

1. [What kinds of Special Educational Needs can be met at our school?](#)

If any pupil in our school has a barrier to learning, we will make sure that there are the best opportunities for them to take part in every aspect of school life.

Barriers to learning include:

- Communication and Interaction (Speech and language difficulties or Autism Spectrum)
- General learning difficulties both moderate and severe, and including, for example, dyslexia
- Social, emotional and mental health difficulties such as ADHD or attachment disorder
- Problems with sight or hearing, or other physical disabilities

Alternatively, your child may have a different less common disability or medical condition that causes a barrier to learning.

2. [How does Forest Glade Primary School know if pupils need extra help and what should I do if I think that my child may have special educational needs?](#)

Where a need is already identified, we will aim to gather information from you, the parents/carers, other professionals and previous settings before they start their time with us. We regularly review progress, talk to parents/carers and children, and make observations on how your child is doing in class. These all help us to see any difficulties your child might have and would generally lead to informal chats first with all involved before a more formal process is started where needed. If you feel that your child may have special educational needs it is important to voice your concerns to your child's class teacher, who will discuss any concerns with you and the special educational needs co-ordinator (SENCo).

More details can be found in the school SEN policy, Section 8

3. [a\) How does Forest Glade Primary School evaluate the effectiveness of its provision for pupils with special educational needs?](#)

Teachers at Forest Glade Primary School regularly assess their classes so that they are able to identify what children need to progress further. The Special Educational Needs Co-ordinator (SENCo) closely monitors the results of children with Special Educational Needs (SEN) and tracks their progress. The teachers and SENCo are able to identify how much progress individual children have made and provide appropriate interventions where these are needed. The teaching assistants, who are delivering interventions, monitor the progress

of children in any interventions that are delivered. Progress is then monitored by the SENCo through different methods such as, data analysis, discussions with class teachers, pupil interviews and book scrutiny (depending on the type of intervention). A progress report, for children who have been identified as having SEN, is also given to governors at the end of each term.

3. [b\) How will Forest Glade Primary School and I know how my child is doing and how will the school help me to support my child's learning?](#)

At Forest Glade we regularly monitor all children's learning and use our assessment to drive their learning forward. We formally monitor children's learning through regular assessments and informally monitor their learning on a day to day basis through marking, questioning and discussion.

We want parents to feel fully involved in their child's learning. Sharing information is vital and will be done through:

- Regular more formal contact to discuss progress including parent's evenings, additional review meetings and written school reports
- Informal chats or phone contact and an invitation to come into school if needed if something arises between more formal meetings
- Sharing ideas about how you can help your child at home

We want to work as closely as possible with you and to support you where we can. Sometimes you may want signposting to other organisations or support networks outside school. The SENCO will give you information we have available in school but in addition, the [LA Local Offer Website](#) provides links to all of these organisations across the authority.

[3.c\) What is the school's approach to teaching pupils with special educational needs?](#)

Within the whole class:

The class teacher is the first, most important person in making sure each pupil has the right levels of work and support. Careful checking of progress leads to different approaches, supported work, and use of practical equipment where needed.

All children in school should be getting this as a part of excellent classroom practice when needed.

Within a smaller group:

We want all our children to learn how to be independent learners; but sometimes the teacher will find a specific or general gap in learning that needs some extra teaching in a small group in or outside the classroom. This will be with a Teaching Assistant or the teacher.

Sometimes the pupil's disability or learning needs means that we need to provide a Teaching Assistant more often to help them to access what is happening in school. This may occasionally be on a 1:1 basis.

Support from outside school

In some cases, we need to work with professionals from outside the school. These may be from the Local Authority or from Health. We would always talk to you first before talking to any of these professionals.

More information about this kind of professional support is in the School SEN policy, Section 17.

What if your child has a more complex, long term need or disability?

For a very small number of children assessment and provision may be provided through an Education, Health and Care Plan (EHCP). The following steps will lead to this:

- The school or the parent asks the Local Authority to consider whether there it is necessary to formally assess your child's needs
- Information is gathered by the LA from parents/carers, school and any other agencies involved
- A decision is made by the Local Authority about whether an EHCP is needed or not
- Either an EHCP is written with support and long/short term targets agreed or the Local Authority decide that the support already provided by our school is sufficient to meet the needs of your child

How do we know if we are doing the best we can for your child?

- We review and track your child's progress regularly
- We talk to you and your child and listen to your views
- We take advice from and work with any professionals involved
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[3.d\) How will the curriculum and learning be matched to my child's needs?](#)

Teachers will differentiate the National Curriculum according to the needs of their class. Where there are more complex needs, teachers will differentiate and resource accordingly. This may mean that your child may use different resources, dependent upon their learning style or physical needs. They may also be working on individual targets such as PIVATS and P-Scales, where the curriculum is broken down into smaller steps of progress.

[3.e\) How are decisions made about the type and amount of support my child will receive?](#)

Discussions between class teachers, the SENCo and Head teacher will help to determine how much support your child will receive. They may get extra support as part of a group or as 1:1. This may be over a period of weeks for a set period of time. For more complex needs, decisions concerning 1:1 support will also involve discussions with parents and Special Educational Coordinators within the Quarrydale Family of Schools.

[3.f\) How will my child be included in activities outside the classroom, including school trips?](#)

At Forest Glade we pride ourselves in being an inclusive school and aim to provide equal opportunities to all children who attend.

