

# Forest Academy



## SEND information report 2017-2018

<b>Contents</b>	<b>Page</b>
<b>Teaching and Learning</b>	
• Inclusive classrooms	2
• Bullying of children with SEND	2
• Identifying SEND and assessing needs	2
• Profile of SEND 2017-2018	3
• Working with children who are looked after by the LA	5
• Adaptations to the curriculum	5
• Looking after children's social and emotional wellbeing	6
• Evaluating the effectiveness of our work with children	6
• Access to extra-curricular activities	6
<b>Working with Parents and Children</b>	
• Working with parents	6
• Working with children	7
• Working with families	7
<b>SEND administration</b>	
• Transition arrangements	7
• Involving outside agencies	7
• Training and expertise of staff	8
• Funding for SEND	8
• Complaints Policy	8
• Strategic Management of SEND	9

## 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 2017-2018, 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.

A very small number of children will be referred for assessment for an Educational, Health and Care Plan (EHCP). Most of these children are likely to be referred to a specialist school at some point. Children with EHCPs have a record of support and a termly meeting to discuss progress in the same ways as children on SENS.

More information on SENs and EHCPs can be found at the Schools' Offer which answers over 300 questions put by parents.



### *Profile of SEND 2017-2018*

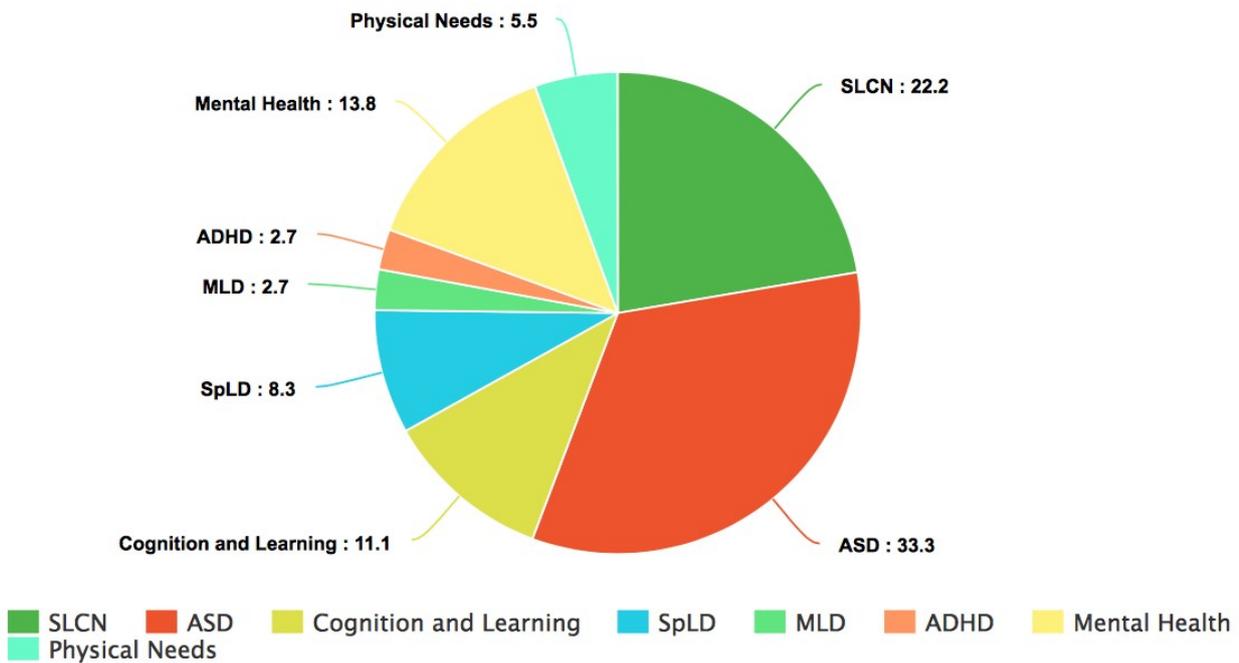
#### **SEND List 2017/18**

For the academic year 2017/18, 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). 36 children were on SEND list, equating to **10.6%** of the school population from Reception to Year 6 (339 on role). This is below the national average of 14.4%.

