



Local Offer Information

1. What kinds of special educational needs does the school/setting make provision for?

Forest Glade Primary is a positively driven school with a primary aim to ensure that every member of the school community feels valued, respected and aspires to make every day count for every pupil. The children are at the heart of everything we do. We pride ourselves on being a positive and nurturing school. We treat every child as an individual and strive to be as inclusive as possible. Where a child has a potential barrier to learning, we endeavour to ensure that we provide them with the best opportunities to access all part of school life.

The staff at the school endeavour to identify any children who have special educational needs. These may include:

- General learning difficulties
- Specific learning difficulties
- Emotional and behavioural difficulties
- Physical difficulties
- Sensory difficulties
- Speech and language difficulties
- Medical conditions

Our SEND school aims are:

- To identify the needs of pupils with SEND as early as possible.
- Monitor the progress of all pupils in order to aid the identification of pupils with SEND.
- Make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum. This will be coordinated by the SENCO and curriculum leader and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.
- Work with parents to gain a better understanding of their child, and involve them in all states of their child's education. This includes supporting them in terms of understanding SEND procedures and practices, providing regular reports on their child's progress and providing information on the provisions for pupils within the school as a whole, and the effectiveness of the SEND policy and the schools SEND work.
- Work with and in support outside agencies when the pupils' needs cannot be met by the school alone.
- Create a school environment where pupils feel safe to voice their opinions of their own needs by pupil voice surveys, SEND members on the school council, SEND pupils involved in interviewing for new staff.

2. (For mainstream schools & maintained nurseries only) How does the school/setting know if pupils need extra help and what should I do if I think that my child may have special educational needs?

Before children start at our school:

School have good links with outside agencies and work with Private, Voluntary and Independent settings to ensure each child has a transition package which meets their individual needs. We carry out home visits and work with families and outside agencies to create a bespoke transition package where appropriate. If a child starts Forest Glade within another year group, we follow our admissions policy to ensure that each child's needs can be met before transitioning into our school and making the transition as smooth as possible.

In School:

All teachers are teachers of pupils with SEND and are responsible for identifying pupils with Special Educational Needs as early as possible. Teaching staff all practice quality first teaching and differentiation to ensure that individual children's needs are met and that all children achieve their academic potential.

Our SENCO co-ordinates the SEND provision throughout school liaising with parents, pupils, school staff and specialist advisers from the Local Authority and Health Service. When identifying children with SEND we follow the clear guidelines set out in the SEN Code of Practice 2014.

In order to assess if a child requires extra provision we gather a range of information from on-going teacher assessments, end of year test results and liaising with parents, outside agencies and previous settings.

Additional and different assessment tools may be required when children are making less than expected progress, which can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline.
- fails to match or better the child's previous rate of progress.
- fails to close the attainment gap between the child and their peers.
- widens the attainment gap.

At our school a range of specific, more specialised tests are used to assist in the identification of an individual child's needs in order to plan targeted programmes for them and to use as a benchmark for measuring the impact of subsequent interventions:

To obtain further understanding of a child's learning difficulties, we may use:

- B Squared assessments
- Dyslexia Screening Test
- Phonics assessments
- Motional Snapshots

- Strengths and Difficulties Questionnaire
- Speech and Language Assessments
- Other assessments are used where advised by outside agencies

Where the school or a parent is concerned about a pupil having SEND they will meet to identify what can be done to address the pupil's needs. Where the child's needs are significant and external support is needed, then the SENCo will suggest that the pupil is discussed at the family of school's springboard meeting. This will mean that outside agencies may become involved as part of a 'graduated response.'

3. a) How does the school/setting evaluate the effectiveness of its provision for pupils with special educational needs?

As a school, we measure children's progress in learning against national and age related expectations. The class teacher continually assesses each child and notes areas where they are improving and where further support is needed.

Children who are not making expected progress are picked up through Progress Dialogue meetings with the class teacher, SENCo and SLT. In this meeting, a discussion takes place concerning why individual children are experiencing difficulty and what further support can be given to aid their progression.

Where it is determined that a pupil does have SEND, parents will be formally advised of this and the decision will be added to the pupil's school records. The support provided consists of a four-part process: Assess, Plan, Do, Review.

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

b) How will both the school/setting and I know how my child/young person is doing and how will the school/setting help me to support their learning?

