

# **Special Educational Needs** **School Offer**



## **Forest Skies Federation**

***"Take off and fly!"***

We are three schools working together in the Birchwood Community sharing expertise, experience and resources with the aim of providing a first-class education for our children. At the same time as working collaboratively, we also retain the advantages of being individual.

We work very closely together and share our Governing Body and some key members of staff.

<b>Miss N Haughton</b> Headteacher The Lancaster School	<b>Miss J Bingwa</b> Headteacher Woodlands Infant and Nursery School	<b>Mr M Davies</b> Headteacher Birchwood Junior School
<b>Miss C Page</b> KS1 SENDCO and Pastoral Lead for the Forest Skies Federation		<b>Mrs J Love</b> KS2 SENDCO and SLT Year 3 Lead Phonics Lead
<b>Niall McCordick</b> SEN and Wellbeing Governor for the Forest Skies Federation		
<b>Mrs E Harvey</b> Parent Support Advisor		

### **Special Educational Needs at the Forest Skies Federation**

Here at the Forest Skies Federation we recognise that all children are unique individuals with different needs and not everyone learns at the same pace or in the same way.

The Special Educational Needs and Disability Code of Practice states that:

*'a child or young person has Special Educational Needs if they have a learning difficulty or disability that calls for special educational provision to be made for him or her'*

*'for children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools'*

A disability is defined in terms of the Equality Act 2010 as:

*'a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'*

Further information can be found in the 'Special Educational Needs and Disability code of practice: 0-25 years' June 2014. This can be found at: <https://www.gov.uk/government/publications/sendcode-of-practice-0-to-25>

### **What does that mean in a Forest Skies Federation School?**

If your child, you or your child's teacher are concerned that your child is not making the progress that might be expected, or that an additional need is identified, your child's class teacher or the SENCO will speak to you, parents or carers, about our concerns.

We will closely monitor your child's progress and if deemed necessary, they will be placed on the special educational needs (SEN) register.

Children who have special educational needs may need support in one or more of the following four categories:

- Cognition and Learning
- Communication and Interaction
- Social, Emotional and Mental Health
- Sensory and Physical

As a staff, we will make every effort to ensure that your child is identified and, therefore, supported from an early age. As part of this process, we may carry out additional assessments to understand your child's needs and set and review individual targets at regular intervals. Your child will play a fundamental part in their own target setting and reviews.

In some cases, we may collaborate with outside specialist agencies such as the educational psychology team, specialist teachers or speech and language therapy services. Your permission will be obtained for the involvement of any outside agencies.

It is vitally important that there is good communication between home and school in order that your child's needs can be best met.

### **What is the school offer?**

The School Offer has been written with parents and carers to provide information for parents and carers.

It allows children, parents and carers to understand exactly what our school can offer a child with special educational needs; what provision and resources are available to them as well as understand how their child and family will be supported.

