

Forest Academy



SEND information report 2018-2019

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NB: Please click on logos, which are hyperlinked with further information

Teaching and Learning

Inclusive classrooms

Forest Academy is an inclusive school and we endeavour to do our best for all of our children. All of our teachers are teachers of children with Special Education Needs (SEND). They all follow the school's SEND policy and know about ways in which their classroom organisation and their teaching may need to be tweaked to accommodate children with a range of SENDs.

The SEND Code of Practice (2014) is the legal document which describes how schools should support children with SEND. According to that document:

A pupil has SEND where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age

At Forest Academy, we also have a priority learners list. This is for children where they may have a medical diagnosis or learning need that could impact on their learning, however at this moment the child is not on our SEND register. These children are monitored alongside our SEND pupils half termly.

Bullying of children with SEND

As a school, we have a policy of zero tolerance towards bullying of any nature (see our anti-bullying policy). We recognise that bullying of children with SEND is particularly sensitive, especially when the children either are not aware they are being bullied or they struggle to communicate their experiences. The playground and school are always patrolled during playtimes and lunchtimes and members of staff, often the class teachers and members of the senior leadership team, are always available to listen and intervene where there is any suggestion of bullying.

We teach children that bullying is everyone's responsibility and encourage them to come forwards if they think another child is being bullied. We will also investigate complaints of bullying from parents.

In the academic year 2018-2019, we had no complaints of bullying of children with SEND.

Identifying children with SEND and assessing their needs

Parents, class teachers and teaching assistants are all involved in identifying children's learning needs. All teachers regularly talk to the parents of the children they teach and keep them informed about any concerns. Concerns may also be raised at termly pupil progress meetings when teachers and senior leaders sit together and identify children whose progress is not as anticipated.

Initially, the teacher will use their knowledge of the child to change something about the child's learning opportunities in order to see whether the child begins to make better progress. Often, this will solve the problem and no further action will be required.

Some children, however, need something which is '*different from or additional to*' the opportunities offered to all children in the class. These children are often identified according to the latest Suffolk documentation which gives clear guidance as to when children have additional needs. With their parents' permission, these children are discussed with the SENCO. If the SENCO and teacher

together think there is an additional need, the parent is invited to a meeting and together we agree whether or not to put the child on the SEND register.

Most children on the SEND register are accommodated at 'SEN Support' (SENS). These children have targets which they are supported in meeting. The support may take the form of an intervention, additional adult support, access to ICT or some change to their environment: the support is individual to the child in order to help them to meet their targets. There is at least a termly meeting to discuss progress with parents.

The school has access to different channels for further investigations into difficulties. This includes the online tool: Specific Needs Assessment Profile (SNAP), which can assess for specific learning difficulties. SNAP has been used successfully this year to uncover specific barriers to learning, combining the views of the child, family and the class teacher. The tool produces a thorough School and Home Report, which offers further explanations about the difficulties and recommends interventions and ways to support for both the classroom and at home.



It provides a strong indicator as to whether further assessments are to be sought by external agencies and charities such as Indigo.



A very small number of children will be referred for assessment for an Educational, Health and Care Plan (EHCP). Children with EHCPs have a record of support and a termly Individual Support Plan meeting to discuss progress in the same way as children on SENS.

More information on SENS and EHCPs for parents can be found at:



