THE FOREST FEDERATION

SEN INFORMATION REPORT / FEDERATION LOCAL OFFER

Our Federation, consisting of All Saints, Church of England (C) Primary School and Needwood Church of England (VA) Primary Schools are fully inclusive schools which make our 'best endeavours' to ensure that all pupils achieve their potential personally, socially, emotionally and academically in all areas of the curriculum (regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational needs). This document is intended to give you information regarding the ways in which we ensure that we support all of our pupils including those with SEN (special educational needs) in order that they can realise their potential.

What should I do if I think my child may have special educational needs?
If you are concerned about your child's achievement and needs please speak initially to your child's class teacher who will refer your concerns to our SENCO (Special education needs and disabilities coordinator) / Headteacher where necessary. Your concerns will always be taken seriously and your views are very important to us

How do our schools know if children need extra help?
Children are identified as having SEN when their progress has slowed and stopped and the interventions and resources which we put into place do not secure improvement. Once this occurs we add to their provision plans specific, individual educational targets which help support their development and accelerate their progress.
If your child is new to our school, we gain information from Information from yourselves, your child's pre-school key workers or previous school and information from other services who have worked with your child, for example a speech and language therapist. This information will be used to ensure that we meet any additional needs your child may have. Once your child is in school we will monitor their progress and development. If we have concerns we may ask other professionals to give advice and support.

It is important to state that if they then consistently achieve good progress and the gaps close that they do not remain as an 'SEN' child. We consider this to be a reflection on the quality of the provision we offer to all our pupils including those with SEN.

How will my child's school support my child?
Your child's needs will be met within the class, supported by high quality teaching, including lesson planning that takes account of the needs of each child.

- The progress of all children is reviewed on a regular basis.
- The class teacher will develop a plan for your child, setting appropriate targets which are overseen by the SENCO. This will be reviewed five times a year to ensure that support remains appropriate.
- Where necessary an individual programme of support will be used and progress monitored.
- Where necessary the school may seek support from outside services. This will be discussed with you and a referral made with your permission.
- The governing body is responsible for ensuring that funding is used appropriately, and for monitoring teaching and accessibility. There is a designated SEN Governor who works with the SENCO.

Communication and Interaction Needs: Cognition and Learning Needs:	Autistic Spectrum Disorders Speech, Language and Communication Needs General Learning Needs Specific Learning Difficulties	• Use of 'child friendly' plans within provision plans – pupils, parents and staff are all involved in the formulation, review and implementation of targets which are shared with all adults who work with the child. • Whole school policies are evaluated annually to ensure they measurably increase both the inclusion and progress of pupils with SEND • Staff and Governors undertake continued professional development CPD (Continuing professional development) in relation to SEN and are able to offer support and guidance to the school in ensuring school improvement • Parents are involved in the completion and evaluation of statutory duties relating to SEN e.g. production of SEN policy and Accessibility Plan. • The school has an effective assessment process that results in barriers to learning being identified upon entry and provides appropriate action to reduce any impact on success • Support and advice is sought and implemented from external experts to ensure barriers to success are identified and responded to • All staff have completed CPD in meeting the needs of pupils with SEN at Wave 1 (Inclusion Development Programme) and skills are updated through a variety of mechanisms (working in partnership with other schools, support from external advisors) • Teaching assistants are effectively deployed to ensure pupil progress, independence and best value for money

