

Forest Glade Primary School



Special Educational Needs Policy 2024-2026

To be reviewed September 2026



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1. Introduction

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**.

Forest Glade is an inclusive community that work together to ensure everyone reaches their potential and is ready for their next stage of learning. To achieve this, we provide high quality teaching for all, taking into account each child's individual needs. For some children this may mean providing support that is additional to or different from what is provided for the majority of children.

Whilst many factors contribute to the range of barriers experienced by some children, we believe that much can be done to overcome them by parents/carers, teaching staff and children working together. Our commitment to this is outlined in this policy.

At Forest Glade, we follow the National SEND Code of Practice which can be found on the Department for Education's website: <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

The Notts Special Educational Needs and Disabilities SEND Local Offer is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Nottinghamshire that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

[Click here to view the Notts Special Educational Needs and Disabilities SEND Local Offer](#)

As part of the Notts Help Yourself site, we have uploaded our specific offer at Forest Glade as well which you can view [here](#).

2. Aims

We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the Special Educational Needs Code of Practice 2014.

At Forest Glade we:

- **Identify the needs of children with SEND as early as possible**
 - o This will enable us to set suitable outcomes for the children to support them with their next steps of learning.
 - o Ensure that Quality First Teaching is appropriately matched to children's individual needs.
 - o Provide early intervention and support to prevent gaps from emerging in learning or other

areas of development.

- o Access outside agency support when required.

- o We gather information from parents, education, health and care services prior to the child's entry into the school.

- **Monitor the progress of all children**

- o Monitoring serves as a tool to identify individual progress and the next steps for learning.

- o Teachers continually monitor the performance of children lesson by lesson through assessment for learning.

- o Class provision maps outline interventions and their impact. These are reviewed each half term.

- o Meetings are held with the SENDCo and Head teacher each term to review class provision maps and progress.

- o Most children are monitored using the school assessment system, however some children may need an assessment system such as B Squared or the AET Framework in order to demonstrate small steps of progress.

- o We also monitor some children's emotional health through tools such as Motional and the Solihull emotional milestones.

- o SEND Support Plans are in place for children on the SEN register and are reviewed by staff half termly and parents each term. This forms part of our graduated response as an Assess, Plan, Do, Review cycle.

- **Make appropriate provision to overcome all barriers to learning and ensure children with SEND have full access to the National Curriculum**

- o Children with SEND have full access to the national curriculum in school, this is achieved via the use of quality first teaching which incorporates scaffolding and reasonable adjustments within every lesson.

- o Specific interventions support identified gaps in learning. These are done in a timely manner and reviewed by class teachers and the leadership team.

- o In specific circumstances where a child's needs are complex, children may require a bespoke, individualised curriculum. This will always be specific to the child's needs and be implemented in agreement with parents. Outside agencies will usually be involved with these children and will be asked to contribute towards the building of the appropriate provision.

- **Work with parents**

- o At Forest Glade, we believe it is vital to form good relationships with parents and carers as partners in their child's learning at every stage. We engage in open and supportive discussions that encourage parents to share information that would be helpful in supporting their child.

- o Parents are included in discussions at the earliest opportunity when concerns around a child's progress are identified.

- o We will meet with parents of children on the SEND register at least termly to discuss their child's progress and the provision that is in place to support them.

o We update the SEND report annually on our school website and ensure that this is written in a way which is accessible to the needs of all parents.

- **Work with outside agencies**

o When a child's needs cannot be met by the school alone, we will seek parental permission to liaise with additional professionals who may be able to support. These include (but are not limited to) Schools and families specialist services (SFSS), Early Years Schools Families Specialist Services (EYSFSS), the Educational Psychology Service (EPS), Speech and Language Therapists (SaLT) and other medical professionals.

o School also has a network of support and expertise by being part of:

-The Quarrydale family of schools who are overseen by the family SENDCo, Jennie Dendy.