Profile of SEND 2018-2019

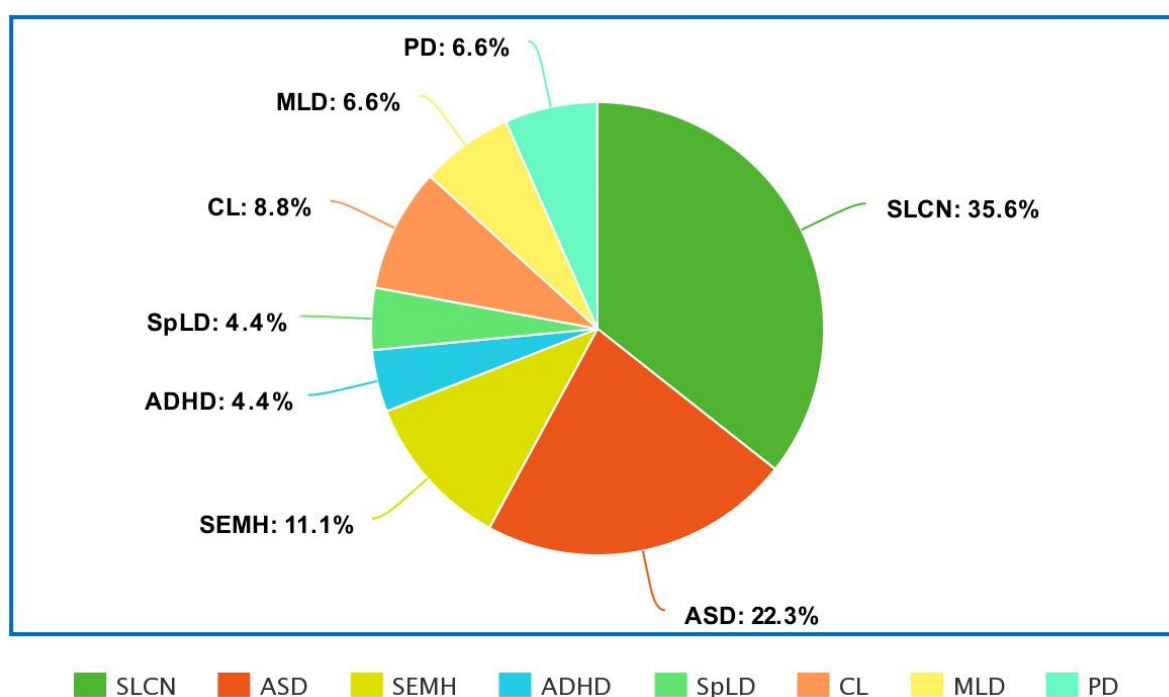
SEND List 2018/19

For the academic year 2018/19, Forest Academy generated a Special Educational Needs and Disability (SEND) List to account for all the children within the school categorised as SEN Support (K) or in possession of an Educational Health Care Plan (EHCP). 40 children were on SEND list, equating to **11.3%** of the school population from Reception to Year 6 (351 on role). This is below the national average of **14.9%**.

The children with identified SEND fall within one or more of the **four broad areas** of need as outlined by SEND Code of Practice (DFE January 2015).

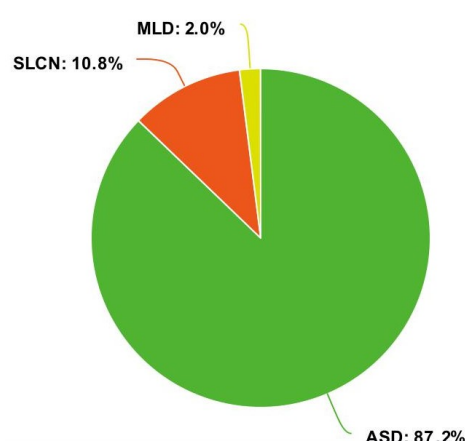
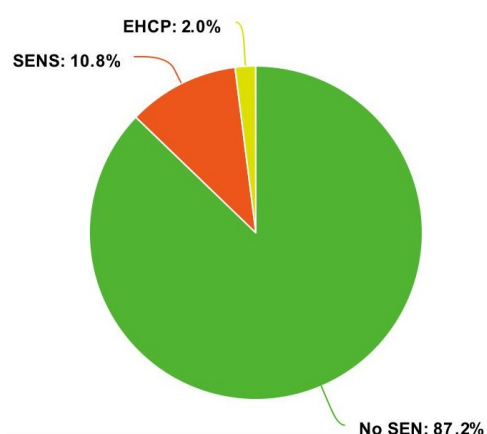
- **Communication and interaction**
These can include: Speech Language and Communication Needs (SLCN) and Autistic Spectrum Disorder (ASD).
- **Cognition and learning**
These can include: Specific Learning Difficulties (SpLD) such as Dyslexia, Dyscalculia and Dyspraxia, Moderate Learning Difficulty (MLD), Severe Learning Difficulty (SLD) and Profound and Multiple Learning Difficulty (PMLD).
- **Social, Emotional and Mental Health**
These can include: Attention Deficit Disorder (ADD), Attention Deficit Hyperactive Disorder (ADHD) and Mental Health disorders such as anxiety or depression.
- **Sensory and/or Physical Needs**
These can include: Visual Impairment (VI), Hearing Impairment (HI), Multiple Sensory Impairment (MSI) and Physical Disability (PD).

