



Forest Hills Primary School **Special Educational Needs Information Report**



At Forest Hills Primary School, we believe that having high expectations and meeting every child's needs is a shared responsibility. Every teacher is a teacher of SEND. Therefore, we are committed to promoting an inclusive and positive learning environment that challenges, supports and celebrates every child's achievements through a broad and balanced curriculum. We are committed to enabling all children, including those with Special Educational Need and/or disabilities (SEND), to reach their full potential and recognise their own strength and achievements.

We believe educational provision is underpinned by high quality teaching and is compromised by anything less. We work closely with parents and outside agencies to allow us to best support our children. The views of our children and our families are at the heart of everything we do.



This document is to inform you of the types of support and provision available for your child at Forest Hills Primary School.

It will assist in knowing who can help if your child needs additional support, and how this can be accessed.

Special Educational Needs definition

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

1. SEND Code of Practice

As a school we follow the Graduated Response guidance as stated in the SEND Code of Practice.

The SEND 'Code of Practice' (2014) states that there are four broad areas of need within Special Educational Needs. SEN covers a broad spectrum of difficulty or disability. These areas and their meaning are as follows:

- **Communication and Language**
- **Cognition and Learning**
- **Social, Emotional and Mental Health**
- **Sensory and/or Physical Needs**

The table below details some difficulties that children may display, it is important to recognise that children may display difficulties or delays in one or more of the areas.




Area of SEND	Relating to difficulties with:
Communication And Interaction	<p>Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.</p> <p>Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.</p>
Cognition And Learning	<p>Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation.</p> <p>Learning difficulties cover a wide range of needs. These include, moderate learning difficulties (MLD), severe learning difficulties (SLD) - where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication through to profound and multiple learning difficulties (PMLD) - where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.</p> <p>Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.</p>
Social, Emotional and Mental Health	<p>Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways.</p> <p>These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.</p>

Sensory and/or physical needs	<p>Some children and young people require special educational provision because they have a disability that prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time.</p> <p>Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning.</p> <p>Children and young people with an MSI have a combination of vision and hearing difficulties.</p> <p>Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.</p>
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The following pages detail further information in response to questions you may have about our approach to supporting and identifying SEND.

2. How do we identify Special Educational Needs and Disabilities?

	<h3>Steps to identify and support children with additional needs</h3> <h3>The Graduated Response – Assess/Plan/Do/Review is used throughout</h3>
Step 1	Early interventions- identify children in the classroom who need extra support and support within the classroom through assessment and adaptations.
Step 2	Raise concerns at pupil progress meetings with inclusion staff. Discuss ways to support through intervention and classroom strategies.
Step 3	Plan interventions to meet the needs of the children- monitor for half a term (linked to specific needs) E.g. Cool characters/ Cool kids/ Phonics interventions/ Active maths/ Active literacy etc).
Step 4	If concerns remain, involve SENCo and discuss with parents to get an overall view. Early help assessment may be offered to support families.
Step 5	SEN support- An annual Learning Passport (LP) created with the support of the SENCo. An Individual Education Plan (IEP) created with pupils, parents and teachers. Reviewed as and when needed (at least half termly excluding short terms).
Step 6	SENCo to consider external involvement- Speech and Language/ Occupational Therapy/ SEN/ Educational Psychologist/ Behavioural Therapist etc.

3. What Should I do if I think my child has Special Educational Needs?

"I can always contact and discuss my son with the SENCo. She communicates with me very well and explains where in the process referrals and reports are".

Parent- A. Hope

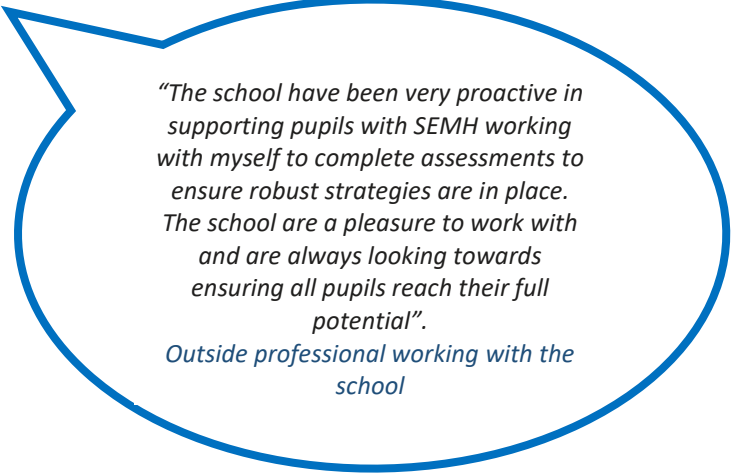
Talk to us – We are here to help in any way we can!