### **What kinds of special educational needs does the school/setting make provision for?**

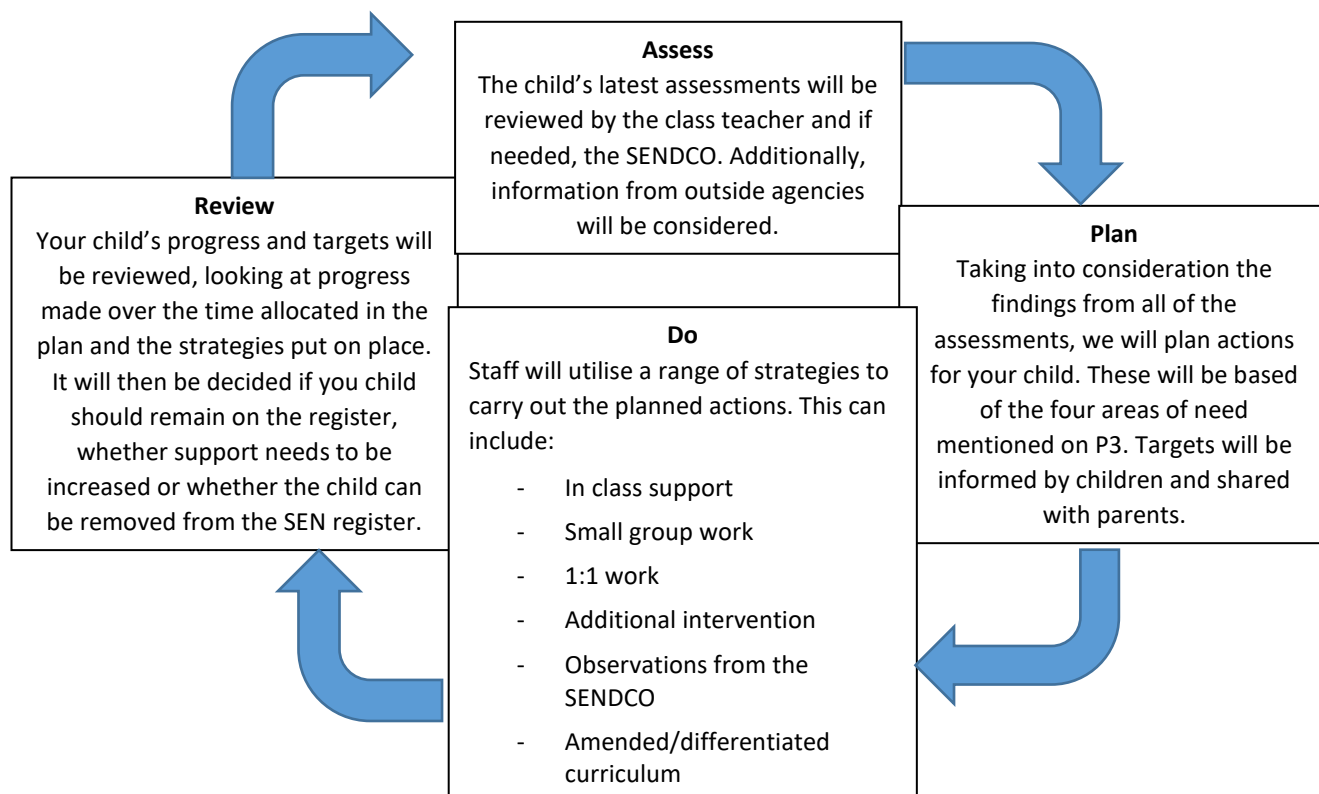
Birchwood Junior School is a mainstream setting.

At Birchwood, we are committed to ensuring equality of education and opportunity for all, irrespective of race, gender, disability, faith or religion or socio-economic background. With our Golden Thread, 'Inclusivity for All', we aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

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

Children are identified as having special educational needs if they have either a learning difficulty, which is significantly greater than the majority of their peers or; a disability which prevents or hinders them from making use of the educational facilities provided for their peers; which as a result calls for special educational provision to be made for them. It is the responsibility of the Head Teacher and SEN Governor for overseeing the provision for children with SEN and the SENCO for co-ordinating the day-to-day provision of education for pupils with SEN.

Our school uses a graduated approach to decide when a child is having difficulties in accessing learning. Initially, children whose academic achievements fall significantly outside the range of their peers, are monitored to identify possible difficulties. At this point, after consultation with the SENCO, steps are taken to provide differentiated learning opportunities that will aid academic progression and appropriate teaching styles are used.



Parents are encouraged to contact the school if they have any concerns or queries about whether their child may have special educational needs. Firstly, contact your child's class teacher or SENCO or Head Teacher. We pride ourselves on building positive relationships with parents. We are open and honest with parents and hope that they are able to do the same with us.

