



Special Educational Needs and Disability (SEND) Provision at our school

Year Group	C & L	C & I	SEMH	P & S	Total and %
3	2	3	1	0	6/52 12%
4	1	1	3	0	5/56 9 %
5	3	1	2	1	7/60 12%
6	2	1	2	0	5/59 9%

Whole school SEND% September 2021 23/227 **10%**

1. What kinds of special educational needs does the school make provision for?

The Forest View Academy values the individuality of all children. We are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all our children. The achievements, attitudes and well-being of all our children matter.

Our school aims to be an inclusive school. We actively seek to reduce the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for our children. We do this through the attention we pay to the different individuals and groups of children within our school. We aim to have inclusive classrooms where all children are supported through needs friendly strategies and peer support.

We believe that:

- Our school will have children who, at some time or another in their school life, will have some form of Special Educational Need;
- All teachers need to be able to provide a differentiated curriculum for a range of abilities;
- There should be a whole school approach to Special Educational Needs with the staff working together for the benefit of the children;
- Children with Special Educational Needs should be included in the life of the school as fully as possible;
- There should be close consultation and partnership with parents of the children with Special Educational Needs;
- The views of the child should be sought and taken into account;
- The policy and practice promoted in the school must have regard to the 'Special Educational Needs Code of Practice'

At Forest View, children's special education needs are generally thought of in the following four broad areas of need and support:

- communication and interaction
- cognition and learning
- social, emotional and mental health

- sensory and/or physical needs

Our SENCO oversees provision within our school and an effective team of TAs provides additional support. We offer many forms of additional provision. This can include additional in-class support; additional out-of-class support; one-to-one support; flexible groupings (including small group work); access to specific resources; and access to a wide range of outside agencies.

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

Our SENCO co-ordinates SEND provision, liaising with school staff, parent/carers and specialist advisors from the Local Authority and Health Service. There are clear guidelines set out in the SEN Code of Practice, which indicates what are considered Special Educational Needs, and as a school, we work closely with these guidelines when identifying children with SEND.

The school recognises the importance of the early identification and assessment of SEND. The identification of SEND is built into the overall approach to monitoring the progress and development of all pupils. We have a robust tracking system which helps us to pick up on additional need quickly.

Class teachers will:

- take responsibility for the initial identification of the needs of all their children by monitoring the progress of each child in their class
- monitor any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators
- closely monitor any pupil who has been identified as possibly having SEN in order to gauge their level of learning and possible difficulties
- inform and engage with parents about their child's progress and development and the circumstances under which they are being monitored.

Where pupils continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness, the class teacher and TA, working with the SENCO, will assess whether the child has a significant learning difficulty.

Where it is determined that a pupil does have SEND, this will be discussed with parents and with parental consent the child's name will be added to the school's SEND register. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so overcome barriers to learning and enable the child to make progress.

We also work closely with previous schools or educational establishments to identify any special educational needs children may have prior to them joining us, in order to ensure they receive the correct support from the start.

Pupils' needs will be assessed using a variety of sources: the class teacher's knowledge and assessment of the pupil's progress and attainment; comparisons with peers and national data; the parents' views and experience of the child; the pupil's views and if appropriate, the views of an external support service.

The school operates an 'open door' policy and encourages parents to discuss any concerns they may have, as and when they occur, in person, with the child's class teacher.

3. a) How does the school evaluate the effectiveness of its provision for pupils with special educational needs?

The effectiveness of our provision for children with SEND is evaluated through the process of rigorous tracking, data analysis, scrutiny of planning and work and the involvement of school/curriculum consultants and OFSTED.

b) How will both the school and I know how my child is doing and how will the school help me to support their learning?

Monitoring progress is an integral part of teaching and leadership at The Forest View Academy. Staff, parents and pupils are involved in reviewing the progress of children with SEND.

- Your child's progress will be continually monitored by his/her class teacher.
- His/her progress will be reviewed formally by the Headteacher and SENCo every term in Reading, Writing and Numeracy.
- At the end of key stage 2, 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.
- The progress of children with an EHC Plan will be formally reviewed at an Annual Review with all adults involved with the child's education.
- The progress of children on the SEN register will be reviewed termly at a Structured Conversation with parents and with your child.
- The Head Teacher and SENCos 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 and lesson observations will be carried out by 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.