If you tell us you think your child has a Special Educational Need; your class teacher will discuss this with you. We will observe your child closely and assess what may be causing the difficulty. We will share with you what we find out and what we will do next. Our SENCo will support you and your child's teacher to provide the best provision for your child.

4. How do we work with other professionals to support your child's Special Educational Needs?

If we feel it would be beneficial to your child to obtain advice and support from other services or agencies, the SENCo or your child's class teacher will discuss this with you. In some cases, this might involve the support of one or more of the different professionals with whom we work closely with. Some examples of the services/agencies we work with can be seen below:

- School nurse – to advise on any medical needs and provision and to help when a care plan is needed
- Local Authority Outreach
- Specialist health services such as Speech and Language Therapists (SALT), Physiotherapists, Occupational Therapist
- Strengthening Families Worker
- Educational Psychology Service
- In school family support worker.



"The school have been very proactive in supporting pupils with SEMH working with myself to complete assessments to ensure robust strategies are in place. The school are a pleasure to work with and are always looking towards ensuring all pupils reach their full potential".
Outside professional working with the school

What does the local offer provide?

Staffordshire Local Offer provides information in one place for children and young people aged 0-25 with special educational needs and disabilities (SEND), their parents/carers and professionals.

The Local Offer includes information on local services to help children, young people, parents and carers make choices about the support they receive.

At times it may be necessary to consult with outside agencies to receive their more specialised expertise.

[Local Offer - Staffordshire County Council](#)

The agencies used by the school include:

<ul style="list-style-type: none">• Rugeley SEND Hub• Autism Inclusion Team• Educational Psychologist• Behaviour Support Service• Malachi• CAMHS (Child & Adolescent Mental Health Service)• Speech & Language• Occupational Therapy	<ul style="list-style-type: none">• 0-19 Health Hub• Children's Services• Educational Mental Health Team• Outreach Service• Saplings• Emotion Coaching UK• Paediatrician
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5.What if my child has more complex or severe needs?

The majority of children and young people with SEND will have their needs met within school. When it is considered that a child or young person may need further special educational provision to be made for them, and if their needs are considered to be more complex or severe, we may discuss the option of requesting the Local Authority complete an assessment to support the application of an Education Health and Care (EHC) Plan.

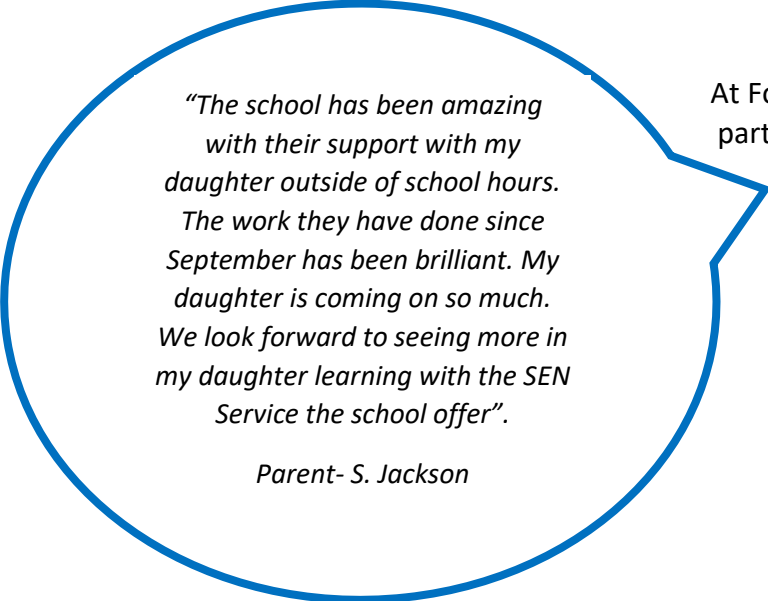
This assessment may lead to an EHC Plan if your child requires additional support beyond that provided through SEND School Support. An EHC Plan looks at all the aspirations and needs that a child or young person has within education, health and care. Parents and/or Carers are involved throughout this process to decide what outcomes are required, and to identify what is needed to achieve those outcomes. We also strive to ensure the child's voice is represented as part of the process.