How we share your child's progress:

We offer an open door policy where you are welcome any time to make an appointment to meet with either the class teacher or SENCo and discuss how your child is getting on.

If your child is identified as have special education needs then they will have a Pupil Profile which will outline their strengths, areas of difficulty and individual targets. This is discussed and reviewed on a termly basis and parents are given a copy of these after the SEN reviews.

We believe that your child's education should be a partnership between parents and teachers, therefore we aim to keep communication channels open and communicate regularly, especially if your child has complex needs. In Autumn and Spring terms we hold Parents Evenings to discuss how children are doing. In the Summer term all parents will

receive an end of year written report, detailing progress within all areas of learning and parents are invited to discuss this with their child's class teacher.

c) What is the school's approach to teaching pupils with special educational needs?

At Forest Glade, learning in the classroom is adapted for all children in our school; work is scaffolded to meet the needs of the pupils. Every teacher is a teacher of SEND, therefore quality first teaching takes place in all classrooms with the setting of high expectations and the provision of opportunities for all to achieve. Provision for children with SEND is a matter for the school as a whole. Teachers work hard to ensure work is planned and delivered offering the right amount of support and challenge for all pupils. Where needed some children will also receive a specific intervention programme.

Where a child is highlighted as having Special Education Needs, we will follow a continuous cycle of: Assess, Plan Do, Review (See above) to meet each child's individual needs and targets. Some of these children require a bespoke curriculum which is discussed with parents, the SENDCo and class teachers. However, for the majority of our children with SEND, learning is scaffolded and adapted.

d) How will the curriculum and learning be matched to my child/young person's needs?

We aim to deliver a creative, stimulating and exciting curriculum in a variety of ways to engage all pupils with a variety of learning styles and needs. Every effort will be made to educate pupils with Special Educational Needs alongside their peers in a classroom setting, where appropriate. Whereas interventions will take place out of the classroom environment, in another area of the school.

To ensure that all staff are able to effectively personalise the curriculum to each child, we:

Keep staff fully informed of the special educational needs of any pupils in their charge including sharing progress reports, medical reports and teacher feedback.

Provide regular training and learning opportunities for staff in all departments on the subject of Special Educational Needs and Special Educational Needs teaching. School staff should be up to date with teaching methods, which will aid the progress of all pupils including those with Special Educational Needs.

Use in-class provisions and support effectively to ensure that the curriculum is differentiated where necessary.

Set appropriate individual targets that motivate pupils to do their best, and celebrating achievements at all levels.

e) How are decisions made about the type and amount of support my child/young person will receive?

At Forest Glade, we monitor and assess the progress of all children each term. Both class teachers and members of the Senior Leadership Team (SLT) have termly progress dialogue

meetings to discuss and plan what is needed for children not making expected progress. The SENCO will use this information and school assessment data to help teachers to plan interventions for children using the 'Assess, Plan, Do, Review' cycle highlighted in the Code of Practice.

Where additional adult support is required, the leadership team considers the needs of individual children and the cohort. This is reviewed for the needs of the school regularly.

Some children may need additional support for learning, medical or behavioural needs. In these circumstances the school will 'bid' to our family of schools for additional funding. A very low percentage of children meet the criteria for additional funding and the leadership team decides who bids will be written for, alongside careful consideration of the bid criteria.

f) How will my child/young person be included in activities outside the classroom, including school trips?

Forest Glade is an inclusive school and as such we include all of our pupils, including those with SEND, in school trips and after school activities.

Risk assessments are completed for all our school visits and we specifically consider our pupils with SEND. We make careful choices of groupings and may raise our adult / pupil ratio if we feel this is required. When necessary we seek the views of the parent / carer when considering if a trip would be appropriate for a child with SEND.

Some pupils find the unstructured times of the school day difficult. These include before and after school and at lunchtimes. We offer a small group of pupils the opportunity of support with a midday or teaching assistant at lunchtimes.

For our vulnerable pupils who find the start of the school day difficult, we offer a 'meet and greet' system, to ease the transition into the school day.

g) What support will there be for my child/young person's overall well-being?

Forest Glade is an inclusive school and the social and emotional wellbeing of our children is a high priority. We have a caring, understanding team looking after our children, who believe children's self-esteem is crucial to a child's well-being.