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 similar strategies can be used.

The Forest View Academy believes that a close working relationship with parents is vital in order to ensure

- a) early and accurate identification and assessment of SEND leading to the correct intervention and provision
- b) continuing social and academic progress of children with SEND
- c) personal and academic targets are set and met effectively

Parents are kept up to date with their child's progress through progress reports, parent's evenings and Structured conversation meetings. In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs.

c) What is the school's approach to teaching pupils with special educational needs?

Our school aims to be an inclusive school. We actively seek to reduce the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. We aim to have inclusive classrooms where all children are supported through needs led friendly strategies and peer support.

The school has a **Graduated Approach** to the management of Special Educational Needs.

Quality First Teaching

Class teachers will:

- take responsibility for the initial identification of the needs of all their children by monitoring the progress of each child in their class.
- plan and organise appropriately differentiated work to meet each child's needs and aid the pupil's academic progression.
- set suitable learning challenges, responding to pupils diverse learning styles.
- monitor any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators
- closely monitor any pupil who has been identified as *possibly* having SEND in order to gauge their level of learning and possible difficulties
- inform and engage with parents about their child's progress and development and the circumstances under which they are being monitored.
- continue to monitor any pupil who has recently been removed from the SEN register
- formally record that the child is under observation and parents will be informed of this.
- share information about progress and development with the parent(s) at parents evenings and Structured Conversations. The frequency of these meetings is dependent on the individual child's needs and progress being made.
- consult with the SENCO as needed for support and advice

SEND Support

Where pupils continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness, the class teacher, working with the SENCO, should assess whether the child has a significant learning difficulty.

Where it is determined that a pupil does have SEND, this will be discussed with parents and with parental consent the child's name will be added to the school's SEN register. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so overcome barriers to learning and enable the child to make progress.

d) How will the curriculum and learning be matched to my child/young person's needs?

We endeavour to ensure all children's needs are met through Quality First provision in the classroom. Teachers work hard to ensure work is adapted/differentiated for children, providing appropriate support and challenge. We aim to deliver a stimulating and exciting curriculum in a multi-sensory way that engages all children and where necessary, children are supported by a Teaching Assistant (TA). We also aim to make sure our learning environment meets all our children's needs.

Some individual targets are supported within lessons by the class teacher or a TA, others may be supported through a specific intervention programme which may be delivered by a Teaching Assistant following discussion with the class teacher and SENCo.

Every effort will be made to educate pupils with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCO will consult with the child's parents and reasonable adjustments will be made to ensure pupils with SEND have access to a broad and balanced curriculum. This may be through the provision of additional support or equipment.

e) How are decisions made about the type and amount of support my child/young person will receive?

Decisions about the type and amount of support your child needs will be based on their progress and how we can best meet their needs within our school environment. Pupils who make good progress or those who exceed expectations will access the curriculum with lower levels of support than pupils who make less than expected progress. Support may be delivered by school staff within the class on an individual basis, in small group settings or through a 1:1 intervention. We will consult with you about the best fit to support your child.

If we need to access expertise that is not already in the school we will consult with you beforehand and gain your permission to do so.

f) How will my child/young person be included in activities outside the classroom, including school trips?

As a school we highly value the benefit of education outside of the classroom and believe that all children should have the opportunity to participate in these experiences. Prior to any trips, a pre-visit is made by staff and a risk assessment is carried out, which considers the needs of children with SEND. Where necessary, we meet with parents to discuss any additional support that may be required. We also aim to ensure all children have the chance to be part of lunch time or after school clubs.

g) What support will there be for my child/young person's overall well-being?

The social and emotional wellbeing of our pupils is a priority and we have worked to develop and maintain a strong community ethos. The Social, Emotional Aspects of Learning programme (SEAL) provides the opportunity for children to discuss issues such as positive relationships, self-esteem and teamwork within the curriculum. We also have a Family Support worker who is able to offer additional support. Where necessary, specific plans are put in place to support a child's wellbeing and in these cases parents are consulted.

3. Who is the school special educational needs co-ordinator (SENCO) and what are their contact details.

Mrs N McCarthy is the SENCO who co-ordinates the day to day provision of education for pupils with SEND and can be contacted through the school office.

