

'School Offer' for Children with Special Educational Needs and Disabilities.

All schools are required to publish and review information for parents and carers about the support and provision for children with Special Educational Needs or Disabilities (SEND). At Forest Lodge Primary School we are dedicated to meeting the needs of pupils with SEND. We are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school and have access to a high quality education. Our school's aim is to be as inclusive as possible, with the needs of all pupils being met wherever possible.

These are some of the key questions that parents have identified for us:

How does the school know if my child needs extra help and what should I do if I think my child may have special educational needs?

Pupil progress meetings are held every six weeks (half termly) where a discussion around every child's progress is held between the Head Teacher, the Deputy Head Teacher, Assessment Leaders and the Class Teacher. Progress is monitored closely and individuals are highlighted for extra support, interventions or further assessments where expected progress is not being made.

Pupils are identified as having a learning difficulty if they have significantly greater difficulties in learning than the majority of pupils of the same age. Pupils are not regarded as having a learning difficulty solely because their home language differs from the language in which they are taught. All our teachers provide Quality First Teaching and any child who needs educational provision which is additional to or different from this will have their needs assessed.

If you think that your child may have special educational needs or a disability (SEND), or are concerned about their progress, you can make an appointment to speak to the class teacher in the first instance. If the school decides, after consultation with parents, that a child requires additional support to make progress, the Special Educational Needs Co-ordinator (SENCo), in collaboration with the Class Teacher, will support the assessment of the pupil and have an input in planning future support. The Class Teacher will remain responsible for planning and delivering individualised programmes. Parents will be informed of the action and results in a follow up meeting. If progress is still minimal, we may then decide to place your child on the Special Educational Needs and Disabilities Register.

Forest Lodge primary School adheres to the guidance in the SEND Code of Practice. The Code of Practice advocates a graduated response to meeting pupils' needs. A graduated response is used for identification, assessment and support for pupils with SEND.

The SENCo oversees all this and keeps a track of how each child is doing and if in consultation with the child's teacher, it is felt that the child is not improving despite interventions, then external specialists such as educational psychologists, speech and language therapists, learning or autism advisors are called in to assess and make recommendations.

How will school support my child?

Having identified the needs of the child, we seek to match provision to need. We monitor the impact of interventions through regular meetings and tracking of pupil progress. All provision is monitored and evaluated to assess its impact and effectiveness for the child through a School Provision Map.

Your child will be supported in a variety of ways. The support will be tailored to meet their individual needs.

This could include:

- Differentiated tasks
- Special resources to aid learning
- Support from a teaching assistant
- Specific intervention groups
- External specialist support
- Personalised targets

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

Teachers take account of the needs of all children and plan tasks and resources accordingly.

Lessons are planned so that all children can learn and make progress and opportunities will be provided for children with additional needs to work in different ways (for example in mixed ability groups, similar ability groups for peer support, adult supported small groups, 1:1 support with an adult, and independently).

The school will make all reasonable adjustments to ensure that every child can take advantage of the full range of opportunities within the curriculum. Differentiation is the way a teacher prepares tasks to meet the needs of all the children in an inclusive classroom. Differentiation not only helps children to fully participate, it also enriches and improves the experience of the general education of pupils. Teachers will plan and use differentiated resources to enable every child to access the curriculum.

How will both you and I know how my child is doing?

Teachers constantly review the progress made by all children. There are lots of opportunities to talk to staff (including your child's Class Teacher) about progress or any concerns that you may have. Class Teachers are usually available at the end of the day but sometimes we may ask you to make an appointment.

We hold regular Parents' Evenings where your child's progress will be shared with you. We encourage all parents and carers to attend. If your child needs a higher level of support to make progress we will review their personalised targets with you during your parent's evening appointment or more frequently if appropriate. You will probably need a longer appointment with the teacher. We know that in some cases more regular communication may be needed between parents and school and our SENCo can arrange this.

Parents receive two school reports per academic year, one in the spring and one in the summer term.

What support will there be for my child's overall wellbeing?