**Will a decision ever be made about my child's Special Educational Needs without my knowledge?**

No. Any decisions regarding the provision for your child's individual needs will be discussed with you and, where appropriate, your child. Parental consent is always required for your child to be added or removed from the register as well as

for the involvement of any outside agencies.

**Who is the school/setting's special educational needs co-ordinator (SENCO) and what are their contact details.**

For Infants and Nursery Contact **Miss C Page**

Woodlands Infants and Nursery School: 01522 683557

The Lancaster School: 01522 685078

For Juniors Contact **Mrs J Love**

Birchwood Junior School: 01522 800971 EXT: 220

**What training have staff supporting special educational needs had and what is planned?**

As a whole staff team, we have many years of experience in supporting children with speech and language difficulties, autism, ADHD, dyslexia, dyscalculia, cerebral palsy, PDA, attachment disorder, memory difficulty as well as global developmental delay. A number of our teaching assistants have the ELKLAN speech and language qualification.

All staff have had training for:

- Safeguarding (annual face to face training plus weekly updates)
- Understanding and managing behaviour – a nurtured approach Team Teach
- ADHD Awareness
- Working Together Team – Autism
- Attachment
- Dyslexia friendly classroom
- Trauma informed classroom approaches
- First Aid
- Restorative Practice

<b>Staff</b>	<b>Role and Responsibility</b>	<b>Qualification and Experience</b>
Class Teachers	The Class Teacher is the person that you should make contact with first if you have any worries or concerns about your child. Their responsibility is to teach your child and make judgements about your child's attainment. They will also ensure that behaviour is monitored and your child is happy in school.	All teaching staff at The Forest Skies Federation Schools have Qualified Teacher Status. Their training and qualifications are varied. All teaching staff undertake the same SEND training in school. This is delivered by the SENDCO or Outside Agencies.
Support Staff & HLTAs	Our highly experienced Teaching Assistants and support staff will work closely with children, parents and outside agencies. Support Staff and the Class Teachers will work in partnership with the SENDCO where needed to provide the best possible provision for your child.	Our teaching assistants hold a range of qualifications, including NVQs, and first degrees. The Teaching Assistant team are very experienced members of staff. Many of them have been working as part of the Federation with children with additional needs for a number of years. We have some children who require 1:1 support through an EHCP. This support is provided by a designated adult on a daily basis to ensure individual needs of the child are met.
SENDCO's KS1 and KS2	The school SENDCO will monitor the progress of all children on the Special Needs register in school. They will also set effective targets for the children on the register and monitor the effectiveness of interventions in school. The SENDCO will also refer to Outside Agencies if it is deemed necessary. The SENDCO will review EHCPs and chair review meetings.	Miss Page has completed the National Award for Special Needs Coordination as well as Autism (Level 7) training.  Mrs Love has completed the National Award for Special Needs Coordination.  The SEND team work collaboratively across the federation to share experience and ensure the best possible support and provision for the families in the community.
Outside Agencies	Qualifications vary from agency to agency.	The Forest Skies Federation works with a range of Outside Agencies including: Specialist Teachers, Educational Psychologists, Speech and Language Therapists, Occupational Therapists, Physiotherapists, Paediatricians, Sensory Support Teachers and Specialist Nurses. The role of the Outside Agencies is to support the SENDCO in setting targets, assessing and observing children in school.
Head Teacher	Miss Haughton – BA Hons, PGCE, NPQH  Miss Bingwa – BA Hons, PGCE, NPQH  Mr Davies – BA Hons, PGCE, NPQH, MA, CMI	The Head Teacher line manages the SENDCO and asks questions about the provision and strategies used to support the children at Forest Skies Federation. It is the Head Teacher's responsibility to ensure that all

		documentation and policies are up to date and that the SENDCO is updating paperwork, as needed.
SEND Governor	Mr McCordick – BA Hons, PGCE	The Governing Body has a named SEND Governor. The SEND Governor regularly meets with the SENDCO to monitor provision in school. The SEND Governor also reports to the Governing Body.

