



## SEN Information Report 2023-2024



At Forest Park Primary School we strive to support all children to enable them to achieve their full potential as we guide them through their learning journey.

Quality first teaching is vital; however for some children there are occasions when further additional support may be needed to help them achieve their learning goals.

### The Kinds of Special Educational Needs That Are Provided For

The types of SEN that the school caters for are:

1. Speech, Language and Communication Needs
2. Learning and Cognition Needs
3. Social, Emotional and Mental Health Difficulties
4. Physical and Sensory Needs

Below is a glossary of the most common SEN terms.

ADD	Attention Deficit Disorder
ADHD	Attention Deficit & Hyperactivity Disorder
ASD	Autistic Spectrum Disorder
HI	Hearing Impairment
MLD	Moderate Learning Difficulty
PD	Physical Difficulty
SEMHD	Social, Emotional, Mental Health Difficulty
SEN	Special Educational Needs
SEND	Special Educational Needs and Disability
SENDSCO	Special Educational Needs Co-ordinator
SLCN	Speech, Language, Communication Needs
SLD	Severe Learning Difficulty
SpLD	Specific Learning Difficulty
VI	Visual Impairment

### Policies for Identifying Children and Young People with SEN and Assessing their Needs.

We know a child needs extra help if:

- Concerns are raised by parents/carers or the child;

- Teacher assessments show that a child is working considerably below age related expectations;
- Limited progress is being made;
- There is a change in the pupils' behaviour or progress.

If you think your child needs additional help, or may have a special educational need, then please come to see a member of staff.

- The class teacher is the initial point of contact for responding to parent concerns. Teachers are regularly available at the end of the school day and will be happy for you to arrange to meet with them.
- The SEND Coordinators (SENDCO) are available to meet with you to discuss any concerns you have. Appointments with them can be made by visiting the school office.

At Forest Park all children are supported in accessing an exciting, engaging and progressive curriculum, regardless of their level of need. As children are identified as having additional needs, we will support them through:

- Each child at Forest Park Primary is valued equally irrespective of their starting point. We pride ourselves on providing quality first teaching across all key stages.
- Teachers ensure that children with SEN engage in the activities of the school alongside pupils who do not have SEN.
- Each child's education programme will be planned by the class teacher. It will be differentiated accordingly to suit the pupil's individual needs. This may include additional support by the teacher or teaching assistant in class and/or the use of equipment and resources to aid learning.
- If a pupil has needs related to more specific areas of their education, such as reading, spelling, numeracy skills, handwriting, playing with other children etc., then the pupil will be placed in a small focus group. This will be run by a teacher or teaching assistant. The length of time of the intervention will vary according to need but will generally be for a term. The interventions will be regularly reviewed by all involved to ascertain the effectiveness of the provision and to inform future planning. These interventions will be recorded on the class provision map (this is a record of the interventions, timings and impact of the intervention). These are closely monitored by the SENDCO.
- If a pupil has social, emotional or mental health needs we liaise closely with the family and any agencies who can support. Interventions will be put into place and closely monitored by the SENDCO and the Family Support Team.

- Pupil progress meetings are held each half term. This is a meeting where the class teacher meets with the Senior Leadership Team to discuss the progress of pupils in their class. During this shared discussion further support for pupils may be planned.
- Occasionally a pupil may need more expert support from an outside agency such as Speech and Language Therapy, Hearing Impairment Team, Paediatrician etc. A referral will be made, with your consent, and forwarded to the most appropriate agency. After a series of assessments, a programme of support is usually provided to the school and parents/carers.
- The Senior Leadership Team uses school data to reflect on and reinforce the quality of teaching for SEN pupils.
- The Governors of Forest Park Primary School are responsible for monitoring SEN procedures. The named SEN Governor is Mrs Jan Peterson. In a support and challenge role the Governors ensure that the school is as inclusive as possible and treats all children and staff in an equitable way. They monitor and review the accessibility plan and all other statutory policies as defined by the DfE.

At Forest Park we are proactive in adapting our quality first teaching to include individual requirements of children with special educational needs.

