

Forest Gate Academy

Special Educational Needs and Disability SEN Information Report (March 2021)



The intention of Trafford's local offer is to improve choice and transparency for families. All schools and academies in Trafford are expected to identify and support pupils with special educational needs to make the best possible progress. Schools are supported to be as inclusive as possible and wherever possible, the needs of pupils with a Special Educational Need are met in a mainstream setting, where families want this to happen. Trafford's Graduated Approach provides guidance on expectations of what should usually be available within school's resources.

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

At Forest Gate Academy we believe that all children, including those with Special Educational Needs, are entitled to full and equal access to all areas of the curriculum. We provide a supportive environment which aims to allow each individual to achieve their full potential.

The SEN Code of practice defines Special Educational Needs as: A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A child of compulsory school age or a young person has a learning difficulty or disability if they:

(a) have a significantly greater difficulty in learning than the majority of others of the same age; or (b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them (Clause 20 Children and Families Bill).

At Forest Gate Academy provide for children with a range of special educational needs, including those with: Learning difficulties (general and specific); Social, Emotional and Mental Health difficulties; Language and Communication difficulties; and Physical and Medical difficulties. We will assess each child, and make the appropriate provision, based on their individual needs.

2. How does the school know if children/ young people need extra help and what should I do if I think my child/young person may have special educational needs?

All children are assessed when they join our school, so that we can build upon their prior learning, and plan an appropriate and engaging curriculum for 'all' our children. If a child has moved from a previous setting, a request will be made to the setting to provide information on their educational needs and previous support to inform future provision. This allows for early identification of any difficulties that could impact upon their education and well-being. Class Teachers closely monitor children's progress and using a range of information, including termly assessments, their progress and any difficulties identified are shared with parents at termly parent's evenings. An assessment schedule is in place to ensure all children are monitored and assessed throughout the year to ensure strengths and difficulties are identified.

The new Code of Practice for Special Educational Needs states that:

“Special educational needs and provision can be considered as falling under four broad areas.

1. Communication and interaction
2. Cognition and learning
3. Social, mental and emotional health
4. Sensory and/or physical

Many children and young people have difficulties that fit clearly into one of these areas; some have needs that span two or more areas; for others the precise nature of their need may not be clear at the outset. It is therefore important to carry out a detailed individual assessment of each child or young person and their situation at the earliest opportunity to make an accurate assessment of their needs.” (Special Educational Needs Code of Practice 0-25 years DfE/DoH)

At Forest Gate Academy assessment of your child's needs may include:

1. Information provided by parents and carers, and the views of the child.
2. Consideration of your child's attainment in relation to the National Curriculum for their age/year group.
3. Standardised screening/assessments/diagnostic testing.
4. Teacher assessments and observations.
5. Information/reports from other agencies and professionals (Health; Social Care; Education; Trafford Special Educational Needs Advisory Service; Educational Psychology Service). Parental permission will be sought by the Class Teacher/SENCO (Special Educational Needs Co-ordinator) before any external referral is made.

The aim of these assessments is to properly understand your child's individual needs, to enable us to provide the correct level and type of support to allow your child to fulfil their potential. If you have any concerns regarding your child's education or well-being, or feel that your child may have Special Educational Needs please contact your child's teacher initially to discuss your concerns. After speaking with your

child's class teacher if you still have questions/concerns please make an appointment to meet with the SENCO, this can be done via the school office. .

3. How will both you and I know how my child/young person is doing?

Your child's progress will be closely monitored by their class teacher on a daily basis; these assessments will allow your child's teacher to identify the next steps in their learning. Children on the SEND register will have a SEN support plan, this will include their individual targets, strategies and interventions used to support them and any key information that you and your child feel professionals should know. SEN support plans are reviewed and updated termly with parents and new targets set, targets will be based upon your child's individual needs and strengths, including their social, emotional and mental health needs. Your child's class teacher is available by appointment to discuss any concerns you may have. Parent/carers evenings are held termly to provide an opportunity for Teachers and Parents to share children's achievements, progress and any concerns. Additional support for children with SEN is monitored by the Class Teacher and SENCO.

