the pupils in their class and therefore high quality first teaching and learning for all pupils is our first step

in responding to pupils who have SEND. This will be adapted for individual pupils to enable them to access the curriculum alongside their peers.

We make the following adaptations to ensure all pupils' needs are met by:

- Scaffolding our daily provision to ensure that all pupils are supported to access the curriculum alongside their peers for example by giving longer processing times, pre teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing. All staff have access to quality first teaching documentation which contains strategies to support children in the classroom under specific areas of need. There are also documents to support more specific adaptations in each of the individual subject areas.

If the child is still struggling to make the expected progress, the teacher will talk to the SENCO, and will contact you to discuss the possibility that your child has SEN.

The SENCO will observe the pupil in the classroom or other areas if appropriate e.g. the playground, to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SENCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or the Family SENCo.

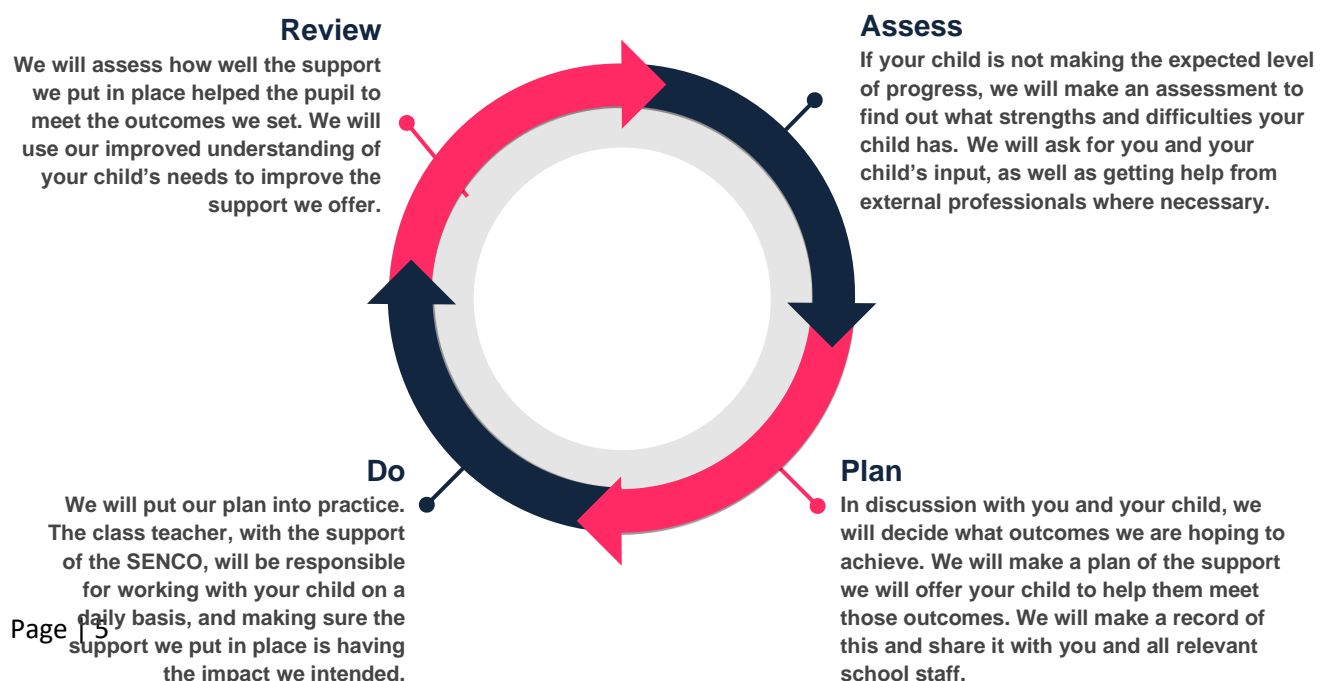
Based on all of this information, the SENCO will decide whether your child needs SEN support. You will be told the outcome of the decision in writing.

If your child does need SEN support, their name will be added to the school's SEN register, and the SENCO will work with you to create a SEN support plan for them.

How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEN needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve on their SEND Support Plan (Appendix 1).

We will track your child's progress towards the outcomes we set over time and this process will be continual. If the review shows a child has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

How will I be involved in decisions made about my child's education?

We will provide termly SEN reviews for children on the SEN register as well as parents evenings in the Autumn and Spring term and an end of year report in Summer.

During a SEN review, your child's class teacher will meet you to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENCO may also attend these meetings to provide extra support.

We know that you're the expert when it comes to your child's needs and aspirations so we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

The SEN review will be captured on your child's SEND Support Plan.

If you have concerns that arise between these meetings, please contact your child's class teacher.

How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age and needs. However, pupil voice is incredibly important to us as a school and we always aim to seek their views regarding their provision and outcomes.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Discuss their views with a member of staff who can act as a representative during the meeting
- Observing them to ascertain their views
- Contribute their views to their SEND Support Plan

How will the school adapt its teaching for my child?

Quality first teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum.