		• The SENCO has completed specialised CPD in meeting the needs of pupils with SEN and provides advice and guidance to staff that has a measurable impact on outcomes • Access to teaching and learning for pupils with SEND is monitored through data tracking, work scrutiny, classroom observation, learning walks, pupil surveys and parental feedback. • Behaviour and anti-bullying policy are evaluated annually for the impact they have on the inclusion of pupils with SEN. • Out of lesson activities are evaluated for their positive impact on the learning and success of pupils with SEN and the CPD of supervisory staff is effective in ensuring inclusion • Communication with parents is judged to be effective by them and has a measurable impact on positive learning outcomes for pupils with SEN and their families • Teaching resources are routinely evaluated to ensure they are accessible to all pupils • Small group targeted programmes, including catch-up programmes, are delivered to pupils to improve skills in areas that include literacy and numeracy • ICT is consistently used to reduce barriers to learning e.g. access to read aloud software and voice activated software, modified key boards * • The effective engagement of parents and carers in formulating plans to support learning
Behavioural, Emotional and Social Development Needs:	Behavioural needs Emotional and mental well-being Social needs	• The behaviour policy identifies reasonable adjustments to ensure the need for pupil exclusion is very rare and well below national levels • The school ethos is one where all pupils are valued and their diverse abilities equally celebrated • Behaviour systems are predominantly run through a positive behaviour approach. • Sanctions are based on restorative justice principles and result in pupils making more positive decisions about behavioural choices • Risk assessment processes effectively ensure that action is taken to increase the safety and inclusion of all pupils in all activities • Support is offered and signposted to families in need to reduce the impact disadvantage has on outcomes • The school provides effective pastoral care for all its pupils and this is judged to be supportive of their needs by pupils themselves • Access to information and support is provided within school in regard to pupils behavioural, social and emotional needs • External support is sought and advice implemented to ensure that pupils with emotional needs are effectively responded to • Pupil voice mechanisms demonstrably lead to changes in school policies and procedures and therefore greater autonomy • The delivered curriculum ensures that Social, Moral, Spiritual and Cultural (SMSC) development is central to all teaching • The school has effective systems for ensuring that peer friendships are maintained and no pupil feels isolated • Small group targeted programmes are delivered to pupils to improve skills in social skills and emotional resilience abilities • The effective engagement of parents and carers in formulating plans to support the pupil • Forest school offers a different approach to the curriculum, to support children with social and emotional needs. • Helping hands – formerly ASPEN (additional support for emotional needs) is available for all pupils who need this additional support, It is available on a daily basis for impromptu needs and a morning a week for booked support.
Sensory and Physical Needs:	Hearing Impairment Visual Impairment Multi-Sensory Impairment Physical and Medical Needs	• Advice and guidance is sought and implemented from the Sensory Impairment/Inclusion team to ensure that barriers to success are reduced or removed. • Advice and guidance is sought and implemented from Key Learning Services (KLC) and Physical Disability Support Services (PDSS) • ICT is used to increase access to the curriculum for all pupils with sensory impairment e.g. • Additional adults are deployed by teachers to increase pupil success and independence • The school has a room that can be used to provide discreet support to pupils who require this • Advice and guidance has been sought and implemented to respond to pupils who have significant medical needs e.g. asthma, diabetes, incontinence, catheterization, tracheostomy etc. • Relevant staff have completed mandatory training to ensure safety in moving and handling • All staff understand and implement the medicine administration policy and this measurably increases pupils' safety and parents' confidence • The SENCO has completed additional specialist CPD to increase their effectiveness in offering advice and guidance to staff in meeting the needs of pupils with sensory, physical and/or

		medical needs • The effective engagement of parents and carers in formulating plans to support the pupil
Our schools offer pupils who require "additional to and different from support" the following in addition to the above.		
	pupils with EAL	As 1 plus involvement of Ethnic Minority Achievement Unit (EMAU)
	young people in public care;	As 1 plus involvement of virtual headteacher and social worker.
	traveller pupils;	As 1 plus involvement of traveller team
	refugee and asylum seeker pupils;	As 1 plus involvement of EMAU team
	minority ethnic and faith groups;	As 1 plus involvement of EMAU team
	pupils with medical needs;	As 1 plus involvement of Health services, Key Learning Services and PDSS
	young carers;	As 1 plus involvement of Social Care teams
	pupils from families under stress;	As 1 plus involvement of Families First and Local Support Teams
	pupils at risk of exclusion;	As 1 plus involvement of Educational Psychology Service, Behaviour Support Teams, Behaviour and attendance team, Short Stay schools, District support teams,
	pupils from different gender groups.	As 1
*Some IT packages for websites have additional functions that you may also like to consider, e.g. animation packages, read and type as well as google translate for families who have a different first language.		