Children with SEN should have the same opportunities as everybody else. We will go to great lengths to ensure that any school trips will include children with special educational needs or disabilities. This will include a thorough risk assessment of the venue, making sure that the venue/ transport is accessible for your child and dialogue with parents/ carers about your child's needs on trips.

[3.g\) What support will there be for my child's overall well-being?](#)

We want each child to make progress socially, emotionally and with their learning. We will always talk to parent/carers and children if extra activities are needed in the short or long term. This may lead to giving some extra 1:1 or group work provided through one of the following possibilities:

- Surestart
- School Nurse
- Learning Mentor
- Socially speaking groups
- Nurture groups
- Breakwell Assault Cycle (helping children to understand and deal with their emotions)
- SEAL (Social and emotional aspects of learning)
- The 'Optimistic Child' program

[4. Who is Forest Glade Primary School's special Educational Needs Co-ordinator \(SENCo\)?](#)

Sometimes the class teacher will want to take your concerns to the school's SEN Coordinator. This is currently Mrs C Downie.

The SENCO is responsible for making sure that your child's special educational needs are met, and that you are involved in supporting your child's learning and in reviewing progress. Contact with the SENCO can be made through the school office or through your child's class teacher.

[5.a\)What training have staff supporting special educational needs had and what is planned?](#)

Within our family of schools, once each term the SENCOs meet to discuss our training needs. The Family SENCO organises training events across the schools either in-house or using external providers.

The SENCO supports all staff within school and will organise whole staff and individual training or support where necessary. Sometimes this may involve seeking the advice from external agencies or professionals.

We always welcome parental help in identifying the most appropriate external support.

More information can be found in the SEN policy, Section 13

[5.b\)What specialist services and expertise are available or accessed by Forest Glade Primary School?](#)

At Forest Glade Primary School we have strong working relationships with external support services in order to fully support our SEN pupils and aid school inclusion.

The following services and others will be involved as and when is necessary:

- Speech and Language therapists (SALT)
- Schools and Families Specialist Services- including Communication and Interaction Team and the Cognition and learning Team (SFSS)
- Early Years support Services. (EYSS)
- Educational Psychologist Services. (EP)
- Physical Disabilities Support Services, including the visual and hearing impairment team (PDSS)
- Child and Adolescent Mental Health Services (CAMHS)
- Emotional Health and Wellbeing team

- Health- including occupational health, physiotherapy and specialist nurses
- Bereavement services
- Child Protection and Social Services
- Social care, children’s centres and Family Support Services
- Behaviour Support Services.
- Schools behaviour and Attendance Partnership (SBAP)
- Personal, social and emotional development team (PSED)

6. [How will equipment and facilities to support pupils with special educational needs be secured? How accessible is Forest Glade Primary School?](#)

Our school is committed to making reasonable adjustments wherever possible. This may include:

- Contacting the local authority to see if adaptations to the building are required
- Ensuring that the right equipment is available to meet every child’s needs
- Where specialist equipment is needed, contacting the Local Authority Physical Disability Support Service team to assess needs and provide advice and/or equipment.

7. [What are the arrangements for consulting with parents of pupils with special educational needs? How will I be involved in the education of my child?](#)

We want parents to feel fully involved in every stage. Sharing information is vital and will be done through:

- Regular more formal contact to discuss progress including parent’s evenings, additional review meetings and written school reports
- Informal chats or phone contact and an invitation to come into school if needed if something arises between more formal meetings
- Sharing ideas about how you can help your child at home

8. [What are the arrangements for consulting young people with SEN and involving them in their education?](#)

All children are given opportunities to talk about how they feel they are doing and what would help them most. For your child with SEN in addition there will be times to chat with a member of staff.

Informally this will happen during or at the end of supported work with a teacher or TA, or at other times when the child feels they need to talk.

More formally it will happen during review meetings where there will be an opportunity for your child to share views and feelings.

9. [What do I do if I have a concern or complaint about the SEN provision made by Forest Glade Primary School?](#)

Where appropriate, the first person to speak to is the class teacher. Occasionally you may need to speak to the SENCO directly. We always try to resolve any concerns as soon as they are raised.

Should it be difficult to resolve concerns, the more formal process outlined in our school's Complaints Policy should be followed.

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

The governing body are active in involving other organisations and services. The school has good links with the local New Cross Church through one of the governors and children and families of all abilities are encouraged to attend activities provided by the Church. There is also an art club, which is run by one of the governors once a week. Children of all abilities are encouraged to attend.

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

We want to work as closely as possible with you and to support you where we can. Sometimes you may want signposting to other organisations or support networks outside school. The SENCO will give you information we have available in school but in addition, the [LA Local Offer Website](#) provides links to all of these organisations across the authority.

There are lots of different organisations, networks, support groups and charities that offer advice, play activities, support and information. You can find what is available in our Local Authority area on the [LA website Local Offer](#).

12. [How will Forest Glade Primary School prepare my child for joining the school and transitions between classes and secondary school?](#)

We understand that special preparations may be needed when children with SEN will be starting at a new setting, moving between classes or schools, or when they move into adult life. We aim to make this as smooth and reassuring as possible through:

- careful planning with the next setting,
- sharing of information with parents/carers including the opportunity to meet new staff before the move
- additional visits to the new setting
- home visits prior to starting school

- transition booklets (Passports) prepared in school with your child providing information for the next setting

For more details see the SEN policy section 4.

[13. Where can I access further information?](#)

You are able to access more information about Forest Glade Primary school by speaking to members of staff or in our Special Educational Needs Policy. This can be found on the school website. In addition to this, there is a wide range of support and information on the [LA Local Offer Website](#).
