



## THE FOREST FEDERATION

### SEND Policy

Please read in conjunction with our Local offer, Behaviour, admissions and attendance policies. It is also embedded in the Teaching and Learning Framework of the school. Reference has been made to the following legislation in the compiling of this policy:

- **SEN Code of Practice** (which takes account of the SEN provisions of the SEN and Disability Act 2001) 2014
- **Equality Act 2010**
- **Children and Families Act 2014**

**SENCO – Mrs Charlene Gethin**

**SEN GOVERNOR – Ms Bev. Parker**

#### **Aims of this SEND policy**

The aims of our special educational need and disability policy and practice in this school are:

- To provide access to the curriculum, the environment and to printed information for all
- To reduce barriers to progress by embedding the principles in the National Curriculum Inclusion statement <https://www.gov.uk/government/collections/national-curriculum>
- To use our best endeavours to secure special educational provision for pupils for whom this is required, that is “additional to and different from” that provided within the differentiated curriculum to better respond to the four areas of need:

1. Communication and interaction
2. Cognition and learning
3. Social, mental and emotional health
4. Sensory/physical

- To request, monitor and respond to parent/carers’ and pupils’ views in order to evidence high levels of satisfaction and partnership
- To ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development.
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

#### **What are special educational needs?**

*A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England. Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision*

**Please view our local offer to view the kinds of special educational needs for which provision is made at our schools within the Forest Federation.**

#### **How will I know how the school supports my child?**

- All pupils will be provided with high quality teaching that is differentiated to meet their learning needs.
- Pupils will be provided with “reasonable adjustments” in order to increase their access to the taught curriculum.
- The quality of teaching is monitored through a number of processes that includes:

1. classroom observation by the senior leadership team, the SENCo and external verifiers
2. whole school pupil progress tracking and ongoing assessment of progress made by all pupils and analysis of groups of pupils such as those with SEN and pupil in specific intervention groups
3. work sampling
4. scrutiny of planning
5. teacher interviews and performance management with the senior leadership team
6. pupil and parent feedback
7. attendance and behaviour records
8. head teacher’s report to governors

- All pupils have individual curriculum targets set in line with national outcomes to ensure ambition. Pupils’ progress to meet these targets are then tracked using the whole school tracking system. Pupils who are failing to make at least

expected levels of progress are identified very quickly and will be discussed in half termly meetings that are undertaken between the class teacher and a member of the Senior Leadership team.

- A provision plan to increase the rate of progress will be completed at this meeting that will follow an assess, plan, do and review model. This will identify a clear set of expected outcomes, which will include stretching and relevant academic and developmental targets.

- Progress towards these outcomes will be tracked and reviewed regularly, at least termly with the parents and the pupil.

- If progress rates are still judged to be inadequate despite the delivery of high quality interventions, advice will be sought from external agencies regarding strategies to best meet the specific needs of a pupil. This will only be undertaken after parent permission has been obtained and may include referral to:

1. Special Educational Needs Support Service (SENSS)
2. Behaviour Support Service
3. Hearing Impairment team
4. Visual Impairment team
5. Autism and Sensory Support in Staffordshire (ASSIST) Post 16
6. Educational Psychologist Service
7. Educational Welfare Officers
8. Social Services
9. School Nurse
10. CAMHS (Child & Adolescent Mental Health Service)

### **How will the curriculum be matched to my child's needs?**

- Teachers plan using pupils' achievement levels and knowledge of next steps. They differentiate work to better match ability in order to move children forward. Pupils will be provided with additional support to increase progress and inclusion that that may include specialised equipment or resources, ICT and/or additional adult help.

### **How will I know how my child is doing?**

- Achievement, progress and attainment, is shared with parents termly through the school reporting system and through parent's evenings. You may also find the home school diary a useful tool to communicate with staff members and ask specific questions.

- If you would like to arrange an appointment to discuss progress with a teacher please contact the school office who will arrange one from you.

### **How will you help me to support my child's learning?**

- Regular discussion with your child's class teacher can target supportive measures you can put in place.

- Use the curriculum letter to consider places to visit linked to learning and research / discussions you can have at home.

- Weekly homework which is sent at your child's level is to be completed and will support their academic progress as well as meet emotional and social needs by working with you and family members.

- Please look at the school website as there is a bank of resources relevant which can help support learning at home. The class/subject teacher may also suggest additional ways of supporting your child's

- We organise a number of parent workshops during the year. These are advertised on the school newsletter and we hope provide useful opportunities for parents to learn more about the curriculum that is being offered to their child.

- The school will also involve external agencies including health and social services, local authority support services and voluntary organisations in supporting it to better meet the needs of pupils and their families.

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

The school offers a wide variety of pastoral support for pupils. These include:

- An effective Personal, Social, Health and Emotional (PHSE) curriculum that provides pupils with the knowledge, understanding and skills they need to develop skills to enhance their emotional and social knowledge and well-being.

- We have helping hands (formerly ASPEN) at All Saints Rangemore and are developing this at Needwood across 2014/2015 where children can be referred to for support.

- Pupil and parent voice mechanisms are in place and are monitored for effectiveness by the Governor for responsibility for this area.

- Delivery of small group evidence led interventions to support pupil's wellbeing such as forest school, friendship circles etc.

- Some children may have specific behaviour plans to support social and emotional needs.