How will both you and I know how my child is doing, how will you help me to support my child's learning and how will the curriculum be matched to my child's needs?

- Lessons are pitched appropriately so that all children can learn and progress.
- Teachers take account of the needs of the individual child and plan different tasks and materials appropriately.
- Tracking and assessment enables each class teacher to analyse the progress of the child. (standardisation through tests and learning ladder progression statements)
- Pupil progress meetings are held five times a year with the senior leadership team and class teacher to discuss suitable teaching programmes for each child.
- Reviews of learning targets for your child are reviewed three times a year with the SENCO and class teacher and new programmes or support is organised as necessary, leading to personalised learning.
- Targets are set to support children's individual needs and are regularly updated.
- Children work in a variety of groupings, such as small supported groups, 1:1, mixed ability and similar ability groups.

You will have the opportunity to meet formally 3 times a year for a longer slot than standard parental consultations to discuss your child's progress. You are more than welcome to meet with your child's class teacher whenever you feel you need to discuss their needs and we also ask that you use the school diary to communicate with school Your child's targets will be shared with you and suggestions and resources as to how to help support your child at how will be provided. We also offer sessions on supporting children's learning in many key areas such as phonics, reading, calculations and writing.

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

Support we can provide in school may include:

- Helping hands – support for emotional and social needs (Formerly ASPEN)
- Social skills and friendship groups
- 'Pupil voice'
- Behaviour programmes including rewards and sanctions.
- Medicines can be administered in school with signed parental permission. There are nominated first aiders in school and several members of staff have paediatric first aid qualifications. If your child has significant medical needs you will need to speak to the Headteacher to discuss how we can best support you and your child. This might include drawing up a Health Care Plan.

The class teacher has responsibility for the overall well-being of every child in their class. If you have any worries speak to the class teacher first. If further support is needed the class-teacher will speak to the helping hands leader, SENCO, Deputy Headteacher or Headteacher.

What specialist services and expertise are available at or accessed by the school and what training are the staff supporting children and young people with SEND had or are having?

Currently, across the federation we have teachers and teaching assistants who have had training in the following areas:

- Speech and language
- Dyslexia
- Autistic Spectrum Disorder

- Restrictive physical intervention
- A variety of areas for counselling support such as bereavement and separation anxiety.

The Head Teacher is the CPD Co-Ordinator for all staff ensuring that all staff have the skills they require to support pupils.
- Skills audits are carried out and a rolling programme of training is delivered within school expertise or outside services.
- Shadowing/peer observation regularly takes place.
- Medical training to support pupils with health care plans.
- All staff have annual training to manage asthma and have epi-pen training.

We may access support from other services, for example;
- The local support team who support the commissioning of services for your child.
- SENSS – We have a few sessions of SEN support from the County council
- We have a few sessions of Educational Psychology Service from the County council
- Speech and Language Therapy
- School nurse
- Autistic Spectrum Disorder services
- Early years services
- Education Support, Behaviour and Attendance Service
- Occupational therapy
- Child and Adolescent Mental Health Service
- Counselling services
- Service for Children with Sensory Needs

This list is not exhaustive and if your child needs certain support and the services are available we will access them.

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How will my child/young person be included in activities outside the classroom including school trips?
- We make sure that activities outside the classroom and school trips are available to all.
- Risk assessments are carried out for each trip and a suitable number of adults are made available to accompany the pupils, with 1:1 support if necessary.
- Parents/carers are invited to accompany their child on a school trip if this ensures access
- After school clubs are available to all pupils and adjustments will be made to support their participation.
- Health and safety audits will be conducted as and when appropriate.