The school's ethos/vision for its learners and community is exemplified in the school vision statement:

'A unique family working together to be the best'

Forest Lodge aims to develop its policy and practice to:

- Set and maintain high expectations, which challenge children and enables them to achieve their own potential,
- Develop a passion for learning and acquire, skills, knowledge and understanding of themselves in the world,

- Ensure that all children experience an enriched curriculum which develops their talents and unlocks their potential,
- Develop individuals as highly motivated learners who seek to extend themselves in mind, body and spirit and know their uniqueness is cherished,
- Encourage children to develop moral, social and spiritual values which demonstrate care, consideration, respect and tolerance towards others and the environment,
- Inspire an inclusive belief in all, respecting everyone in spite of life experiences and physical differences,
- Create a sense of belonging to a “family” community,
- Nurture children to become responsible citizens who have a thoughtful attitude towards the local, national and global community.

Through:

- Providing an accessible curriculum that is exciting and stimulates a thirst for knowledge,
- Offering teaching and memorable experiences that promote an enquiring mind and a spirit of curiosity,
- Facilitating a wide range of meaningful learning experiences and opportunities within and beyond school,
- Developing an intelligence of their physical, social and emotional well being,
- Fostering a community which promotes an ethos of mutual respect, honesty and responsibility.
- Promoting attitudes where individuality, difference and diversity are valued and understood,
- Giving opportunities to address the many challenging issues facing them, while developing a sense of responsibility, autonomy and community,
- Involving children, parents, carers, staff, governors and the wider school community as partners in learning.

The Class Teacher has overall responsibility for the well-being and pastoral support of every child in their class. If you have any worries, in the first instance please speak to the Class Teacher first.

We recognise that self-esteem is key to a child's emotional well-being and academic progress. We support children's emotional, social and mental health needs through our PSHE (personal, social, health, education) and SEAL (social, emotional aspects of learning) curriculum. We have a clear behaviour system throughout the school promoting high standards of behaviour and conduct.

We are an anti- bullying school and have recently received the Community Anti Bullying Award. We have a trained Learning Mentor who provides additional pastoral support to identified children on a short or long term basis.

Prescribed medicine can be administered in school with signed parental permission with the agreement of the school. There are nominated first aiders in school and many members of staff have first aid qualifications. If your child has significant medical needs please speak to the SENCo or Health and Safety officer to discuss how we can best support you and your child. Support might include seeking advice or training from medical specialists.

What specialist services and expertise are available at the school?

Here are some of the special needs we have supported in school:

- ASD (Autistic Spectrum Disorder)
- Social, emotional and mental health needs
- Hearing Impairment
- Visual impairment

- Specific learning difficulties (SPLd)
- Motor skills
- Sensory needs
- ADHD
- Speech, Language and communication needs
- Medical needs, including Diabetes and Epilepsy

Here are some of the specialist services we have accessed in school:

- CAMHS - Child and Adolescent Mental Health Service
- SALT (Speech and Language Therapy)
- CLCI (Complex Learning, Communication and Interaction)
- Early Years' Service
- Educational Psychology Service
- SEMH Team (Social Emotional Mental Health Team)
- Virtual School for Looked After Children
- Visual Support Team
- Hearing Support Team
- School Nurses
- Diabetic Nursing Team
- Family Support Workers
- Early Support

What training are the staff supporting children with SEND having?

All staff are kept up to date with SEND training and have the opportunity to attend relevant CPD courses. Regular training is provided for all staff when needed either within school or at a Local Authority specialist course.

These are some of the areas our staff are trained in:

- Early Literacy Support
- Reading Recovery
- Better Reading Partners
- Reading Miles
- 1st Class@Number
- Funtime
- Time to Talk
- Autism Training
- Play Interaction
- Diabetes
- Epilepsy
- Emergency First Aid with Paediatric element.
- Team Teach
- Hearing impairment
- Moving and Handling
- Speech, Language and Communication needs on the classroom
- Epipen training.
- Educational visits co-ordination
- Introduction to Down Syndrome

All of our staff have regular safeguarding training. There are four Designated Safeguarding Persons (DSPs) in school.

Will my child be included in activities outside the classroom, including school trips?

It is Forest Lodge Primary school's policy to enable every child to participate as fully as possible in all elements of the wider curriculum. We ensure that all children attend school trips with support as appropriate. Where necessary, the

school will meet with parents and carers to discuss individual needs prior to any visit or activity. Risk assessments are carried out for every school trip to ensure that procedures are in place to ensure that all children can participate.