If a child continues to have significant difficulties despite additional support and appropriate interventions and strategies, the school will seek advice/support from external agencies. If this is necessary we will always request Parent/Carer permission prior to any referral being made. A referral to the Educational Psychologist may be made to gain further advice on how best to support a child's needs, written consent will always be sought prior to a referral and parents/carers will meet with the Educational Psychologist to share their views on their child's strengths and difficulties. The school may also consider, in consultation with Parents and Carers, making a request to the Local Authority for an EHC needs assessment (consideration for an Education, Health and Care Plan or EHCP).

4. How will the curriculum be matched to my child/young person's needs?

At Forest Gate Academy we believe that every child is an individual with a unique range of abilities, talents and learning styles. Class teachers and support staff have a good knowledge and understanding of the needs of their class/cohort and plan multi-sensory experiences and environments that take account of the variety of needs and abilities within their class. The SEN Code of Practice says that "All teachers are teachers of pupils with SEN". We pride ourselves on our knowledge of our pupils as individuals, and focus on quality first teaching, ensuring that the environment, curriculum, teaching and classroom management strategies are differentiated to meet the needs of all pupils. Where children are identified as needing additional support, they may receive support within the classroom, or in some circumstances may be removed from the classroom to take part in small group or individual interventions. The aim of interventions is to provide intensive support, or alternative strategies to allow your child to achieve their potential. Interventions may be delivered by a Teacher or Teaching Assistant, with all staff working closely to monitor children's progress.

Each child's needs will be considered individually. Where necessary the school will make reasonable adjustments to the school environment or provide access to equipment/aids to support your child.

5. How will school staff support my child/young person?

The class teacher is responsible for the class environment and curriculum planning for their class. Using their knowledge of the pupils they will differentiate the curriculum in order to meet the needs of all children. The class teacher is supported by a teaching assistant; they work as a team to closely monitor your child's needs. The curriculum can be differentiated in many ways, for example; use of additional resources; differentiated class management strategies; tasks/activities set at varied levels; small group support within class. Children's progress is regularly monitored, and if a teacher identifies, that despite differentiated support within class, a child is still experiencing difficulties they will notify the SENCO. The SENCO will work with the teacher to identify additional/alternative support that could be provided. This may include small group/1-1 intervention and or further assessment and intervention from external agencies. If you have concerns about your child's learning please contact their class teacher and arrange an appointment to discuss your concerns with them.

The school SENCO (Special Educational Needs Co-ordinator) is Miss Layton. Her role is to work with teachers, parents and the Senior Leadership Team to identify children with Special Educational Needs, and ensure they are receiving the provision required to enable them to access the curriculum and make progress.

Miss Edwards (Executive Headteacher) and Mrs Higginson (Head of School) alongside the Senior Leadership Team monitor the progress of all children and work closely with the SENCO and school staff to ensure that our provision meets the needs of all children.

Providing an inclusive school environment can only be achieved when staff and parents/carers work collaboratively. Parents and carers will be kept informed of their child's progress at termly parent/carers evenings and a written annual report at the end of the year.

6. How is the decision made about what type and how much support my child/young person will receive?

Each child identified as having Special Educational Needs will be placed on the schools SEN register. The class teacher, support staff and the SENCO will discuss the child's individual needs, and how these can be met within the classroom. They will then consider additional provision that can be put in place to support your child. It may be decided that your child requires; an additional intervention, inside or outside the classroom either in a small group or on a 1-1 basis; additional support from an adult during some lessons; assistive technology to support your child's learning; Further assessment may be undertaken to identify specific learning difficulties; differentiated behaviour management strategies; additional resources in order for your child to access the curriculum/classroom. The amount and type of support is based on each child's individual needs. Your child's class teacher will keep you informed about the support your child is receiving through their SEN support plan. We would ask that where applicable, parents/carers keep us informed of any involvement from outside agencies; CAMHs; Paediatricians; Opticians; Audiology; Physio therapy etc as this will support our understanding of your child's needs and the provision they require.