-The Flying High Partnership, specifically the Inclusion Team.

- **Create a school environment where children feel safe to voice their opinions about their needs and the provision made to meet them.**

o We believe that all children should be involved in their own learning and provision and that this enables them to take ownership of this. Children's views are clearly reflected within their SEND Support Plans and children who are able to, are invited to be part of their EHCP review meetings.

o Each year, the SENDCo appoints new Inclusion Ambassadors who collect pupil voice from their classes and help drive improvements in our SEND provision across school.

3. Admission Arrangements and Transition

The admission arrangements for all children are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with Education, Health and Care Plans and those without. Information about our school's admissions process can be found on the school website.

The SENDCO will co-ordinate and oversee transition into different educational settings and ensure that the provision is appropriate to children's individual needs. The SENDCO will ensure liaison between staff members within school to ensure that the provision is individualised where needed.

This may include:

- Transition planning meeting with staff from the current school, future placement and parents
- Additional visits
- Personalised transition plan
- Sharing of information

4. Responsibility and arrangements for the coordination of SEND provision

The person responsible for overseeing and co-ordinating the day-to-day provision of education for children with SEND is Gemma Gregory (SENDCo).

The person responsible for overseeing the provision for children with SEND is Mr Champion (Headteacher).

The schools governing body have a responsibility to ensure provision for children with SEND is made in line with statutory requirements, as outlined in the SEND Code of Practice 2014.

The SENDCo will ensure the details of all SEND support records are up to date including information from other agencies such as Community Paediatrics.

All staff can access:

- The SEND Policy
- A copy of the SEND Register and Monitoring Register
- Guidance on identification in the Code of Practice (SEND Support and children with Education, Health and Care Plans);
- Information on individual children's special educational needs, including SEND Support Plans, assessments, and relevant reports from outside agencies.
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities
- Specific plans such as intimate/healthcare care plans and PEEPs

This information is made accessible in order to aid the effective coordination of the school's SEND provision. In this way, every staff member will have complete and up-to date information about all children with special needs and their requirements which will enable them to provide for the individual needs of all children.

5. Definition of SEND

Definitions of Special Educational Needs (SEN) taken from section 20 of the Children and Families Act 2014:

'A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age;*
- or*
- b) have a disability which prevents or hinders them 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.*

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them. Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.'

The needs of children with SEND are grouped into 4 broad areas. Children can have needs across more than one area, and their needs may change over time. Every child with SEND has a primary area of need and sometimes secondary area/s of need.

Interventions will be selected that are appropriate for the child's particular area(s) of need, at the relevant time.

| AREA OF NEED | |
|---|--|
| Communication and interaction (C&I) | Children with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication. Children who are autistic often have needs that fall in this category. |
| Cognition and learning (C&L) | Children with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including: <ul style="list-style-type: none"> • Specific learning difficulties, which impact one or more specific aspects of learning, such as: dyslexia • Moderate learning difficulties • Severe learning difficulties • Profound and multiple learning difficulties, which is where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment |
| Social, emotional and mental health (SEMH) | These needs may reflect a wide range of underlying difficulties. Children may have: <ul style="list-style-type: none"> • Mental health difficulties such as anxiety • Attention Deficit Disorder (ADD), Attention Deficit Hyperactive Disorder (ADHD) or attachment disorder • Suffered adverse childhood experiences • Delayed emotional development These needs can manifest in many ways, for example as challenging behaviour, or by the child becoming withdrawn or isolated. |

| AREA OF NEED | |
|-------------------------|---|
| Sensory and/or physical | <p>Children with these needs often have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>They may have:</p> <ul style="list-style-type: none"> • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A complex sensory profile in many areas such as interoception • A physical impairment <p>These children may need ongoing additional support and equipment to access all the opportunities available to their peers.</p> |

6. Identification of need (A graduated approach)

Once a need has been identified, we follow the graduated approach and the four-part cycle of assess, plan, do, review. Through this cycle, actions are reviewed and support adjusted to ensure the desired outcomes are achieved.

