



## THE FOREST FEDERATION

# SEN INFORMATION REPORT / FEDERATION LOCAL OFFER

### Introduction

All Staffordshire Local Authority (LA) maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs and are supported by the LA to ensure that all pupils, regardless of their specific needs, make the best possible progress in school.

All schools are supported to be as inclusive as possible, with the needs of pupils with Special Educational Needs and Disabilities being met in a mainstream setting wherever possible.

The four broad 'areas of need' are Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health Difficulties, and Sensory and Physical Needs.

### 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.

### What is the Local Offer?

[www.staffordshireconnects.info](http://www.staffordshireconnects.info)

The LA Local Offer

- The *Children and Families Bill* was enacted in 2014. From this date, Local Authorities and schools are required to publish and keep under review information about services they expect to be available for the children and young people with Special Educational Needs (SEN) aged 0-25. This is the 'Local Offer'.



- The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area.

### **The School SEN Information Report**

This utilizes the LA Local Offer to meet the needs of SEN pupils as determined by school policy, and the provision that the school is able to meet. The Forest Federation's SEN Report is written in accordance with Section 69 of the Children and Families Act 2014.

Our Federation, consisting of All Saints, Church of England (C) Primary School and Needwood Church of England (VA) Primary Schools which are fully inclusive schools, 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.

Please scroll below for the answers to questions you may need answering:

### **What should I do if I think my child may have difficulties with learning/well-being or Special educational needs or Disabilities?**

At The Forest Federation, we embrace the fact that every child is different, and, therefore, the educational needs of every child are different; this is certainly the case for children with Special Educational Needs.

If you are concerned about your child's achievement or well-being please speak initially to your child's class teacher who will, if required, will refer your concerns to our Special education needs and disabilities coordinator (SENCO) or Headteacher. Your concerns will always be taken seriously and your views are very important to us.

#### **The class teacher**

Responsible for:

Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be targeted work or additional support) and letting the Special Education Needs/Disabilities Co-ordinator (SENCO) know as necessary.

Writing Pupil Progress targets/Individual Education Plans (IEPs), based on the smaller steps outlined in PIVATS (Performance Indicators for Value Added Target Setting), and sharing and reviewing these with parents at least once each term and planning for the next term.

Personalized teaching and learning for your child as identified on the school's provision map.

Ensuring that the school's SEN Policy is followed in their classroom and for all the pupils they teach with any SEN.

**The SENCO: Mrs S Ward**

[s.ward@allsaints-rangemore.staffs.sch.uk](mailto:s.ward@allsaints-rangemore.staffs.sch.uk)

01283 71



[s.ward@needwood.staffs.sch.uk](mailto:s.ward@needwood.staffs.sch.uk)

01283 71 575216

Responsible for:

Developing and reviewing the school's SEN policy.

Co-ordinating all the support for children with special educational needs or disabilities (SEND)

Ensuring that you are

- i) involved in supporting your child's learning
- ii) kept informed about the support your child is getting
- iii) involved in reviewing how they are doing.

Liaising with all the other people who may be coming in to school to help support your child's learning, e.g. Speech and Language Therapy, Educational Psychology.

Updating the school's SEN register (a system for ensuring that all the SEND needs of pupils in this school are known) and making sure that records of your child's progress and needs are kept.

Providing specialist support for teachers and support staff in the school, so that they can help children with SEND in the school to achieve the best progress possible.

**The Head teacher: Mrs C. Gethin**

[headteacher@allsaints-rangemore.staffs.sch.uk](mailto:headteacher@allsaints-rangemore.staffs.sch.uk)

[headteacher@needwood.staffs.sch.uk](mailto:headteacher@needwood.staffs.sch.uk)

Responsible for:

The day-to-day management of all aspects of the school; this includes the support for children with SEND.

The Head teacher will give responsibility to the SENCo and class teachers, but is still responsible for ensuring that your child's needs are met.

The Head teacher must make sure that the Governing Body is kept up to date about issues relating to SEND.

**The SEN Governor: Ms. Nicola Gray**



Responsible for:

Making sure that the necessary support is given for any child with SEND who attends the school.

### How will school let me know if *they* have concerns about my child's progress?

If your child is identified as not making expected progress through high quality teaching and **reasonable adjustments (see below)** through monitoring, which we put into place do not secure improvement, the class teacher/SENCo will set up a meeting to discuss this with you in more detail and to:

- Listen to any concerns you may have.
- Plan any additional support your child may need.
- Discuss with you any referrals to outside professionals to support your child.