- The school has completed the Anti-bullying Pledge and is audited for its provision in regard to ensuring pupils safety by external agencies annually.

### **Pupils with medical needs**

If a pupil has a medical need then a detailed Health Care Plan is compiled by our school with the support of the school nurse in partnership with parents and if appropriate the pupil themselves. Staff who provide medicine administration complete training that is overseen by the school nurse and follow the LA policy/DfE guidelines included within

### **Supporting pupils at school with medical conditions**

### **What training are the staff supporting children and young people with SEND?**

Some (and in some cases all) staff are trained in a variety of areas pertaining to Special educational needs which include, how to support pupils with a diagnosis of dyslexia, how to support pupils on the autistic spectrum, how to support pupils with behavioural difficulties, how to support pupils with speech, language and communication difficulties as well as training in specific interventions and for specific needs,

- A member of staff attends the termly SEN Update in order to keep up to date with strategies to improve outcomes for pupils with SEN.
- The schools also have regular visits from SENSS specialist teachers and the Behaviour Support Team who provide advice to support the success and progress of individual pupils
- The schools also have teaching assistants who have received training enabling them to deliver more specialised support such as specific learning interventions, behaviour, social and emotional support such as nurture Group and forest school as well as areas such as phonics or physical needs development.
- The Governor with specific responsibility for SEN meets regularly to hold the school to account.

### **How will my child be included in activities outside the classroom including school trips?**

- Risk assessments are carried out and procedures are put in place to enable all children to participate in all school activities.

### **How accessible is the school environment?**

Our Accessibility Plan that describes the actions the school has taken to increase access to the environment, the curriculum and to printed information is available via the school website.

### **How will the school prepare and support my child when joining or transferring to a new school?**

A number of strategies are in place to enable effective pupil's transition. These include:

#### **On entry:-**

- Parent/carers and pupils are invited to a meeting at the school so that they know what to expect and are encouraged to share any concerns with the school.
- The headteacher meets with all new parents of pupils to allow concerns to be raised and solutions to any perceived challenges to be located prior to entry.
- If pupils are transferring from another school, the previous school records will be requested immediately and a meeting will be set up with parents to identify and reduce any concerns.

#### **Transition to the next school/employment, education or training**

- The annual review process that is instigated in the year before transition, begins the process where parents are supported to make decisions regarding the next placement.
- The school will involve outside agencies, as appropriate, to ensure information is comprehensive but easily accessible and understandable.
- Accompanied visits to other providers may be arranged as appropriate.
- Parents may like to take advantage of the independent Staffordshire School Choice support that is located at <http://www.staffordshire.gov.uk/education/schoolsandcolleges/admissions/schoolchoice/homepage.aspx> ,
- For pupils transferring to local schools, staff from both schools will meet to discuss the needs of transferring pupil in order to ensure a smooth transition.
- The records of pupils who leave the school mid phase will be transferred within five working days of the parents notifying their child has been enrolled at another school.

### **How is the decision made about how much support my child will receive?**

- For pupils with an Education Health and Care plan, the decision regarding the support required will be reached when the plan is being produced or an annual review.

### **How will I be involved in discussions about and planning for my child's education?**

This may be through:

- discussions with the class teacher
- during parents evenings
- discussions with the SENCO
- during discussions with a senior leadership team member

### **Who can I contact for further information or if I have any concerns?**

If you wish to discuss your child's educational needs or are unhappy about something regarding your child's schooling please contact one of the following:

- Your child's class teacher
- The Deputy Headteacher
- The Executive Headteacher
- For complaints please contact the School Governor with responsibility for SEN

## **Support services for parents of pupils with SEN include: (Schedule 3: Point 7)**

### **• Parent Partnership**

<http://www.staffordshire.gov.uk/education/welfareservice/SpecialEducationalNeeds/spps/home.aspx>

• If you have a general enquiry, would like to speak to one of the team or a parent wanting to request information and support please telephone **01785 356921** during office hours. The answer machine is on out of office hours so please leave a message and you will receive a return call as soon as possible. Alternatively you can send us an email on [spps@staffordshire.gov.uk](mailto:spps@staffordshire.gov.uk).

### **• Parent In The Know** newsletters

<http://www.staffordshire.gov.uk/education/welfareservice/SpecialEducationalNeeds/spps/newsletter/newsletters.aspx>

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## **Appendices**

### **Clause 64**

**The Special Educational Needs (Information) Regulations** come into force on 1st Sept 2014.

This clause provides details on the prescribed information that must be included in the school SEN information report. Mainstream schools must include information on schedule 1 and special schools information from schedule 2. This must then be published on the school website.

### **Schedule 2 Regulation 3(b)**

1. The kinds of special educational needs for which provision is made at the school.
2. Information about the school's policy for making provision for pupils with special educational needs, including how the school evaluates the effectiveness of its provision for such pupils.
3. The school's arrangements for assessing the progress of pupils with special educational needs.
4. The role played by the parents of pupils with special educational needs.
5. Any arrangements made by the governing body relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.
6. How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils and in supporting the families of such pupils.
7. The contact details of support services for the parents of pupils with special educational needs, including those arrangements made in accordance with clause 32.
8. Information on where the local authority's local offer is published.

<http://preview.tinyurl.com/q69mzrg>