How accessible is the school?

Our school has an Accessibility Policy, which is reviewed annually. As part of this review, we ensure that the school environment is accessible for all children; including those with physical and sensory needs or where English is not a first language. Forest Lodge Primary School works closely with outside agencies to support children with special educational needs and disabilities. Where appropriate we source specialist equipment or furniture, or make learning environment modifications to meet the additional needs of our pupils.

We will be undergoing an entirely new build to our school, during the academic year 2014/2015, scheduled to open September 2015. This new school building will be fully compliant with all current legislation and regulations regarding disabled access and facilities.

We currently communicate with parents in direct conversation, phone, by letter and text. We are sensitive to the needs of parents whose first language is not English or who may have other communication needs and use skilled staff within our school to help communicate effectively with such parents.

How will the school prepare and support my child to join the school and transfer to the next stage of education?

When you apply for a place for your child at Forest Lodge Primary School, we encourage you to share your concerns about your child's special educational needs / disabilities or pass on information about any specialist support or agencies already working with you. We will contact any previous educational establishments for relevant information. Any practical arrangements can then be discussed and put in place.

At the end of the school year or if your child moves to another setting, the relevant staff communicate to pass on information and ensure that transition arrangements are in place. We recognise that moving on can be difficult for children and we take steps to ensure that any transition is as smooth as possible.

Prior to and on first joining Forest Lodge Primary School in the Foundation stage we have:

- Foundation Stage open days, which allow parents and their children to visit the school on a normal school day.
- Foundation Stage taster sessions for the children.
- The Foundation Stage teacher will visit children in their homes.
- Transition meetings with the pre-school settings for some families.

On moving within the school (to a new class):

- Transition days in July for each class to meet their new teacher before the new school year.
- Children with complex special educational needs / disabilities are given a transition photo book, where familiar and new things associated with the next year are included. These are used both at home and in school to ensure children are well prepared for the changes that will take place. These are used for three to four weeks before the end of the summer term.

How are the school's resources allocated and matched to children's individual Special Educational Needs / Disabilities?

The school receives money on an annual basis to support provision for Special Educational Needs / Disabilities. This is based on the number of pupils on roll who are on the 'SEND register'. We allocate our budget to meet the learning needs of our children and this will vary from year to year.

There may be additional funding from the Government and the Local Authority to support individual children on specific programmes. Additional support may be provided after discussion with Class Teachers, Teaching Assistants, or parents, or if a concern has been raised at a Pupil Progress Meeting. Resources may include using extra staff, resources to aid learning and investments in CPD training courses.

How is the decision made about the support my child will receive?

Every child's needs are carefully assessed and decisions are then made based on the ability of a child to access the curriculum and make progress. The school SENCo will work closely with you and all staff to discuss relevant interventions, adult support and advice from specialist services to make best use of available resources. We regularly assess the impact of any additional support and resources and report children's progress to parents. Regular Pupil Progress Meetings are held where the progress of all children is discussed, analysed and tracked. If a child is not making progress as expected, we look at ways that we can help the child. This may be through intervention groups, some extra support in class or referral to an outside service.

How are parents involved at the school?

At Forest Lodge Primary school we welcome the contribution that parents and the wider community can make to our school. We strongly encourage parents to attend parent's evenings three times a year where you will be updated about how your child is progressing.

Additionally:

- Parents are welcomed into the classroom.
- Parents are invited to regular reviews for children who are on the SEND register.
- We sometimes hold play, stay and sing sessions for younger children where parents and carers are encouraged to attend.
- We hold coffee mornings or information sessions where parents and carers are encouraged to attend.
- Parent workshops such as helping your child with phonics or reading are held throughout the year.
- Parents open afternoons.
- Parents and carers are invited to celebration assemblies and other events.
- Reaching out week.
- Enterprise week.
- We have an active Parent group that was started in the Spring of 2010, by a group of parents who wanted to be involved in providing events, resources and learning for themselves and the children of FLPS.

Who can I contact for further information?

The first point of contact will always be your child's Class Teacher. The SENCo at Forest Lodge Primary School is Mrs Denham who is also available if further assistance is necessary.

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.