At this meeting or further in the future, your child may be identified as having SEN and the Graduated Approach may be started.

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.

### What are Reasonable Adjustments?

- Your child's needs will be met within the class, supported by high quality teaching, including lesson planning that takes account of the specific needs of all groups of children in their class and will ensure that your child's needs are met.
- Lessons are pitched appropriately so that all children can learn and progress through quality-first teaching with appropriate, targeted differentiation in place according to pupil need.
- Support staff, under the direction of the class teacher, can adapt planning to support the needs of your child where necessary.
- Additional adult support where appropriate to complement the work of the teacher.
- Specific resources and strategies will be used to support your child individually and in groups.
- Personalised provision where appropriate through targeted, time-limited programmes.
- Personalised provision through adapted resources and interventions.
- Children work in a variety of groupings, such as small supported groups, 1:1, mixed ability and similar ability groups.
- Teachers take account of the needs of the individual child and plan different tasks and materials appropriately.

### What is the Graduated Approach?



SEN support in schools: Where a pupil is identified as having SEN, schools should take action to remove barriers to learning and put effective special educational provision in place. This SEN support should take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEN of children and young people. CoP 2015, DfE 6.44

### **How is extra support allocated to my child?**

The school budget, received from Staffordshire LA, includes money for supporting children with SEN.

The Head Teacher decides on the deployment of resources for Special Educational Needs and Disabilities, in consultation with the school governors on the basis of needs in the school.

The Head Teacher and the SENCo discuss all the information they have about SEND in the school, including:

- the children getting extra support already,
- the children needing extra support,
- the children who have been identified as not making as much progress as would be expected.

From this information, they decide what resources/training and support is needed.

The school identifies the needs of SEN pupils on a provision map. This identifies all support given within school and is reviewed regularly and changes made as needed, so that the needs of children are met, and resources are deployed as effectively as possible.

- 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.

### **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 will school communicate with me about my child's SEN needs?**

- SEN monitoring (old code of practice school action). The class teacher will organise a meeting to discuss initial observations and reasonable adjustments/interventions will be facilitated with the aim to accelerate learning and for your child to 'catch-up'.
- SEN support (old code of practice school action +). The class teacher, and where appropriate the SENDCo, will organise a meeting to discuss your child's progress and 3 reviews will be held throughout the year 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, SENDCo and other agencies. The SENCO will support further reviews including a formal EHC Plan annual (to the date of the plan) review meeting with the class teacher and in addition to their annual report.

Once your child has been identified as having SEN, you will be invited in to discuss further provision. 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.

### **How are the staff helped to support my child with SEN?**

The SENCo's job is to support the class teachers in planning for children with SEN. The school provides training and support to enable all staff to improve the teaching and learning of children, including those with SEN. This includes whole school training on SEN issues, such as Autism Spectrum Disorder (ASD) and speech and language difficulties. Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class, e.g. from the Autism Outreach Team (AOT) service.

### **How will we measure the progress of your child?**

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.

Your child's progress will be continually monitored by his/her class teacher

Targets are set to support children's individual needs and are regularly evaluated and adapted.

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.

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At the end of each key stage (i.e. at the end of year 2 and year 6), all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and are the results that are published nationally.

Where necessary, children will have an SEN Support Plan or a Personalised Learning Programme designed to accelerate learning and close the gap which will be based on targets set by outside agencies specific to their needs. Progress against these targets will be reviewed regularly, evidence for judgements assessed and a future plan



made.

The progress of children with an **EHC Plan** will be formally reviewed at a Mid-point and an Annual Review with all adults involved with the child's education.

The SENCo will also check that your child is making good progress within any individual work and in any group that they take part in.

Regular book scrutinies, learning walks and lesson observations will be carried out by the SENCo and other members of the Senior Management Team to ensure that the needs of all children are met and that the quality of teaching and learning is high.

### **What is an EHC Plan?**

An education, health and care (EHC) plan is for children and young people aged up to 25 who need more support than is available through special educational needs support.

EHC plans identify educational, health and social needs and set out the additional support to meet those needs.

### **What support will the school offer us as parents/guardians?**

The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school, so that similar strategies can be used.

The SENCo is available on a Tuesday and Wednesday to meet with you to discuss your child's progress or any concerns/worries you may have.