This four-part cycle is part of the **graduated approach**.



- **Assess** - using day-to-day information to look at the progress a child is making and consider any barriers that may be getting in the way.

- **Plan** - involves discussing, planning and agreeing what will be put in place. The planning should involve the child, parents and staff from the school who know the child well. Other professionals working with the child, should also contribute to planning.

- **Do** - It is the responsibility of class and subject teachers to implement the plan on a day-to-day basis.
- **Review** - This is an opportunity to look at the support plan, to consider how successfully the support is meeting the needs of the child and to make adjustments where necessary.

The class teacher will work with the SENDCO to carry out a clear analysis of the pupil's needs. The assessment will be reviewed regularly. All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress. This is all captured on our SEND Support Plans.

Please **Appendix 1** which is a flow chart to show our identification process at Forest Glade.

7. Funding for children with SEND

All pupils with SEND will have access to Element 1 and 2 of a school's budget which equates to £6,000. Some pupils with SEND may access additional funding. This additional funding (AFN) is from a budget which is devolved to and moderated by the Quarrydale Family of Schools. For those with the most complex needs, additional funding (HLN) is retained by the local authority. The Family SENDCO will refer individual HLN applications to a multi-agency panel at the Local Authority, who will determine whether the level and complexity of need meets the threshold for this funding. Where it is felt a child meets criteria for any additional funding, a bid will be compiled by the SENDCO with the support of the class teacher. Parents will also be contacted for their view on what is important for the child. Funding that is allocated to individuals will then be allocated to additional provision to support the outcomes for the child that cannot be met within the schools own funding.

This may involve:

- Additional adult support
- Additional small group support
- Interventions
- Support for non-structured times such as break and lunch times
- Purchase of additional resources

8. Education Health Care Plans

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.

All mainstream schools in Nottinghamshire have access to additional funding and support, advice and guidance from specialist teams who can support schools to provide the best provision for pupils with SEN.

EHCs are usually requested by the school but can be requested by a parent. The application for an Education, Health and Care Plans will combine information from a variety of sources including parents, teachers, SENDCO, classroom staff, social care and health professionals. Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a

group of people from education, health and social care about whether the child is eligible for an EHC Plan. Parents have the right to appeal against a decision.

If a 'yes to assess' is given, after a statutory assessment, an EHC Plan will be provided by Nottinghamshire County Council. The school and the child's parents will be involved developing and producing the plan. Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice. Once the EHC Plan has been completed and agreed, it will be kept as part of the child's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support. An EHC plan is in place for a child until they are 25 years old.

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

9. Facilities and provision for children with SEND

All of the facilities at Forest Glade comply with current accessibility arrangements with level access into the building. We have a disabled toilet based in our KS2 building, 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'.

Additionally, staff deliver many different interventions for children with SEN across school for different areas of need. For example: sensory circuits, maths interventions, phonics interventions, reading interventions, physio, speech and language, social and emotional interventions.

We also provide the following interventions and provision based on children's needs. These are provided for all children whether they are on the SEND register or not. If they are on the SEND register, their interventions and provision will be outlined on their SEND Support Plan.

| | 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 | Social stories Attention Autism (bucket time) 1:1 Speech interventions following a communication plan from a therapist | ELSA interventions Emotions through Nursery Rhymes Drawing and Talking Social scripts | Physiotherapy following a plan from a therapist Sensory circuits Dough disco |

| | | | | |
|------------------|--|--|------------------------------------|---|
| | Pre/post teaching Bespoke phonics interventions Working memory games | | Queen Bees Emotions through Art | |
| 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 |

We continually strive to improve our provision across school and regularly train staff in the above or expand our interventions which we offer.

Appendix 1

SEND Graduated Response and Identification Flowchart