In some cases, we may seek external advice in order to identify any specific difficulties your child may have, or to better understand their needs in order to ensure they receive the correct support. We will always discuss external referrals with parents and carers, and request their permission before proceeding. We work closely with a number of professional agencies who can assist us in supporting your child. We may suggest a referral to Trafford Special Educational Needs Advisory Service (SENAS) to support us in accessing a child's needs and advise us on suitable provision. If your child has social, emotional and mental health difficulties we may request permission to make a referral to Longford Park School for

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additional support and advice. We work closely with Speech and Language Therapy Services to identify children with speech, language and communication difficulties early, and ensure they are receiving appropriate support. We have a Speech and Language Therapist who works in school for half a day per week – assessing and supporting children and providing advice to staff.

If you have a complaint about the provision your child is receiving you are able to follow the school complaints policy. As a first step please see Miss Layton (SENCO) or Miss Anita Edwards (Executive Headteacher).

7. How will my child/young person be included in activities outside the classroom including physical activities and school trips?

All children will be included in all areas of school life, including activities in and outside the classroom, physical education and school trips where possible. We will work closely with parents to decide the best way to support their child during school activities and trips. We will endeavour to provide the necessary support in order to ensure your child can access a broad and balanced curriculum, alongside opportunities for enrichment activities. If your child has Medical needs support can be arranged to ensure your child has the support within school, and during visits and trips to meet their care needs (where this is safe to do so). If your child has a physical disability the school will assess your child's needs and make reasonable adaptations to the environment/equipment where necessary.

8. What support will there be for my child/young person's overall wellbeing?

At Forest Gate Academy we believe that a child's overall well-being must be nurtured and cared for in order to enable them to achieve well and reach their full potential. All teachers place a strong focus on developing children's social and emotional wellbeing, through activities and discussions that encourage children to think about their feelings and well being, and teach them where they can go for help and advice. Teachers and support staff know their pupils well and will support children who are experiencing emotional or behavioural difficulties, with support and advice from the Behaviour Lead, SENCO and Senior Leaders where required. We can also make referrals to Trafford Sunrise for Psychological support and to CAMHs (Children and Young Peoples Mental Health) where needed. In addition, we can refer for services such as Bereavement support through external agencies.

We work closely with parents and health professionals in order to meet the needs of children with physical/medical difficulties, assessing each child's needs and putting in place a SEN support Plan or health care plan. These plans detail the type of support your child needs, including any medications they may need support in administering. Plans are then shared with any support staff and professionals working with your child to ensure everybody involved in your child's care have a thorough knowledge of their needs.

We encourage all our children to have a positive self image and we celebrate the achievements and talents of all children. We have weekly celebration assemblies where children's academic and personal development achievements are celebrated. We have a whole school behaviour management system to reward achievement and good behaviour. All teachers focus on providing positive praise to reward children who make the right choices in regards to their learning, social relationships and behaviour and demonstrate our shared school values. We monitor children's

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attendance regularly and work closely with the Educational Welfare Officer to ensure children attend school and address any issues that may be preventing them from doing so. Children's social and emotional development and well being is continuously monitored and supported by our PSHE curriculum.

9. What specialist services and expertise are available at or accessed by the school?

We work with a range of professionals in order to meet your child's needs, Speech and Language Therapy, Trafford's SENAS team, Occupational Therapy, Physiotherapy, Longford Park Outreach Team, the School Nurse, Health Visitors, Educational Psychology and Social Services. We have a Speech and Language Therapist and an outreach worker from Longford Park School to assess and support the needs of individual children, deliver training for school staff and provide advice and support for parents and carers. In addition to this we have a highly trained and experienced team of teachers and support staff who have supported children with a range of Special Educational Needs. We may also engage the services of external professionals if we believe this will benefit your child, we will always discuss this with you prior to making a referral.