- We have high expectations of all children. We aim to provide an inclusive, creative child led curriculum that will equip children to be successful in life.
- When a child has been identified with special needs their work will be adapted by the class teacher to enable them to access the curriculum more independently.
- If appropriate, specialist equipment may be given to the pupil e.g. writing slopes, pen/pencil grips, easy to use scissors, coloured overlays etc.
- A teacher or teaching assistant (TA) may be allocated to work with the pupil in a 1-1 or small focus group to target specific needs.
- If a child has been identified as having a special need, they will be given a Pupil Passport. Outcomes will be set according to their area of need. These will be monitored by the class teacher weekly and by the SENDCO during the year. Outcomes will be agreed by the class teacher, the parent/carer and the child (where appropriate) during termly assessment day meetings. A copy will be given to the parents/carer.
- For pupils with more complex needs a more detailed profile will be written by the class teacher, SENDCO, parents/carers and the child. These Pupil Passports will identify the child's learning needs and strategies to support them. There is an expectation for teachers to have regard to the information on the passport and use it in delivering inclusive learning opportunities.

- The SENDCO may liaise with the SEND Advisor from the Local Authority Special Educational Needs and Disability Service or a wider range of professionals to get advice to enable a child to access the curriculum.

For children with more complex needs and/or an Education and Healthcare plan, we have recently introduced an internal, alternative provision called Bluebells. Children requiring a more specific individualised timetable of support will have access to a wide variety of activities that support the development of their individual milestone goals. This is carefully planned by the class teachers in collaboration with the SEND support team to ensure the children have access to a broad and balanced curriculum.

The SPARKLE school vision, Bluebells Curriculum and features of effective SEND practice form the foundations on which we build a bespoke curriculum for our children.

### Contact Details

The SEN team consists of:

Mrs K Amison – Special Educational Needs and Disabilities Coordinator

Mrs D Clark – Special Educational Needs and Disabilities Coordinator

Miss N Hussain - SEN Support Assistant

Mrs E Parkin – SEN Support Assistant

Mrs J Pettengell - SEN Support Assistant

School Address:

Forest Park Primary School, Woodall Street, Hanley, Stoke on Trent, St1 5ED

## Information about the expertise and training of staff in relation to children with special educational needs and how specialist expertise will be secured.

- Mrs Amison completed the National Award in Special Educational Needs in August 2023.
- Mrs Clark completed the National Award in Special Educational Needs in
- The SENDCO attends update meetings provided by the local educational authority in addition to Trust SENDCO meetings.
- Our Assistant Head and Early Years Lead Mrs Moss has also trained in Early Years SEND.
- All relevant members of staff are trained to deliver Read, Write Inc phonics. Staff have also received training in Precision Teaching, SOS Spellings Programme, Working Memory, Social Stories and Attention Autism.
- We have 2 teaching assistants are trained to deliver the Switch on Literacy intervention.
- Different members of staff have received training related to SEND. These have included sessions on how to support pupils on the autistic spectrum, how to support pupils with speech and language difficulties, how to support pupils with physical and coordination needs, how to support pupils with sensory needs and how to support pupils with specific learning needs.
- We want to become a total communication setting with arrangements being made for whole school Makaton training.
- From within our Trust, we also have access to outreach support from our specialist staff in our Special Schools.

## How equipment and facilities to support children with special educational needs will be secured.

At Forest Park we offer equal access to the curriculum through adaptive teaching which includes different ways for recording and adaptations through success criteria and learning outcome. Reasonable adjustments are made wherever possible.

The Forest Park website is clear and accessible to all parents and children. Letters sent home to parents are clear and relevant to the year group.

As a school we are happy to discuss individual access requirements. Facilities we have at present include:

- Ramps into school to make the building accessible to all
- 1 toilet adapted for disabled users
- 1 automated changing bed
- Automatic doors on entry into the school
- Wide doors and corridors around the building

- A lift to access the upper floor classrooms
- Bi-lingual teaching assistants
- Technology can be made available to meet the needs of individual children.

Arrangements for consulting parents of children with special educational needs about, and involving such parents in, the education of their child.

- Class teachers use their observations, children's work and more formal assessments to regularly assess where children are in their learning journey and how much progress they are making. Teachers use this data and other relevant information to shape planning and teaching. Data is discussed during Pupil Progress meetings to identify any needs for individuals.
- You will be able to discuss your child's progress at assessment day meetings held termly. Here the class teacher will share your child's work and their assessments so that you know how much progress your child has made. The class teacher will explain whether or not your child's development/work is at the level expected of the age group and what they need to achieve in order to progress.
- Pupil passports are written collaboratively with parents and the child/young person.
- For children with an Education, Health and Care Plan, annual reviews will be held with all agencies involved with the child to discuss progress and adjust provision for the coming year.
- Written reports are sent home at the end of each academic year.

How will I be involved in making decisions about my child's learning?