4. a) What training have staff supporting special educational needs had and what is planned?

There is an on-going programme of training in place to ensure that all teachers and support staff have appropriate skills and knowledge to support provision for children with Special Educational Needs. Recent training has included sessions on:

Supporting pupils on the autistic spectrum level 1
Autism training level 2 and 3- 2 staff trained;
Dyslexia friendly ideas in the classroom;
Coping with Risky Behaviours training;
Behaviour for Learning in the classroom - all staff;
Numicon for use in the classroom – all staff
Girls friendship support – Queen Bees
Boxall profile training
Lego Therapy
Strength and Difficulties Questionnaire training

Moderating children working below the level of the NC Assessments
Safeguarding Training – all staff
Pathological Demand Avoidant Behaviours training
Focus on SEND – Primary - SENCo
Possible impact of lockdown on pupils – all staff
Loss, Bereavement and Change: Coronavirus and beyond - SENCo
Coronavirus: Preparing for the Return to School - SEND Focus - SENCo
YouCan: Support a Safe & Successful Return to School using the SWAN framework - SENCo
YouCan: Help the Demand Avoidant (PDA) Child in Your Class – SENCo & TA's
Preparing Autistic & SEND Children for going back to school – staff & SENCo
123 magic in the classroom- SENCo
Place to be Mental Health Champion 2 members of staff
Introduction to Interoception SENCO and TA's
Talking Mat training - SENCo
Safe spaces to support SEMH - SENCo
Dyslexia Training - SENCo
Dyspraxia training- SENCo
Emotion Coaching - SENCo
Supporting Highly Anxious learners. SENCo and FSW
Supporting Early Writing – SENCo, TA's and Class Teachers
Drawing and Talking – TA
Therapeutic Play network

Planned training for 2021-2022 includes:

Safeguarding Training – All Staff
Therapeutic Play network SENCo and FSW
ELSA Training - FSW

Our SENCO meets regularly at Network meetings with SENCOs from other schools within the Trust and other local schools in meetings chaired by an Educational Psychologist (called a Springboard meeting) where advice and strategies can be exchanged and further training planned.

b) What specialist services and expertise are available or accessed by the setting/school?

The school continues to build strong working relationships and links with external support services in order to fully support our SEN pupils and aid school inclusion.

Forest View Academy invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEND. The Head Teacher and SENCO are responsible for liaising with the following:

- Local Authority advisors including those for Cognition and Learning, Communication and Interaction, Visual Impairment and Hearing Impairment and the Sherwood Area Partnership
- Therapists including those for Speech and Language, Occupational Therapy and Physiotherapy and the Physical Disabilities Service
- Health Services including School Nurse and Child and Adolescent Mental Health Service (CAMHS)
- Education Psychology Service
- Social Services
- Outreach services including Voluntary Services
- Healthy Families Team and Community Paediatrics for more complex medical issues

5. How will equipment and facilities to support pupils with special educational needs be secured? How accessible is the school?

Reasonable adjustments have been made to improve accessibility. Our school is a single story building and is wheelchair accessible with two disabled toilets large enough to accommodate changing. We have wide, uncluttered corridors and wide doors which make all areas of the school accessible. We have a designated disabled parking space in the car park.

We strive to ensure that equipment/activities are accessible to all children regardless of their needs and take advice from appropriate specialist services with regard to accessibility. Where external advisors such as Occupational Therapy or Physiotherapy recommend the use of equipment or facilities which the school does not have, we will purchase it using the notional SEND funding, or seek it by loan.

Extra-curricular activities are accessible for children with SEND.

6. What are the arrangements for consulting parents of pupils with special educational needs? How will be I involved in the education of my child?

We offer an 'open door' policy where you are welcome any time to make an appointment to meet with the class teacher and discuss how your child is getting on. We can offer advice and practical ways that you can help your child at home. We believe that your child's education should be a partnership between parents and teachers, therefore we aim to keep communication channels open and communicate regularly, especially if your child has complex needs.

The progress of all children is monitored termly. In both the autumn and spring terms, Parents Evenings are held to discuss how children are doing whilst Structured Conversations are held termly. In the summer term, all parent/carers receive an end of year written report, detailing progress within all areas of learning and parent/carers are invited to discuss this with their child's class teacher.