The SENCO has received training to refer children for assessment for ADHD and Autism via the TCAS (Trafford Combined ADHD Service) and TASC (Trafford Autism and Social Communication Pathway) and can also refer to the paediatrician via the school nurse. Further information on the pathways can be on Trafford's Local Offer for SEND

<https://www.trafforddirectory.co.uk/kb5/trafford/fsd/localoffer.page?newlocalofferchannel=0>

10. What training have the staff supporting children/young people with SEND had?

The school encourages and facilitates the professional development of all staff. Training is undertaken internally and externally to further develop their knowledge and skills. Staff have had training on; Dyslexia awareness; Speech, Language and Communication difficulties; Behaviour Management and Autism. Individual staff have received training in the delivery of specific Speech and Language Group Training. We engage with Trafford SENAS (Trafford Special Needs Advisory Service) if further advice and assessment is necessary.

Staff working with children with specific physical/medical needs receive training from Physiotherapists/Occupational Therapists and Specialist Nurses in order to deliver the programmes of support individual children may require in school. School staff have attended Asthma and Epilepsy training, and we have fully trained first aiders on site at all times

11. How accessible is the school environment?

The school is accessible via the main entrance for those with wheelchairs or walking aids, the playgrounds and outdoor areas are also accessible. For children with specific physical, medical or sensory needs, if additional adaptations are required or if additional resources are needed in order for your child to access the school or curriculum, the school will work closely with Trafford Special Educational Advisory service to ensure provision is suitable for your child. The School carefully plans to ensure a safe, enjoyable and accessible environment for all children. Our classrooms and teaching strategies aim to engage a range of learning styles, and to meet the needs of children with a range of difficulties/conditions. The Dean Trust undertake a regular review of the school facilities to ensure that the requirements of the Equality Act are

met.

Further information can be found in the school Accessibility Plan.

12. How are parents and young people themselves involved in the school?

There are plenty of opportunities for Parents and Children to be involved in school life, and to share their views on school development. Every year the children elect their own councillors from each class, to put forward their views and ideas at school council meetings. The school council is involved in making decisions about the schools' development, and they organise fundraising events for the school and other charities. For children with additional needs you will be asked to contribute to their plan, providing your views and that of your child on their strengths and difficulties and how best to support them, by completing this information it helps to ensure that as children move year group all staff are aware of their needs.

Parents and carers play a vital role in supporting their child's education, we aim to ensure that we communicate regularly with parents and carers to keep you well informed about your child's development. Newsletters, important information, and school events can be found on the school website and we use school ping to ensure all parents are kept informed. We have a parent council who work closely with the school, arrange events and share information with parents. In addition to this we have termly parent's evenings and the children receive a written report at the end of each year. The school has successfully achieved the 'Leading Parent Partnership Award' and will continue to develop and improve the way in which we work collaboratively with parents.

If you have any concerns about your child please arrange an appointment with child's class teacher. After speaking with your child's class teacher if you still have questions/concerns about your child you can make an appointment to speak to the SENCO.

Miss Edwards (Executive Headteacher) and Mrs Higginson (Head of School) are available by appointment, please contact the school office.

13. How do you involve other agencies in meeting the needs of children/young people with SEND and in supporting families?

The SENCO and Head Teacher undertake a review of pupils who have been identified as needing support. Each pupil requiring support will be monitored and reviewed regularly, to take account of changes in children's needs, and provide suitable resources and support. The school works closely with a range of different agencies to support children with a wide range of needs, and their families. Some of the agencies we regularly work with are; Trafford Special Educational Needs Advisory Service; Longford park school; Speech and Language Therapy Service; Educational Psychology service; CAMHS; School nurse service; and the Occupational Therapy service to name but a few. Multi agency co-operation allows us to gain a better understanding of a child/families needs in order to provide the best possible support. Meetings and reviews will usually involve a range of professionals and the child's parents/carers, who will discuss the child's current provision, progress made and make recommendations for how best to support the child/family moving forwards. If you have a child with a Special Educational Need or Disability you can also contact the Family Information Service for further information.

The full local offer of services available in Trafford can be found at www.trafford.gov.uk/servicedirectory or by contacting the Family Information Service on 0161 912 1053 or fis@trafford.gov.uk

14. Who can I contact for further information?

If you have concerns in regards to your child you should initially contact the class teacher who will be able to give you information about your child's progress and well-being. Following this if you wish to speak with the SENCO, Miss Layton, you can telephone the school office to make an appointment, or arrange for her to telephone you. Our policies and other information can be accessed via the school website.