All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report.

Personal progress targets /IEPs/ IBPs will be reviewed with your involvement every term.

Homework will be adjusted as needed to your child's individual requirements.

A home-school contact book may be used to support communication with you when this has been agreed to be useful for you and your child.

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.

### **How will my child's Social, Emotional and Mental Health (SEMH) needs be looked after?**

We recognize that some children have extra emotional and social needs that need to be developed and nurtured. These needs can manifest themselves in a number of ways, including behavioural difficulties, anxiousness, and being uncommunicative.

Support we can provide in school may include:

Nurture sessions-led by our Nurture Lead (Mrs G. Spencer)

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.



All classes follow a structured PSHE (Personal, Social, Health and Economic education) curriculum to support this development. However, for those children who find aspects of this difficult we offer an in-school nurture provision, run by highly trained teaching assistants. This follows the Nurture Principles and is run on a termly basis.

A Social Gardening club for children to learn how to co-operate with one another in a small group and be responsible for looking after a living environment.

Lunchtime and playtime support through planned activities and groups.

### **Why does my child need a Health Care Plan?**

If your child has significant medical needs you will need to speak to the Headteacher/SENCo to discuss how we can best support you and your child. This might include drawing up a Health Care Plan. 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.

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

Please read in conjunction with our accessibility plan.

The school site is largely wheelchair accessible. The school is fully compliant with DDA requirements and classified as 'partially accessible' at Needwood and 'fully accessible' at 'All Saints' according to the accessible schools list 2018:

[https://search3.openobjects.com/mediamanager/staffordshire/hub/files/accessible\\_schools\\_list\\_for\\_revised\\_stop\\_march\\_2018.pdf](https://search3.openobjects.com/mediamanager/staffordshire/hub/files/accessible_schools_list_for_revised_stop_march_2018.pdf)

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.

The schools have easy access with wide/ double doors.

There are two disabled toilets and changing facilities.

We ensure where ever possible that equipment used is accessible to all children regardless of their needs.

After-school provision is accessible to all children, including those with SEN.

Extra-curricular activities are accessible for children with SEN.

### **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 as well as 'extra' SEN transition days.
- 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 schools 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 if required.

We recognize that transitions can be difficult for a child with SEN, and we take steps to ensure that any transition is as smooth as possible.

**If your child is joining us from another school:**

The SENCo will visit pre-schools with the Early Years Leader when appropriate.

If your child would be helped by a book/passport to support them in understand moving on, then one will be made for them.

Your child will be able to visit our school and stay for a taster session, if this is appropriate.

**If your child is moving to another school:**

We will contact the school SENCo and ensure he/she knows about any special arrangements or support that need to be made for your child. Where possible, a planning meeting will take place with the SENCo from the new school. We will make sure that all records about your child are passed on as soon as possible.

If your child would be helped by a book/passport to support them in understand moving on, then one will be made for them.

**When moving classes in school:**

Information will be passed on to the new class teacher in advance and in most cases a planning meeting will take place with the new teacher. IEP s will be shared with the new teacher.

If your child would be helped by a book/passport to support them in understand moving on, then one will be made for them.

**In Year 6:**

The SENCo will discuss the specific needs of your child with the SENCo of the child's secondary school. In most cases, a transition review meeting to which you will be invited will take place with the SENCo from the new school. Your child will participate in focused learning relating to aspects of transition, to support their understanding of the changes ahead.

Where possible, your child will visit their new school on several occasions, and in some cases staff from the new school will visit your child in this school.

If your child would be helped by a book/passport to support them in understand moving on, then one will be made for them.

**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
- Social, Emotional and mental Health
- 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 purchase sessions of SEN support from the County Council or specialist support teachers
- We have purchased a few sessions of Educational Psychology (EP) Service from the County council
- Speech and Language Therapy
- School nurse
- Autistic Spectrum Disorder services (AOT)
- 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
- HOPE project

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

### **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 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.
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### **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](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 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 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 3 times a year at a formal SEN review, twice yearly at parents' evening in addition to their annual report.
- Children with incredibly specific and complex physical or learning difficulties may be eligible for an EHCP (Educational health care plan, old code of practice statement). The success criteria to receive an EHCP 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 and other agencies in order to work through this process. When a child has an EHCP we review their learning with you at a mid-point and annual (to the date of the plan) review plus one other and a twice yearly parents' evenings in addition to their annual report.

**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>