Primary Need of SEN Support and EHCP (%) 2018-19



This academic year, Speech Language and Communication needs and Autistic Spectrum Disorder continue to dominate the SEND profile within the school. SEN expenditure this year has been partly allocated to delivering NHS SALT written intervention programmes; the production of visual support resources and purchasing Makaton books with videos and training. Expenditure has also been partly invested in the County Inclusive Support Services (CISS) Annual Package, who conducted observations and made recommendations for children with ASD or presenting with SEMH difficulties.

% of Children with an EHCP at Forest Academy 2018/19



Of the 45 children with identified SEND, 7 are in possession of an EHCP. This makes **2%** of the school population from R to Y6. This is below the national average of **3.1%**. Five new referrals were made in the summer term, which could see the percentage rise.

Of the 7 children in possession of an EHCP, **87.2%** have ASD as their primary need. This is triple the national average of **29%**, demonstrating an atypically high occurrence. There are a further three children with ASD who do not hold an EHCP.

Working with children who are looked after by the local authority

In 2018-2019, we had one child on our SEND register. This child has access to the same processes and support as all other children.

Adaptations to the curriculum

Children with SEND need provision which is different from and additional to their peers. Most of this provision is through the class teacher planning different work for the child. This is known as differentiation. Differentiation can refer to allowing access to additional resources, doing different activities or doing the same activity as others but with additional support. All teachers plan in this way for the whole class and consider the needs of their SEND pupils when identifying the best pathways through learning.

In addition, whole school strategic planning supports children with SEND. This is laid out in more detail in the school's accessibility plan.

Looking after children's social and emotional well-being

We recognise children's mental health and emotional states impact significantly on their ability to concentrate and make progress in school. Social and emotional difficulties are often communicated through angry, aggressive, hard to manage behaviours; through self-harming or through withdrawn, introverted behaviours.

All teachers are very aware of the social and emotional needs of the children in their classes and accommodate individual needs. This might be by having additional access to the teacher or a familiar

teaching assistant, through a social skills intervention such as Lego Therapy, through individual reward systems, meet and greet, break cards or another intervention that meets the child's individual needs.

The school has invested in creating two Emotional Literacy Support Assistants, who can be referred to at any point of the year by the child's class teacher. They cover a range of interventions that can be delivered in a group basis or an individual basis, depending on the desired outcomes for the child.

If the work we do in school proves not to be effective, we can engage outside services such as County Inclusive Support Services (CISS) and apply for acceptance on to their core offer for children at risk of exclusion or school refusal. Next steps may include further referrals to external agencies:



Evaluating the effectiveness of our work with children

All of the work we do with our children is carefully monitored. Overall progress is discussed at half termly pupil progress meetings and any causes for concern are highlighted.

Interventions and programmes purchased and deployed by the school are evidence-based.



Success@Arithmetic



Edge Hill University

All staff are asked to complete intervention monitoring sheets, which record the progress made by individual pupils, the effectiveness of the intervention and the impact of the adult delivering. Thus allowing us to decide whether the intervention is effective or not. Ineffective interventions are stopped or are altered so that they become effective.

Overall, the majority of children with SEND made expected progress and met the individual targets that had been set for them.

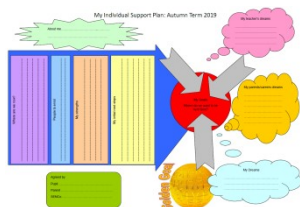
Access to extra-curricular activities

The school offers a range of extra-curricular activities, both during and after school. Children on the SEND register are actively encouraged to attend clubs which enable them to learn new skills and to develop confidence. We are pleased at the number of children who participated in extra-curricular activities. For example, by the time children with SEN reached the end of year 6 (Summer 2019), 100% had represented the school at a competitive level in sport, 100% had attended after school clubs and the majority had fulfilled roles in school productions across their time with us. In addition, we celebrate with families through our Facebook page when achievements are made out of school, such as participating at the local dance school's public performances.

Working with Children and Parents



The school operates a Person-Centred approach to involving children in their education. All children on the SEND register, and any other child that it is felt appropriate, complete a One Page Profile at least annually, which enables them to record information about what is important to them, how best to support them and the views of all adults (inclusive of parents) who work with them.



Some children may also have an individual support plan which will establish three SMART (Specific, Measurable, Achievable, Relevant and Time-Based) targets to focus on desired outcomes for the term. The ISP is updated half-termly in a meeting with the parents, class teacher and child if appropriate. At the meeting, the child's progress towards their targets is discussed and what kind of support will be necessary identified.