The purpose of an EHC plan is to ensure educational provision meets the special educational needs of the child and to secure the best possible outcomes for them to prepare them for adulthood.

6.Children with medical needs

If your child has a medical need then a detailed Health Care Plan is compiled with SENCo and support from the school nurse in consultation with parents/carers. These are discussed with all staff who are involved with the child. Where necessary and in agreement with parents/carers medicines are administered in school but only where a signed Medicine consent form is in place to ensure the safety of both the child and staff member. Most staff have basic first aid and Asthma training.

7.How do we involve pupils and their parents/carers?



"The school has been amazing with their support with my daughter outside of school hours. The work they have done since September has been brilliant. My daughter is coming on so much. We look forward to seeing more in my daughter learning with the SEN Service the school offer".

Parent- S. Jackson

At Forest Hills, we value the importance of working in partnership with parents/carers to support each child's well-being and learning needs.

We have an open-door policy to allow parents to contact their child's class teacher with ease. Parents are invited to become involved in school life as much as possible. In addition, if your child is identified as having special educational needs and has an annual Learning Passport (LP) and a half-termly Individual Education Plan (IEP), you will be invited to meet with the SENCO and your child's class teacher to discuss their targets and how best to support your child to achieve them, this includes how parents can provide support at home with these targets also.

8. What support do we offer for children with SEND?

Some children may need an Individual Education Plan (IEP), a Care Plan or a Learning Passport. Each plan will be agreed by the class teacher, parents and child with support from the SENCo . All plans are adapted accordingly to suit the child's individual needs. Individual targets are set. Support provision will vary depending upon the needs of the child. Targets are agreed with the children and parents. We regularly evaluate the effectiveness of the provision made as part of the ongoing assess, plan, do, review cycle.

If a child has needs related to more specific areas of their education or social skills, such as spelling, handwriting, maths and English skills etc. then that child may be placed in a small intervention group or wider adjustments may be made within the classroom whereby the child will have access to personalised supporting resources. Intervention will usually be run by our teaching assistants or the class teacher. The length of time of the intervention will vary according to need. The success will be regularly reviewed by all involved to check how effective the provision has been to inform future planning. If you have any queries related to the interventions, please do not hesitate to contact the class teacher or the SENCo.

Pupil Progress Meetings are held every half term. In these meetings, the class teacher meets the Senior Leaders to discuss the progress and provision of the children in their class. This shared discussion may highlight any potential problems for further support to be planned. The SENCo is involved in all the meetings to enable a clear focus on SEND children within the meetings.


Occasionally, a child may need more expert support from an outside agency such as the Paediatrician, Speech Therapists, CAMHS, Autism Outreach Team etc. With parents' permission, referrals are made. After a series of assessments, a programme of support is usually provided to the school and parents/carers.

A teaching assistant may be allocated to work with the child in a 1-1 or small focus group to target more specific needs.

If appropriate, specialist equipment may be given to the child e.g. reading rulers, coloured overlays, writing slopes or pen/pencils grips.



9. How do we adapt the curriculum so that it meets the needs of our children with SEND?



“I have lots of support from my teachers when I need it to help me access the learning. In lessons, there are different activities for everyone to have a go at as everyone is at different levels”.

Pupil in Y6

When we identify a child as having a special educational need the class teacher, to enable them to access the curriculum more easily, will differentiate their work.

All staff are familiar with a variety of approaches to teaching and learning, which means that we are able to adapt teaching approaches and provision to meet the needs within each class.

This may involve:

- Small group or individual intervention.
- Emotional or pastoral support/intervention to manage their own emotions and behaviour.
- Adapting the type and length of instructions given.
- Provide alternative resources that will support them to be more independent.
- LP and IEP targets specifically set for each child.
- Implementing advice and recommendations from outside agencies.
- Extra support from an adult, when appropriate.

10. What if my child has medical needs?

If a child has a medical need then a detailed Individual Healthcare Plan will be compiled by the Inclusion team in consultation with parents/carers. These are discussed and shared with all staff involved with the child.