Information on local services and support can be found through the Trafford Service Directory. You may also wish to contact the Family Information Service for further advise and information.

<https://www.trafforddirectory.co.uk/kb5/trafford/fsd/service.page?id=IF414N9vuKU>

15. How will the school prepare and support my child/young person to join the school, transfer to a new school or the next stage of education and life?

If your child joins our school we will ask you to provide some details in regards to your child's education and learning, and any physical or medial needs. We will also request information from your child's previous school or setting. This information will be used to ensure we make the correct provision for your child, and that all teaching and support staff are aware of your child's individual needs.

Towards the end of each year the class teachers meet to discuss the progress and needs of the pupils within their class and transition records are completed, so as their next teacher has a thorough understanding of the needs of all the children within the class and can plan to provide support where needed. The children also take part in a transition day at the end of each year, which allows them to meet their new class teacher and experience a new classroom environment. This ensures that children have a positive start to the new year, and are ready for new challenges and experiences.

When children move to a new school, or on to secondary school, we ensure that information on a child's achievements are transferred to their new school. For children with Education, Health and Care Plans, a review of your child's needs is held. This is to ensure that all professionals share information regarding your child's needs and the provision that has been made to enable them to access the curriculum and make progress. This will allow your child's next school to plan how best to support your child during transition, and when they start school. Many of our children progress on to the Dean Trusts local secondary school Broadoak. We work closely with the school to ensure that children are fully supported during their transition into secondary education. The children are invited to visit the school for a 'transition week' during the summer term, to get to know the teachers and the support staff, and to become familiar with the school environment, expectations and curricular opportunities.

Review

At Forest Gate Academy we are passionate and committed to ensuring that children with Special Educational Needs and/or Disabilities have full and equal access to the curriculum and are provided with the appropriate support to enable them to make good progress. We place a strong focus on quality first teaching and our staff provide classrooms and experiences planned around the needs of 'all learners'. In order to ensure equality of access to the curriculum for all learners last year we provided targeted support in class for identified individuals and ran a range of interventions

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including; Phonics, Five minute boxes for Literacy and Numeracy, Plus 1 and Power of 2, Toe by Toe, IDL numeracy and Literacy and Teacher planned targeted interventions, which enabled our pupils to make progress towards their individual targets. As Speech, Language and Communication is one of our highest areas of need, we have a service level agreement with the Local Authority to have a Therapist in school once per week. Our Speech and Language Therapist assesses and plans for individuals and groups. Our Therapist delivers language groups/1-1 session for children with specific language difficulties and has provided staff training for the delivery of Trafford's targeted group interventions which have enabled children with speech and language difficulties to make progress. We also commissioned a specialist TA from Longford Park, he has supported children with a range of needs in groups and 1-1 interventions that have improved their social, emotional and mental health, improving their motivation and engagement in the curriculum.

During school closures due to COVID 19, Teachers planned differentiated lessons and activities for pupils of different abilities, and we were able to continue to offer places within school for children with the highest level of need and those with EHCPs. In addition, we were able to offer access to our online intervention programs for Literacy and Numeracy and this offer was extended to include all pupils. Our language therapist was able to offer virtual sessions for children with the highest level of need and the service continued to assess new referrals virtually, with the support of school staff. Longford Park continued to provide support to children in school and where appropriate offered support to children and families at home.

During this unprecedented period, we have continued to make referrals for further assessment to the TASC and TCAS pathways and the Educational Psychologist. We have shared with parents and carers a range of online courses to help them to support children who have presented with anxiety or behavioural difficulties during this time and class Teachers and school staff have had regular contact with families during remote learning.

16. What other support is available?

Find out more about the local offer of support which is available for disabled children and young people and those who have SEN on the Trafford Service Directory or by contacting the Family Information Service:

Telephone: 0161 912 1053 Monday to Friday, 8.30am until 5pm

Email: fis@trafford.gov.uk

Twitter: @traffordfis

Facebook: www.facebook.com/traffordfis