The children with identified SEND fall within one or more 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 Difficult (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).
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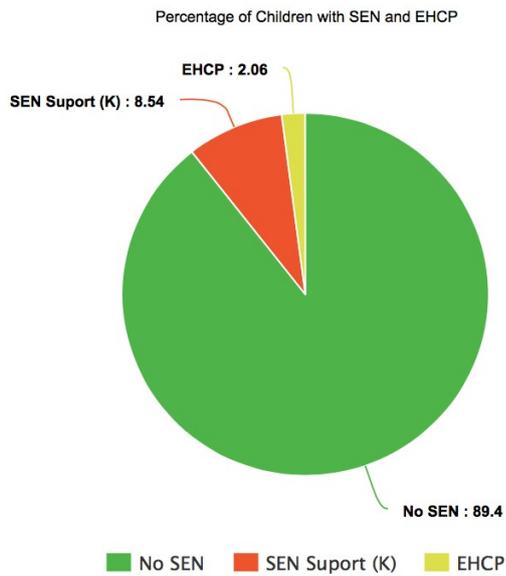
### Primary Needs for SEN Support (K) and EHCP (%) 2017/18



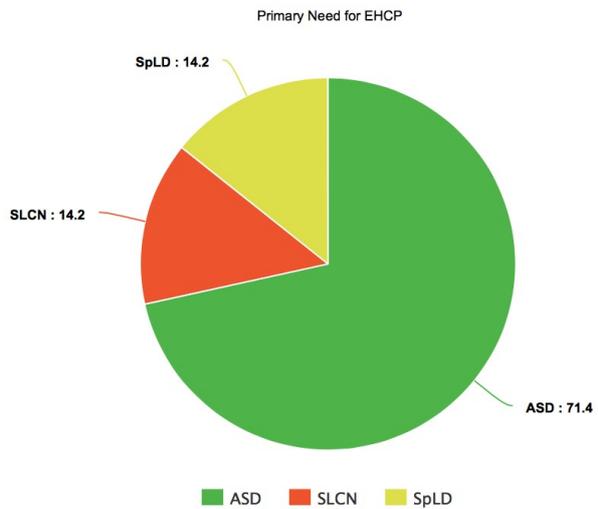
This academic year, Speech Language and Communication needs and Autistic Spectrum Disorder have dominated the SEND profile within the school. SEN expenditure this year has been partly allocated to speech and language therapy and County Inclusive Support Services (CISS) who offer support for children with ASD or presenting with SEMH difficulties.

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## % of Children with an EHCP at Forest Academy 2017/18



Of the 36 children with identified SEND, 7 are in possession of an EHCP. This makes **2.06%** of the school population from R to Y6, this is fractionally below the national average of **2.8%**.



Of the 7 children in possession of an EHCP, **71.4%** have ASD as their primary need. This is almost triple the national average of **26.9%**, demonstrating an atypically high occurrence.

### *Working with children who are looked after by the local authority*

In 2017-2018, we had one child in join nursery at the end of the year on our SEND register. These children have 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 that 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.

If the work we do in school proves not to be effective, we can engage outside services or refer to a pupil referral unit (PRU) or, through the GP or school nurse, to the Child and Adult Mental Health Service (CAMHS).

### *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. In addition, all staff are asked to complete intervention monitoring sheets which record the progress made by individual pupils and allow 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 have at least tried to participate in extra-curricular activities.

### *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 as well as recognising their strengths and weaknesses. Where appropriate, this information is supported by a teacher.

Some children, in addition to this, may also have an individual support plan which is also updated half-termly in a meeting involving the parents and child if appropriate. At the meeting, the child's progress towards their targets is discussed and the parent is involved in deciding what the next steps might be and what kind of support will be necessary for the child to achieve these outcomes.

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

### *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 Resource (autism outreach services), specialist county SEN team, Behaviour Support Service, speech and language therapists including NHS and independent, dyslexia outreach support and occupational therapists as well as the school nursing service. 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. 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. Staff have received training for speech and language difficulties this year.

The role of the SENCo is to provide additional information and support to enhance teachers' knowledge and expertise. In addition the 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 Tariff Needs Funding) from Suffolk. In 2017-2018 we received £19000 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 two pupils that were on a dual placement from 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- Gordon Hodgkinson

SENCo: Zoe Huff

Assistant SENCo: Claire Edmeades

Heads: April Grimes and Lorna Rourke

The way in which we identify and work with our SEND children is clearly explained in our SEND policy. In addition, the school has worked with Mildenhall SEND hub to create an extensive library of questions and answers about SEND. The questions were asked by parents of member schools. You can access the School's Offer at:



The school forms part of Suffolk's local offer which can be accessed at