Where necessary and in agreement with parents/carers medicines are administered in school where a signed medication form giving consent is completed and held at the office.

Occasionally, a child's needs may need further support requested through an Education and Health Care Plan. (EHCP)

11. How will my child be included in activities outside the classroom including educational visits?

We try to ensure every child can access all of the activities, both in and outside the classroom including educational visits. We would always look at the child's individual needs and plan accordingly with the parents. Risk assessments are carried out and procedures are put in place to enable all children to participate. A health and safety risk assessment may suggest that an intensive level of 1:1 support is needed in addition to the usual school staff.

12. How accessible is the school environment?

We are committed to providing an accessible environment which values and includes all children, staff, parents and visitors. The layout of our building is generally accessible for people with physical disabilities. However, as a school we are happy to discuss individual access requirements to support this. Please refer to our Accessibility Plan which is on our school website.

[Accessibility Plan](#)

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

The SEN budget is allocated each financial year. The money is used to provide additional support or resources dependant on an individual's needs. The additional provision may be allocated after discussion with the class teacher at child progress meetings or if a concern has been raised by them at another time during the year.

Further support or resources may be allocated to your child following assessments by school staff or outside agencies. Funding may be used to buy in specialist support (e.g. Educational Psychologist). Funding generated through Pupil Premium can be used to support that child's learning.

What types of resources are available?

The school has interactive whiteboards in every classroom and there is access to laptops and iPads for all children. Our classrooms are communication friendly and our teachers use visuals consistently.

We have a positive-play room and a range sensory resources that we use to support children to better regulate themselves, or for children who benefit from additional sensory experiences as part of their learning.

We work alongside external professionals, including Occupational Therapists and Educational Psychologist, to ensure that appropriate sensory considerations form part of a child's education.

Most children with SEND are supported through the regular opportunities provided to all children – high quality teaching, excellent play opportunities. All children are encouraged to participate in the wider school life through taking part in school clubs and activities as well as school trips and residential. Risk assessments are carried out and procedures are put into place to enable all children to participate.

14. How is the decision made about how much support my child will receive?

The decision about the type of support your child will receive will be made by the Senior Leadership/Inclusion team, the SENCo and the parents together. Provision will be closely monitored. This support may take the form of additional individual or small group support in class or in other intervention groups tailored to your child's needs.

During their school life, if further concerns are identified due to the child's lack of progress or well-being then other interventions will be arranged.

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

We value the contributions parents/carers make in supporting their child at school. These may be through:

- discussions with the class teacher
- during parents' evenings and termly reviews
- during discussions with Mrs Kelly (SENCO)
- during discussions with other professionals
- parents are encouraged to support on their child's IEP with possible suggestions that could be included.

We use a range of ways to share information including:

- Newsletters
- Website
- Parents' evenings
- Parent workshops
- Class Dojo
- SENCO

16. How is your child's progress assessed and reviewed?

Teachers use information from a range of sources to inform their monitoring of children's achievement. Sources include: learning walks, work in children's books, pupil voice and results from termly assessments.

In collaboration, the school leadership team and SENCO monitor the progress of all groups of pupils half termly, discussing what adaptations/intervention is needed to support each child to make at least expected progress from their individual starting points.

You will be able to discuss your child's progress at Parents Evenings and review meetings. Class Teachers will set termly and end-of-year targets which will be shared with you. Appointments can be made to speak in more detail to the class teacher or SENCO, by contacting school. We have an open-door policy and parents are welcome to contact school at any time to discuss issues. If teachers and staff agree that it is necessary a home-school book can be implemented.

17. How do we ensure your child's overall well-being is supported?

All children are supported with their social and emotional development throughout the school day, through the curriculum and extra-curricular activities.

Personal, Social and Health Education (PSHE) and Social Emotional Aspects of Learning are integral to our curriculum and are also taught regularly. Our Behaviour Policy, which includes guidance on expectations, rewards and sanctions is fully understood and in place by all staff. We regularly monitor attendance, support children returning to school after absence and take the necessary actions to prevent prolonged unauthorised absence.