Some of the systems we have in school are:

- An ELSA (Emotional Literacy Support Assistant) who offers an array of interventions such as lego therapy
- A positive, relationship based behaviour system
- Sensory breaks
- Mindfulness breaks
- Talk time

4. (For mainstream schools and maintained nurseries) Who is the school/setting's special educational needs co-ordinator (SENCO) and what are their contact details.

Our School SENCo is: Mrs Rebecca Richards/ Mrs Gregory (maternity)

She can be contacted by telephone on: 01623 452770

or

Email: office@forestglade.notts.sch.uk

The SENCO takes day to day responsibility for the operation of the SEN Policy and the coordination of provision made for children with Special Educational Needs. According to the Code of Practice (November 2014) the responsibilities of the primary school SENCO are as follows:

- Overseeing the day to day operation of the school's SEND policy.
- Coordinating provision for children with Special Educational Needs.
- Liaison with and advice to colleagues.
- Overseeing support staff and provision in place for pupils.
- Overall responsibility for the records of pupils with SEN.
- Liaison with parents/carers.
- Contributing to in-service training.

5. a) What training have staff supporting special educational needs had and what is planned?

A variety of training is undertaken on rolling plan of school CPD. This can either be in house or through external sources. Examples include: FHT PLC meetings and courses, training packages provided from the Flying High Trust and Notts County Council (which include a wide variety of learning and cognition needs, physical and medical updates, safe handling, communication and interaction) and SENCO training networks.

As specific needs arise the SENCo approaches specialists from a range of agencies (e.g. Educational Psychology) to seek advice about raising awareness of the specific type of SEN through the Springboard process, in line with the Quarrydale Family of Schools policy. To enhance knowledge about a specific type of SEND (in order for the class teacher or TA working directly with a child with a particular type of SEND to adapt teaching and learning to meet the need appropriately) more specific training may be sought through specialist agencies.

Our Special Educational Needs Co-ordinator attends 'Family SENDCo Meetings' throughout the year, organised to support Special Educational Needs Co-ordinators in their work in school, affording an opportunity to discuss special educational needs issues with colleagues in other schools and disseminate information regarding current practice to colleagues in our school.

In addition to being part of the Flying High Trust, our SENCo also attends Inclusion PLC Networks to discuss and develop the above mentioned with a different array of colleagues and professionals developing and establishing SEND support further within our cluster of Trust schools. At the close of each school year teachers hold meetings with the class's next teacher to discuss SEND information in preparation for the following year. Our support staff also meet with children with SEND who they will be working closely with next year to complete a passport to support the transition process.

b) What specialist services and expertise are available or accessed by the setting/school?

Through our family springboard meetings we have access to:

- (SFSS) Schools and family support services
- Educational Psychologist
- PSED team (social, educational & behavioural)
- Visual and hearing impaired teams
- PDSS (physical disability specialist service)
- SBAP (Schools behaviour and attendance partnership)
- Primary Mental Health Support Team
- Healthy Family Team

We can also contact, SALT (speech and language), CAMHS (Child and adolescent mental health services) and other specialist services according to the needs of our pupils.

6. How will equipment and facilities to support pupils with special educational needs secured? How accessible is the school/setting?

We aim to ensure that all activities and equipment are accessible to all children, parents/carers and visitors to our school. Reasonable adjustments will be made as necessary to improve accessibility for all.

The school site is wheelchair accessible. There are disabled toilet facilities including space to accommodate changing. Risk assessments and safe systems of work are in place to ensure the safety of all staff and children. We use symbols and visual timetables in every classroom.

7. What are the arrangements for consulting parents of pupils with special educational needs? How will be I involved in the education of my child/young person?

A close working relationship with parents is vital in order to ensure:

- Early and accurate identification and assessment of SEND leading to the correct intervention and provision.
- Continuing social and academic progress of children with SEND. Personal and academic targets are set and met effectively.
- Every parent/carer will be kept up to date with their child's progress through termly parents evening, annual reports and if necessary during SEND reviews. In addition to this, we operate an open door approach, where parents/carers can meet with staff

at any point throughout the year. Each day a member of staff is on the playground to meet and greet parents/carers from 8:30.

- In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SENCO may also signpost parents of pupils with SEND to the local authority Parent Partnership service or other agencies where specific advice, guidance and support may be required.
- If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child.

