

# Forest Glade Primary School



## Special Educational Needs Information Report 2023-2024

To be reviewed September 2024



## Our Curriculum Vision Statement

Our curriculum at Forest Glade has been specifically developed to address the needs of our children and community. It is underpinned by current research and statutory documentation (such as the National Curriculum), which ensures our children will be determined, curious and aspirant citizens who are prepared for the next stage of their journey. We give our children the knowledge and skills to understand the world and empower them to change it. Our enquiry-based approach takes children on a journey of memorable learning through rich and purposeful experiences, culminating in authentic outcomes which leave a social legacy.

We provide a broad and balanced enquiry curriculum underpinned by key knowledge of English and Mathematics to give all our children a doorway to a wider world and to fulfil their potential. Fluency in the core subjects enables access to the full curriculum and is therefore integral to our approach.

In order to achieve this our curriculum is underpinned by the following principles:

At Forest Glade Primary School, we VALUE our curriculum. Our curriculum is **vocabulary rich**, creating **ambitious, lifelong learners** through **unforgettable** learning which supports children to show **empathy** for the world around them.



## 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 for 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 Richards 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 Gregory is currently on maternity leave. )



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 specific interventions. Miss Hemsley is also trained in using Makaton and Attention Autism.



Mrs Lomax is our Mediating Learning Support Assistant (MeLSA). She is trained in how to help children become independent learners. She carries out a variety of cognition and learning assessments and screenings to assist in identifying specific SEN.



Miss Allen is trained in using Makaton and Attention Autism. She has specific skills when helping children with complex needs to communicate.



Mrs Stafford is one of our Speech and Language specialists. She works with individual children to deliver specific interventions. She also runs one of our lunchtime nurture groups for children who may find lunchtimes tricky.



Miss Tabor is one of our Speech and Language specialists. She works with individual children to deliver specific interventions. She also runs one of our lunchtime nurture groups for children who may find lunchtimes tricky.

All of our teachers receive in-house SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN. We have a team of TAs, including higher-level teaching assistants (HLTAs) who are trained to deliver SEN provision.

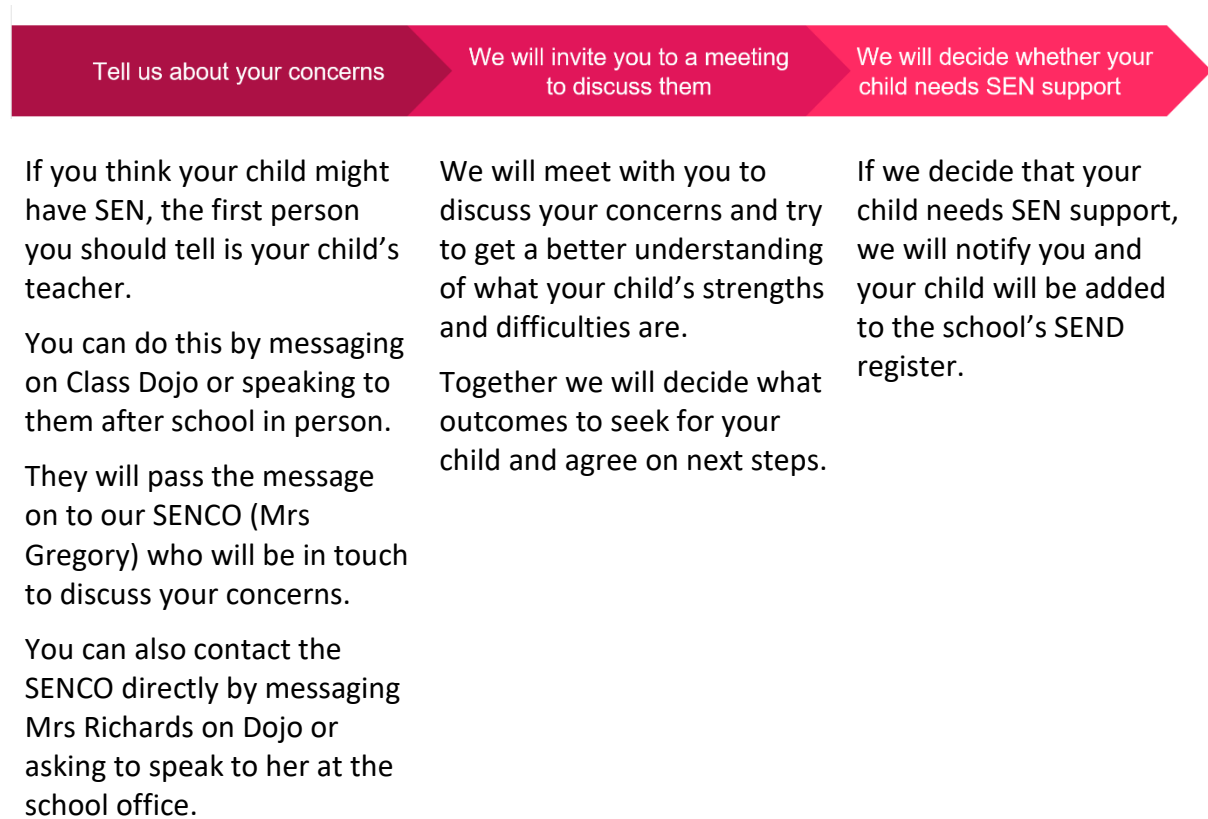
### External agencies and experts

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)

### 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 of the pupils in their class and therefore high-quality 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 a copy of and refer to a document entitled 'High quality teaching for SEND' which contains strategies to support children in the classroom under the 4 areas of need. There are also documents to support more specific adaptations in each of the individual subject areas.