How accessible is the school environment?
Please read in conjunction with our accessibility plan.
- The school site is largely wheelchair accessible
- We have disabled toilets that are large enough to accommodate changing and suitable for wheelchair users.
- Visual timetables are used.
- Needwood has a hearing loop and we have access to services providing auditory support.

How will the school prepare and support my child to join the school, transfer to a new setting / school / college or the next stage of education and life?
We always meet with parents and any transition teams when a child with SEN arrives at our school and depending on need, create plans for their arrival and effective transition.
- Induction events take place during the summer term for all children who are joining the Foundation Stage in September, they have several sessions at our school and our Early years leaders also visit all nurseries or homes (where enabled) in order to ensure children are familiar with them.
- There is close liaison between the teachers in our feeder nurseries and high schools and dual placement settings. This may involve multi-agency meetings to support the transition.
- Good transfer of all SEN information.
- Previous schools contacted for information sharing.
- Transition to new class facilitated by sessions during the summer term with new class teachers and environment.
- Transition sessions for Year 5 and 6 pupils throughout the year at our main high school and transition during the summer term or earlier if necessary for other high schools we feed into.
- New school are invited to attend any reviews prior to transition.
- Pupil voice (children are asked their views on an issue either individually or in small groups)
- For children with ASD we also plan a photo diary of going to school and have regular summer break contact.

How are the school's resources allocated and matched to children's special educational needs?

- The special educational needs (SEN) budget is managed by the Finance and SEN Governor, the Headteacher and the Office Managers.
- Funding is secured to pay for additional equipment and facilities if required such as the use of our notional SEN budget, applying for AEN funding, EHC funding and where applicable, school budget and capital funding
- Resources are requested and ordered as necessary to support each pupil's learning once research into best value and effectiveness is completed.
- Regular meetings are held to monitor impact of extra support.
- The governing body is kept informed of funding decisions.

How is the decision made about what type and how much support my child will receive?

- Each child is assessed individually according to the SEN Code of Practice and LA guidance and personalised or group learning support programme (s) will be developed dependent on need.
- Additional assessments from outside services, such as educational psychologists and speech and language will inform the types of support and/or resources needed.
- Regular review meetings with appropriate staff are carried out to discuss your child's progress and any additional needs that require support.
- Pupil progress meetings are held with the Senior leadership team and class teacher to track progress and decide upon further support.
- School based plans are discussed with parents and staff at least three times a year.

How are parents involved in the school and how can I be involved?

All parents are actively encouraged to take part in the school community. This may include volunteering, attending worship, workshop, sharing skills and school visits as well as PTA and Governance. We send out a form 3 times a year requesting volunteer help and support but please outline if you are interested in helping in school.

Who can I contact for further information?

- Class teacher(Key worker in EYFS / Reception / Class 1)
- Deputy Headteacher
- Head Teacher
- School website
- If you have a question, want to look around or perhaps you feel that your child's needs are hard to meet and you want to discuss the matter in more depth please do not hesitate to contact us.

Other useful documents – Policy for SEN and Public Sector Equality Duty (also available on our school website). If you would like any further information on what we have to offer please do not hesitate to contact the school directly.

In the unlikely event that we cannot resolve any concerns you have about our schools we refer you to our complaints policy: http://www.theforestfederation.co.uk/_site/data/files/federation/policies/EC0DFDB72EDF2E73AE4EF1E83EE55B06.pdf

This offer is accurate but services are regularly reviewed and could change. All information will be updated as soon as possible to reflect any new service offer.

This document may not list every skill, resource and technique which we employ in order to help all children reach their potential as there are a whole plethora of additional resources, skills and techniques used as we are constantly reflecting and reviewing provision and we are continually developing and modifying our provision, listening to specific, individual pupil's changing needs.