For some of our children who require a higher level of support the social, emotional and mental health we can provide support through our trained ELSA (Emotional Literacy Support Assistant)

18. What is the role of adults in school?

It is the responsibility of class teachers and TAs to develop empathetic relationships with pupils and ensure that school expectations are applied fairly in their classes. They expect their classes to behave in a responsible manner whenever the pupils are in their care and will follow school policy in prevention of bullying. The class teachers have high expectations of the pupils with regard to behaviour and strive to ensure that all pupils work to the best of their ability. The class teacher is a social, emotional, and learning role model for pupils. They help pupils to co-regulate to achieve high expectations when necessary.

We use a 'Good to be Green' approach to support children to understand, regulate and reflect on their behaviour.

We have safe spaces established across the school for children to use to enable them to self-regulate when they are experiencing difficult feelings. A few children with an identified social and emotional mental health need have access to our trained ELSA (Emotional Literacy Support Assistant) and/or safe calm spaces.

All our staff are trained for Autism Awareness Level 1.

Other support includes:

Home-School link support

Behaviour and Attendance is monitored by the Inclusion Team and support is offered as appropriate.

PSHE curriculum

We also have adults trained to deliver Speech and Language interventions, Precision Teaching and Lego Therapy.

We work closely with outside agencies and our colleagues across the Perry Hall Mat to provide continuous training and development for all staff across the school.

19. How is my child supported with transitions?

Early Years

We receive records or meet with pre-school providers and discuss any particular needs.

In early years, we spend time in the Summer working with new parents/carers whose children will be taking a Nursery or Reception place depending on the situation, this can include visiting the family at home or seeing the child in an Early Years setting to make sure we are prepared to meet their needs on entry.

We encourage all new children to visit the school prior to starting where they are shown around the school and meet some key members of school staff. For children with SEND, we encourage further visits to assist with getting used to the new surroundings.

New classes in school

All children have a visit to their new class in July. This is planned across school and where possible new staff are invited to join the school on that day.

Information is also shared, during a designated session between year group teachers. This includes an academic handover as well as a pastoral conversation.

The class teacher is always willing to meet parents/carers prior to the child moving to their class. *We have Parents' Open Afternoon every summer term.*

Secondary transition

Opportunities to work with local secondary schools are actively encouraged so that children are familiar with them. This occurs throughout their time at primary school.

Secondary school staff visit children prior to them joining their new school. Several handover meetings take place between the primary school and members of staff at the receiving secondary school.

Ms Kelly (SENCO) meets the SENCOs from the secondary schools to pass on information regarding SEN children. For children with complex needs, a formal transition programme is planned during their Year 5 & 6 annual reviews. Ms Kelly (SENCO) arranges an extra visit for those SEN children who need/want one prior to transition days.

Children attend transition days particular to the school they are going to.

Mid-year transition

For children arriving mid-year, our induction includes a tour of the school, introductions and a class buddy.

Currently, we give all children starting as a mid-year transfer, a tour of the school with their parent/carer. We introduce children to their new teacher and show them where they will put their coats etc. We also identify a member of the class to act as a 'buddy' to help them learn our routines and so they have someone to play with in those early days.

We then agree the start date. In certain circumstances, such as the child not having attended school before, special starting arrangements may be agreed.

When the child arrives at our school, we contact the previous school for the child's records. Where there are concerns, or the child transfers with an IEP, the SENCo will be contacted for additional information.

20. Who can I contact for further information?

In the first instance, parents/carers are encouraged to talk to their child's class teacher. For pupils with SEND, further information and support can be obtained from the SENCo.

Mrs Kelly is the Special Educational Needs Co-ordinator (SENCo) at Forest Hills Primary School. She is contactable on 01889 370020

Please contact the designated teacher for Looked After Children, Mrs J Cross, if you have any queries or concerns about children in care of the Local Authority.

**Forest Hills Primary School pay due regard to all relevant
Legislation and guidance including: the SEND Code of Practice (2014), the
Equality Act (2010) and the Children and Families Act (2014)**

Parents can raise concerns about SEN provision by contacting their child's class teacher, SENCO, a member of the leadership team or the Head of School. If the concern is not resolved informally, parents may lodge a formal complaint. The procedure for lodging a formal complaint is contained within the complaints policy.

[Academy Complaints Policy \(perryhallmat.co.uk\)](http://perryhallmat.co.uk)

[Trust-Anti-Bullying-Policy \(perryhallmat.co.uk\)](http://perryhallmat.co.uk)