### **What specialist services and expertise are available or accessed by the setting/school?**

The school works very effectively with a number of outside agencies in order that your child's needs can be fully supported:

- Social Communication Outreach Team
- Specialised Teaching and Applied Psychology Service
- Sensory Impairment Service
- Children's Therapy (Speech, Occupational and Physiotherapy)
- CAMHS (Child and Adolescent Mental Health Service)
- Grief and Loss
- School Nursing Team

As a school we can also refer your child to the community paediatrician as well as write supporting letters to the family GP. Whenever an outside agency observes or assess your child you will be provided with a full copy of their observations or report. There may also be the opportunity for you to discuss your child with them directly.

### **How Will The Curriculum Be Matched To My Child's Needs?**

All children are taught in groups with peers, giving them access to the statutory programmes of study laid down in the National Curriculum. The class teacher takes steps to provide differentiated learning opportunities so that all children are able to access according to their specific needs. If your child is identified as having Special Educational Needs or a Disability, it means that they have needs which are additional to other children of the same chronological age. This means that the

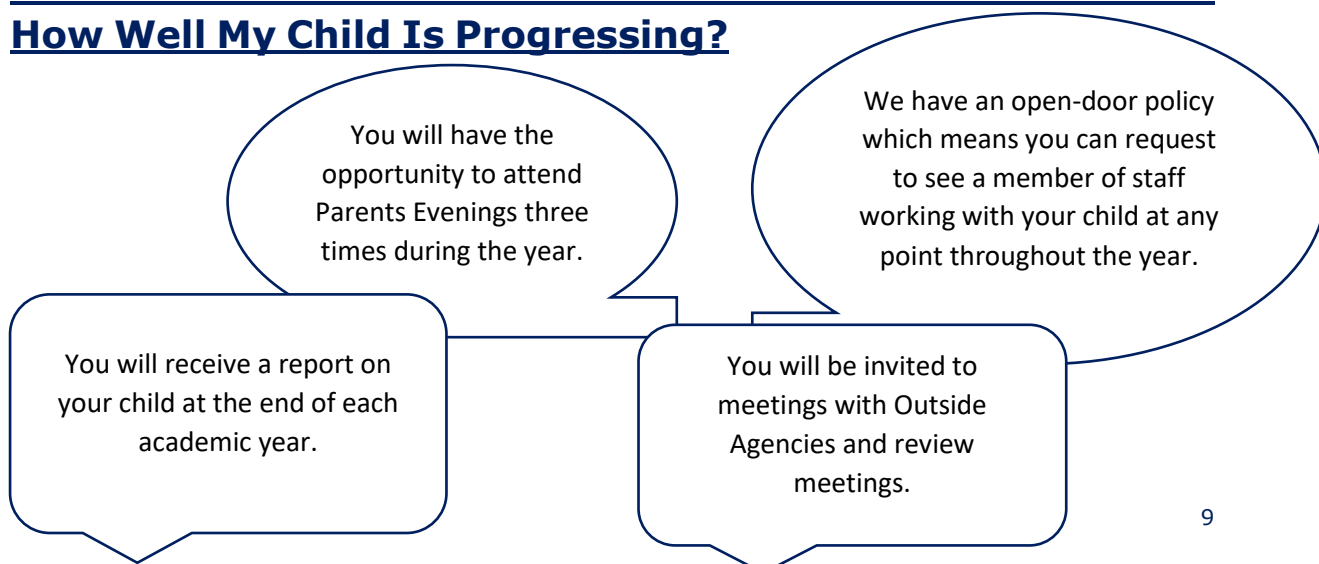


support they require will be 'additional to or different from' other children.