Annual letter to parents with reminders for the SEN process:

This letter provides an update for you regarding our information, procedures and lines of communication as well as the updated National picture for Special Educational Needs (SEN) across our Federation.

As you are aware, children can experience a SEN at some point in their school journey. When children are making less than expected progress, teachers continue to plan differentiated activities to meet the needs of a child in lessons and organise specialist support and interventions in order to try to close the gaps, ensuring rapid progress.

If these strategies do not enable expected progress then we identify them as the first stage of the new National code of practice which is **SEN monitoring**. At this point, the **child's class teacher** will organise to meet with parents in order to discuss this stage and the child's barriers to learning, sharing their provision plan (which is a replacement of the old Individual Education Plan). This provision is updated and reviewed regularly in order to evaluate the success of this provision where we record next steps in their learning and any support or interventions which are undertaken. This is a cycle

of plan, do review, re plan, do, review and continues until the child is catching up. When a child is at SEN monitoring we review their learning with you at parents' evenings and an additional review in the summer in addition to their annual report.

If the above interventions, support and quality teaching is not securing good progress then the child will move onto **SEN support** and the class teacher and SENCO / SENCO (Special education needs coordinator) support will organise to meet with you in order to discuss this stage and the child's continued barriers to learning, they will further share their provision plan and identify next steps which may include agency support from for example, the SENSS (special educational needs support service), the educational psychologist, the local support team, occupational therapy, midland psychology and autism outreach to outline a few of the many teams available to support us. When a child is at SEN support we review their learning with you at an extended parents' evening slot of 30 minutes and a formal review in the summer in addition to their annual report.

Children with incredibly specific and complex physical or learning difficulties may be eligible for an EHC (Educational health care plan, old code of practice statement). The success criteria to receive an EHC are highly specific and children have to be many years behind academically or have profound needs in order to receive this level of funding and support. Parents will be communicated with by the SENCO/SENCO support and other agencies in order to work through this process. When a child is at EHC we review their learning with you at an extended parents' evening slot of 30 minutes and a formal review in the summer in addition to their annual report as well as a formal EHC formal review meeting which is annual to the date of the plan.

So in summary:
SENCOs
Mrs Charlene Gethin is the SENCO.
Mrs Sally Ward is the SENCO support.

Stages and communication:

- SEN monitoring (old code of practice school action). The class teacher will organise a meeting to discuss and further reviews are at an extended parents' evenings and an additional review in the summer term in addition to the annual report.
- SEN support (old code of practice school action +). The class teacher, and where appropriate the SENCO / SENCO support, will organise a meeting to discuss and further reviews are at an extended parents' evenings and an additional review in the summer term in addition to the annual report.
- EHC Plan (old code of practice statement). You will be fully involved in this process with the class teacher, SENCO / SENCO support and agencies. The SENCO / CEN support will support further reviews with the class teacher and are at extended parents' evenings and a formal review in the summer in addition to their annual report as well as a formal EHC formal review meeting which is annual to the date of the plan.

Definition:
Children have special educational needs if they have a *learning difficulty* which calls for *special educational provision* to be made for them.

Children have a *learning difficulty* if they:
a) have a significantly greater difficulty in learning than the majority of children 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 children of the same age in schools within the area of the local education authority
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.

Special educational provision means:
(a) for children of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LEA, other than special schools, in the area.

Please find on our website:
http://www.theforestfederation.co.uk/page/?title=Special+Educational+Needs+%28SEN%29+and+Local+Offer&pid=64
http://www.theforestfederation.co.uk/page/?title=Our+Policies&pid=8

- Accessibility plan
- Dyslexia Friendly status
- Local offer
- SEN policy
- Supporting pupils with medical conditions

And the link to Staffordshire county council's local offer. http://www.staffordshirecares.info/pages/my-disability/children-additional-needs/send-reforms/Local-offer/Local-Offer.aspx