If the pupil 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 and in 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 a paediatrician.

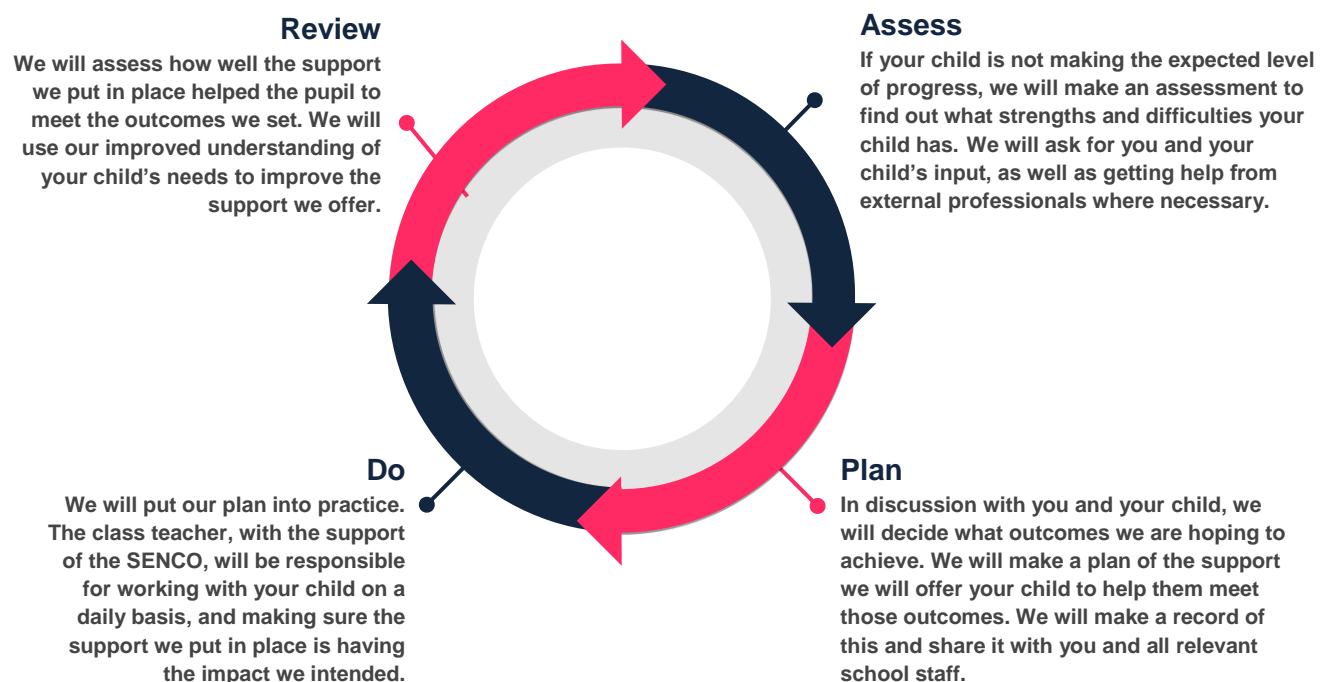
Based on all of this information, the SENCO will decide whether your child needs SEN support. You will be told the outcome of the decision in writing.

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 Pupil Progress Plan.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil 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.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

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 level of competence. We recognise that no 2 children are the same, so we will decide on a case-by-case basis, with your input.

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
- Complete a survey

### **How will the school adapt its teaching for my child?**

High-quality 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 in every year they are at our school.

We will adapt how we teach to suit the way the pupil works best. There is no '1 size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- Adapting our curriculum to make sure all pupils are able to 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
SHINE Interventions	Social stories	ELSA interventions	Physiotherapy
Spotlight daily readers	Attention Autism (bucket time)	Nurture group	Sensory breaks
Whole word reading approaches e.g. SNIP	Now/next boards	Emotion coaching	Dough disco
Pre/post teaching	Individual visual timetables		
Bespoke phonics interventions	Visual prompts		
	Communication boards/ books		
	1:1 SaLT interventions following a communication plan from a therapist		

### 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' (please see pictures below).





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

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

- Reviewing pupils' progress towards the outcomes on their pupil profiles ➤ 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 those children who it is not possible to track progress against the usual methods, we use appropriate small step tracking systems:

Cognition and Learning	Social, Emotional and Mental Health
B squared	Motional

### How will the 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.

### **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 pupil profiles are passed on to the new class teacher. 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, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

In Nottinghamshire support for parents of children with SEND is available through 'ask us' (formerly known as parent partnership). They can be contacted on 0800 121 7772 or through the contact form on their website [www.askusnotts.org.uk](http://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](#)