We will adapt how we teach to suit the way the child works best. There is no '1 size fits all' approach to adapting the curriculum, we work hard to make sure the adaptations we make are the best fit for your child.

These adaptations include:

- Adapting our curriculum to make sure all pupils can access it for example providing visual resources, colour coding etc.
- Scaffolding or adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, providing symbols, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font etc.
- Teaching assistants will support pupils either in small groups or on a 1-to-1 basis where appropriate
- We may also provide the following interventions and provision:

| | Cognition and Learning | Communication and Interaction | Social, Emotional and Mental Health | Sensory and Physical |
|----------------------|---|--|--|---|
| Interventions | SHINE Interventions Spotlight daily readers Whole word reading approaches e.g. SNIP Pre/post teaching Bespoke phonics interventions Working memory games | Social stories Attention Autism (bucket time) 1:1 SaLT interventions following a communication plan from a therapist | ELSA interventions Emotions through Nursery Rhymes Drawing and Talking Social scripts Queen Bees Emotions through Art | Physiotherapy following a plan from a therapist Sensory circuits Dough disco |
| Provision | Widgit symbols Task ladders Countdown spots Coloured overlays Apps/use of iPad to support learning e.g. Immersive Reader | Visual prompts Now/next boards Individual visual timetables Communication boards/ books | Emotion coaching | Pencil grips Access to a disabled toilet Healthcare plans Sensory aids Theraputty |

What facilities are available for my child?

All of the facilities at Forest Glade comply with current accessibility arrangements with level access into the building. We have a disabled toilet which is used as a changing facility and includes a plinth for children to access and be raised for changing. We also have a sensory space which is available to all children who need this provision. This space is called 'The Butterfly Room'.

How will the school evaluate whether the support in place is helping my child?

We evaluate the effectiveness of provision for children with SEND through:

- Reviewing children's progress towards the outcomes on their SEND Support Plans
- Holding termly reviews with parents
- Reviewing the impact of interventions on a regular basis
- Listening to and capturing the pupils own voice and involving them in their reviews where appropriate
- Regular monitoring by the SENCO by visiting children in classes, speaking to staff and children and looking through the children's books
- Consulting with and taking feedback from outside agencies
- Holding annual reviews for pupils with EHC plans

For children whose progress needs to be tracked in smaller steps or with a different tool, we use appropriate tracking systems.

| Cognition and Learning | Communication and Language | Social, Emotional and Mental Health |
|------------------------|----------------------------|-------------------------------------|
| B squared | AET Framework | Motional |

How will school resources be secured for my child?

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

The school will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our local authority.

Does my child need an Education Health Care Plan?

An Education, Health and Care plan (EHC) is a legal document which describes a child or young person's special educational needs, the support they need, and the outcomes they would like to achieve. An EHC plan looks at all the needs that a child or young person has within education, health and care. Professionals and the family, including the child or young person, together consider what educational, health and care outcomes they would like to see for the child or young person. The EHC plan identifies what is needed to achieve those outcomes.

The special educational provision described in an EHC plan **must** be provided by the child or young person's Local Authority (LA).

The EHC **plan does not provide any additional funding** to families or schools, nor is the EHC plan any guarantee that children or young people will be given a special school placement.

For further information about EHC plans, click [here](#).

What support will be available for my child as they transition between classes or settings?

We support all our children to have smooth transitions between settings whether they are entering our setting, moving to a new class within our school or leaving us for another school.

This happens in several ways:

- During the Summer Term, transition meetings are planned to ensure detailed transfer of the child's needs and that the SEND Support Plans are passed on to the new class teacher. All relevant SEN information is also available for the new class teacher to access. Parents may be invited to attend these meetings.
- Additional transition activities may be planned for children who need it such as those with emotional needs or ASD. This may include additional visits, transition books or social stories to support them with the change involved in moving on.
- Transition for new EYFS children who have been identified prior to starting school in their Nursery or pre-school setting will be completed by the EYFS Lead with the SENCO's support.
- For children transitioning to a new setting (such as secondary school) we work closely with the destination school to ensure that a clear transition plan is in place.

What support is available for me and my family?

If you have questions about SEND, are worried about anything or are finding anything difficult at home, please get in touch to let us know. We want to support you, your child and your family.

Mrs Gregory organises workshops for parents and carers to attend on different topics throughout the year and will always make availability for parents to come in to chat.

There are several other places parents and carers of children with SEND can get support from:

Healthy Family Team is a local service which supports children's health and wellbeing needs. You can contact them for support with things from anxiety and anger to sleep. You can contact them on their Advice line: 0300 123 5436 or the Parentline Text service: 07520619919.

In Nottinghamshire support for parents of children with SEND is available through 'ask us'. They can be contacted on 0800 121 7772 or through the contact form on their website www.askusnotts.org.uk

The local authority produces their 'local offer' which enables parents to see the services which are available in locally for children with SEND. Nottinghamshire's local offer is published here: [Nottshelpyourself](#)

There are many other agencies and charities which we can refer you to for specific needs so please do get in touch.