8. What are the arrangements for consulting young people with SEN and involving them in their education?

- Pupil voice is a priority within our community. All pupils are listened to and their voice is valued.
- All children who have a Pupil Profile will have their targets reviewed regularly and this process is carried out alongside the child. The child also has a voice in discussing their strengths, what they find difficult and what helps them.
- After each intervention has taken place all pupils complete a questionnaire to evaluate the effectiveness of the learning they have carried out. This information is used to adapt the provision accordingly. Pupil participation is a right. This will be reflected in decision-making but also encouraged through wider opportunities for participation in school life, e.g. School Council.
- In addition, all pupils have their progress carefully monitored and this information is shared with the pupils.
- Pupils with an Educational Health Care Plan will be included within the annual review in a way which suits their needs best.

9. What do I do if I have a concern or complaint about the SEN provision made by the school/setting?

The class teacher, who has ultimate responsibility for a child in their class, is willing to support parents/carers' concerns. They are more than happy to discuss issues and find solutions in the first instance. After that, the school SENCO or Head Teacher can be contacted. Please call into school and ask to make an appointment. Otherwise, parents/carers should follow the school's complaints procedures, set out in the policy available directly from the school.

10. How does the governing body involve other organisations and services (health, social care, local authority support services and voluntary orgs) in meeting the needs of pupils with special educational needs/supporting the families of such pupils?

The governing body delegates the day-to-day organisation and liaison to the SENCO and the Head Teacher.

The SENCo reports to the Governors every term to inform them about the progress of children with SEND; this report does not refer to individual children and confidentiality is maintained at all times.

One of the Governors is responsible for SEND and meets regularly with the SENCo.

The Governors agree priorities for spending within the SEND budget with the overall aim that all children receive the support they need in order to make progress.

11. How does the school/setting seek to signpost organisations, services etc who can provide additional support to parents/carers/young people?

The school will seek advice, as appropriate, around individual pupils, from external support services through the termly 'Springboard meetings', Early Help Unit and the Multi-Agency Safeguarding Hub and any others that are relevant to our particular school e.g. SBAPs.

Forest Glade invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEND. The SENCo is the designated person responsible for liaising with the following:

- Education Psychology Service.
- Speech and Language Service.
- SBAP and PSED team
- (SFSS) Schools and family support services

12 i) How will the school/setting prepare my child/young person to: i) Join the school/setting?

- Transfer to a new school or setting can be an anxious time for both child and parent and we encourage visits to our school before applying. All children receive transitional visits to our school. Children with special education needs will also have additional visits in small groups and a passport book made.
- The SENCo will meet with the child's previous school to ensure that our SENCo is fully aware of each child's needs and replicates provision where possible.
- Early discussions are also had with parents to discuss the child's needs and provision that they feel would be necessary in our school, where possible we will ensure that this is put in place.

ii) Transfer between phases of education (e.g. early years to primary, primary to secondary etc)?

- Many children with Special Educational Needs require additional transition visits to support the transition and familiarise the child with the new setting. A familiar staff member will usually accompany the child during the initial visit. When a child is transitioning to a new setting a staff member from the new setting will often visit the children at Forest Glade. This provides an opportunity for the current and new staff to share assessments and strategies to support the child.

- We encourage all new children to visit the school prior to starting. For children with SEND we would encourage further visits to assist with the acclimatisation of the new surroundings.
- When children are preparing to leave us for a new school, typically to go to Secondary education, we arrange additional visits. At our 'feeder' secondary school Quarrydale, they tailor transition for the more vulnerable pupils.
- We liaise closely with Staff when receiving and transferring children to different schools ensuring all relevant paperwork is passed on and all needs are discussed and understood.
- We write social stories with children if transition is potentially going to be difficult. We also do group work to share worries and discuss solutions with our SENCO/ ELSA support.
- If your child has complex needs or Education Health Care Plan review will be used as a transition meeting during which we will invite staff from both schools to attend.

iii) Prepare for adulthood and independent living?

Our vision is:

At Forest Glade, we are a **community** where **everyone feels safe and supported**. We give our children the **knowledge and skills** to understand the world and **empower** them to change it. We are good role models who **inspire** through a **love of learning** and a **motivation** to make a **positive impact**. Together, we continually strive to remove the barriers to success and fear of failure, **developing determined, curious and aspirant** citizens who are **lifelong learners**.

All pupils will be supported to become independent learners as well as teaching life skills such as riding a bike, road safety, staying healthy, communicating with others, developing friendships. All pupils will leave Forest Glade happy and safe to progress to the next stage within their education and take lifelong skills and memories into adulthood.