7. What are the arrangements for consulting young people with SEND and involving them in their education?

Wherever possible we endeavour to involve children in the setting and reviewing of their targets. All children involved in Structured Conversation are consulted on their views of the targets previously set and are encouraged to be a part of the conversation with parents, particularly in sharing their work. We actively encourage all children to participate fully in all aspects of school life.

The views of children are sought through pupil interviews, questionnaires and consultation of and contribution to the school council.

8. What do I do if I have a concern or complaint about the SEND provision made by the school?

Any complaint concerning the operation of the Special Educational Needs Policy should be directed to the SENCo/Head Teacher in the first instance, who will carry out a thorough investigation. If parents remain dissatisfied they should follow the procedures laid out in the school's Complaints Policy.

10. How does the governing body involve other organisations and services (e.g. health, social care, local authority support services and voluntary organisations) in the meeting the needs of pupils with special educational needs and supporting the families of such pupils?

The Forest View Academy invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEND. The Head Teacher and SENCOs are responsible for liaising with the following:

- Local Authority advisors including those for Cognition and Learning, Communication and Interaction, Visual Impairment and Hearing Impairment.
- Therapists including those for Speech and Language, Occupational Therapy and Physiotherapy and the Physical Disabilities Service
- Health Services including School Nurse and Child and Adolescent Mental Health Service (CAMHS)
- Education Psychology Service
- Social Services
- Outreach services including Voluntary Services

11. How does the school seek to signpost organisations, services etc who can provide additional support to parents/carers/young people?

Parents can gain important advice and support from Ask Us, details of which can be found on Nottinghamshire's Help Yourself website below.

The SEND Local Offer covers public services that are available within:

- Education: e.g. nurseries, playgroups, schools and colleges as well as support services like educational psychologists, early years and early intervention workers
- Health: e.g. GPs, paediatricians, school nurses and therapists
- Social care: e.g. respite services and children's disability services.

It should also enable you to find out what support and services are available in the voluntary and private sectors, for example from charities and disability groups, nurseries, youth clubs etc, both in your immediate area and across Nottinghamshire.

The SEND Local Offer aims to highlight opportunities for children and young people who have additional needs to engage in a broad range of activities, from cinema screenings for children with specific needs, to evening clubs like cubs/scouts or brownies/guides running during the week, to specific events offered during the school holidays. The SEND Local Offer can be accessed through Smart phones, tablets as well as the internet at:

www.nottinghamshire.sendlocaloffer.org.uk

www.nottshelpyourself.org.uk

12. How will the school prepare my child to:

i) Join the school?

The Head Teacher/SENCOs liaise closely with the staff at Maun Infant School with regard to the transition of SEND children into The Forest View Academy from the infant school. All new transfers to the school will be invited to attend a meeting with the head teacher and have a tour of the school.

ii) Transfer between phases of education (e.g. KS1 to KS2, primary to secondary)?

When children are transferring from primary to secondary school steps are taken to support their transition:

- Discussion about transition for SEN pupils begins at the year 5 Structured Conversation for transfer to KS3.
- Plans for those pupils with SEN requiring extra transition arrangements, in addition to the standard transition arrangements, will be formulated on an individual basis.
- Extra visits to schools are arranged for pupils with SEND, where applicable
- A member of staff from the Dukeries Academy (or alternative allocated schools) visits to discuss SEND children and is invited to meetings as appropriate.
- Transition days in the Summer term are arranged for all children.
- Children transferring to Dukeries Academy may also attend additional sessions.
- At the end of year 6 a Transfer Form will be completed and passed on together with other records relating to the child.

13. Where can I access further information?

www.nottinghamshire.sendlocaloffer.org.uk

www.nottshelpyourself.org.uk

14. Useful telephone numbers

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| • Ask Us Nottinghamshire | 0800 1217772 |
| • SEND Local Offer: | 0300 500 8080 |
| • MASH (Multi Agency Safeguarding Hub) | 0300 500 80 90 |
| • The Family Service | 0115 804 1248 |
| • School Admissions | 0300 500 8080. |
| • APTCOO support for Families with Autism needs | 01623 629902 |
| • Autism support Group | www.mansfieldautismsupport.co.uk |
| • Home start support for Under 5s | 01636 705 011 |