- During assessment day meetings, the class teacher will suggest ways that you can support your child.
- Home Learning will be appropriate for the needs of your child.
- The SENDCO may meet with you to discuss strategies you may use at home.
- If outside agencies or the Educational Psychologist have been involved, suggestions and programmes of study may be provided that can be used at home.
- When a child moves to a new year group, meetings are held with new parents to discuss phonics, reading and maths and how parents/carers can support at home. Children are also supported with a social story transition book if needed.

Arrangements for consulting children with special educational needs about and involving them in their education.

Children are given opportunities to discuss their work and help us decide their next steps through termly reviews. Pupil Passports are set up, where needed, following discussion with the child. For children with a Statement or Education Health and Care Plan annual review meetings are held, in which children attend where appropriate. During this time children can reflect on what has been successful and why and plan next steps.

Children's views are collected to contribute to their learning through:

- Questionnaires
- Interviews
- Pictures
- Observations
- Termly reviews of Pupil Passports and progress towards outcomes.

Arrangements for handling compliments, comments and complaints from parents of children with special educational needs regarding the provision made at Forest Park.

At Forest Park Primary School we welcome feedback from parents and carers. This may be through compliments, comments and complaints.

- If you wish to discuss your child's educational needs, the provision they receive at school or any worries you may have please contact the school office to arrange a meeting with the SENDCO.
- You can arrange to meet the Head Teacher, Louise Irving via the school office.
- Issues can also be raised with the SEN Governor, Jan Peterson.
- Visits to the school can be made by contacting the school office on 01782 234979 or emailing [admin@forestpark.org.uk](mailto:admin@forestpark.org.uk).
- Further information regarding compliments, comments and complaints can be found on the school website at [www.forestpark.org.uk](http://www.forestpark.org.uk) under the section for parents.
- For further information about services available locally to support children with SEN and their families please visit the Local Authority Special Educational Needs and Disability website using the following link:  
[https://www.stoke.gov.uk/info/20045/special\\_educational\\_needs\\_and\\_disabilities](https://www.stoke.gov.uk/info/20045/special_educational_needs_and_disabilities)

How Forest Park involves other bodies including Health and Social Care bodies, local authority support services, and voluntary sector organisations in meeting children's SEN and supporting their families.

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

The agencies used by the school include:

- Educational Psychologist
- CAMHS (Child & Adolescent Support Team)
- Education Welfare Officers
- Social services
- Speech and Language Therapy

- Occupational Therapy
- Physiotherapy
- Community Paediatrician
- School Nurse
- Health visitors
- SEND Services, including Hearing and Visually Impaired Teams

An Educational Psychologist is provided by the local authority to work with children needing that level of support. This involvement is planned during termly school reviews. In order to understand the pupil's educational needs better, the psychologist will usually meet with the parent/carer and give feedback after the assessment has been completed. He/she will offer advice to the school and parents/carers on how to best support the pupil in order to take their learning forward.

Contact details for support services for parents of pupils with special educational needs.

At Forest Park the SEND team have developed resource files for parents and staff, which contain information about a range of SEND needs. These are available to parents through the class teacher.

Stoke-On-Trent Safeguarding board can be found at

<https://safeguardingchildren.stoke.gov.uk/>

SEND Information, Advice and Support Service (SENDIASS) for Stoke-on-Trent can be found at [www.sendiass-stoke.co.uk](http://www.sendiass-stoke.co.uk)

Forest Park arrangements for supporting children with special educational needs in a transfer between phases of education.

At Forest Park we aim to make transitions as smooth as possible. We understand the difficulties surrounding transition periods, and work closely with children and their parents in order to manage these with the children's well-being as first priority.

Many strategies are in place to enable the pupil's transition to be as smooth as possible.

These include:

- Discussions between the previous or receiving schools prior to the pupil joining/leaving.
- All pupils attend Transition sessions where they spend some time with their new class teacher.
- Additional visits are arranged for pupils who would benefit from more time in their new school.
- Photographs, picture key rings and transition booklets are used where appropriate to support children with transition.



- The SENDCO is always willing to meet parents/carers prior to their child joining the school.
- The SENDCO liaises with SENDCO's from other schools or Early Years settings to pass on information regarding SEN pupils. Here professionals share data about the pupil's attainment and strategies that have been used to support the child.
- Secondary school staff visit pupils prior to them joining their new school. Where a pupil may have more specialised needs, a separate meeting may be arranged with the SENDCO, the secondary schools SENDCO, the parents/carers and where appropriate the pupil.

Information on where the local authority's local offer is published.

Information regarding Stoke on Trent's local offer can be found at:

<https://localoffer.stoke.gov.uk/>