In addition, parents are invited to share their views on the school's provision via an annual questionnaire and some face to face meetings where invited.

Working with Children

All children in the school, including those with SEND, have targets which they work towards and the school marking policy explains how teachers give children feedback to help them to move towards their targets.

All children including those with SEND are regularly invited to complete a short questionnaire in order to capture a snapshot of children's views about learning, friendships, opportunities to access extra-curricular activities and their feelings of being safe in school. These are collated and considered, alongside the parent questionnaires, when we draw up the next SEND action plan.

As part of their one page profile and their individual support plan, children are asked to think about their futures, although we know these are likely to change. We want all of our children to have high aspirations and to plan for possible futures. If we know about children's hopes and dreams, we can sometimes direct them towards local opportunities for developing their skills and interests.

Reasonable adjustments are made for all children on the SEND register where possible. In some cases other policies including our behavior policy and SEND policy may be followed to ensure that all children in school are being supported.

Working with Families

It is much harder now for families to seek help. The national cuts in funding to Local Authorities have meant that the threshold for engagement with services that support families has risen. We work closely with families and hold regular meetings to ensure that we are giving the whole family the best support we can. Where needed, we may call upon our safeguarding and welfare office for support or other outside agencies.

SEND administration

Transition arrangements

Transition into our school, from our school, and from class to class is given careful and individual consideration. Most children manage their transitions well as part of the whole class transition arrangements. However, we need to do additional planning and preparation for some of our children who become anxious when faced by change. This might include additional visits, taking photographs, doing work about what they can look forward to in the new class or school, addressing concerns etc.

Involving outside agencies

Outside agencies the school worked with during the year were mostly from Suffolk County Council or the local health authority: Educational Psychologists, County Inclusive Support Services, ADHD Service, Special Educational Needs and Disability Access Trust, NHS speech and language therapists, Dyslexia Outreach Team, paediatric diabetes specialists, paediatric epilepsy specialists, school nursing service and occupational therapists. In consultation with parents we would refer to outside agencies where it was felt appropriate.

The school is a member of the Mildenhall SEN hub which is a collaboration of 10 local primary schools working together to support children with SEND. We benefit from sharing information and resources, networking meetings, annual conferences and the support of the Hub coordinator.

Training and expertise of staff

All of our teachers are teachers of children with SEND and have a broad understanding of the needs of children with SEND.

Specifically, the school has:

- Two qualified SENCOs
- Two Emotional Literacy Support Assistants
- Two Lego therapy assistants
- One class teacher with a degree in Speech and Language Therapy
- One teaching assistant with a Masters in Occupational Therapy
- School wide Elklan certification for supporting speech and language
- Appropriate staff trained in behaviour and the law and physical de-escalation to match individual children with risk assessments for difficult and dangerous behaviour.
- Training secured for all staff from EYFS and KS1 for Makaton Signing

All of the staff have been provided with information regarding a wide range of SENDs and how they can adapt their teaching to support these. Staff receive training that is appropriate to their role in school. This may be delivered by staff in school or by other agencies.

Both SENCOs provide additional information and support to enhance teachers' knowledge and expertise. In addition, staff have access to a library of information books and, where applicable, teachers are directed to websites which are particularly useful for information about different SENDs. If necessary, we can call on additional services to support our work with the children.

Funding

Forest Academy receives funding from the Department for Education, some of which is intended to support children with SEND. For children who have particularly high levels of need and support, we apply for top-up funding (High Needs Funding) from Suffolk. In 2018-2019 we received £39000 of this funding which was used primarily to employ additional teaching assistants to work with these children with high level needs and specific resources. We also received funding for a pupil who holds a dual placement at Riverwalk. This was used to provide 1:1 support and specific resources.

Complaints Policy

We work hard to support all of our children, but sometimes parents have concerns which they don't feel are addressed. If you have any complaints, please follow the complaints policy as outlined on our website, but can be summarised as follows:

Step 1: informal discussion with class teacher

Step 2: informal meeting with head teacher

Step 3: formal written complaint to head teacher

Step 4: referral to governing body or the local authority

Strategic management

Below is a list of people in the school who are particularly concerned with the organisation of SEND in the school. They can all be contacted via the school office:

SEND governor- Lisa Bird

SENCo: Zoe Huff

Assistant SENCo: Claire Edmeades

Head teachers: April Grimes and Lorna Rourke

The way in which we identify and work with our SEND children is clearly explained in our SEND policy.