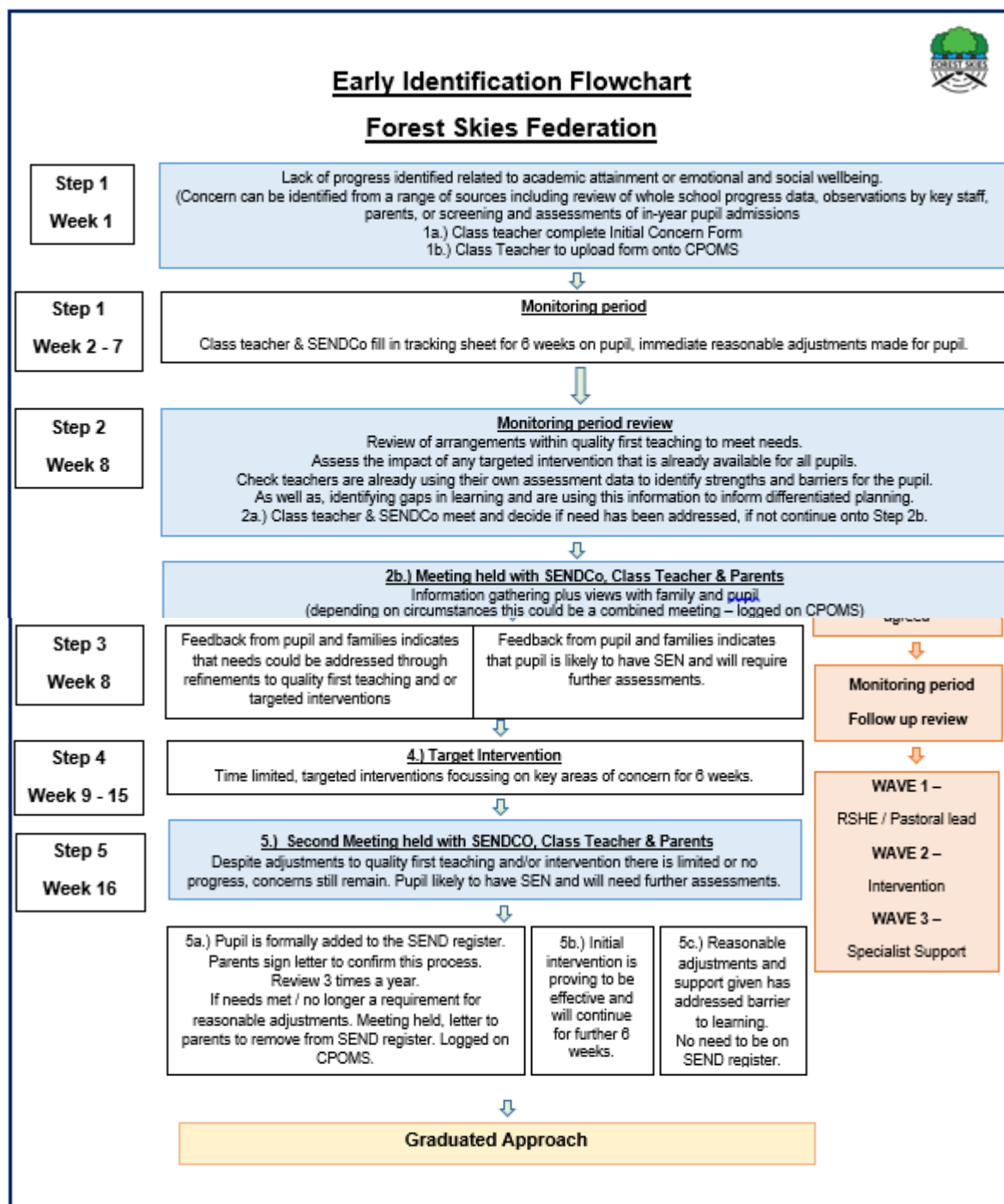
We believe that each child is unique and therefore we ensure reasonable adjustments are made to the curriculum to ensure their needs are met as much as possible. For children with SEND, we offer many strategies to meet needs.

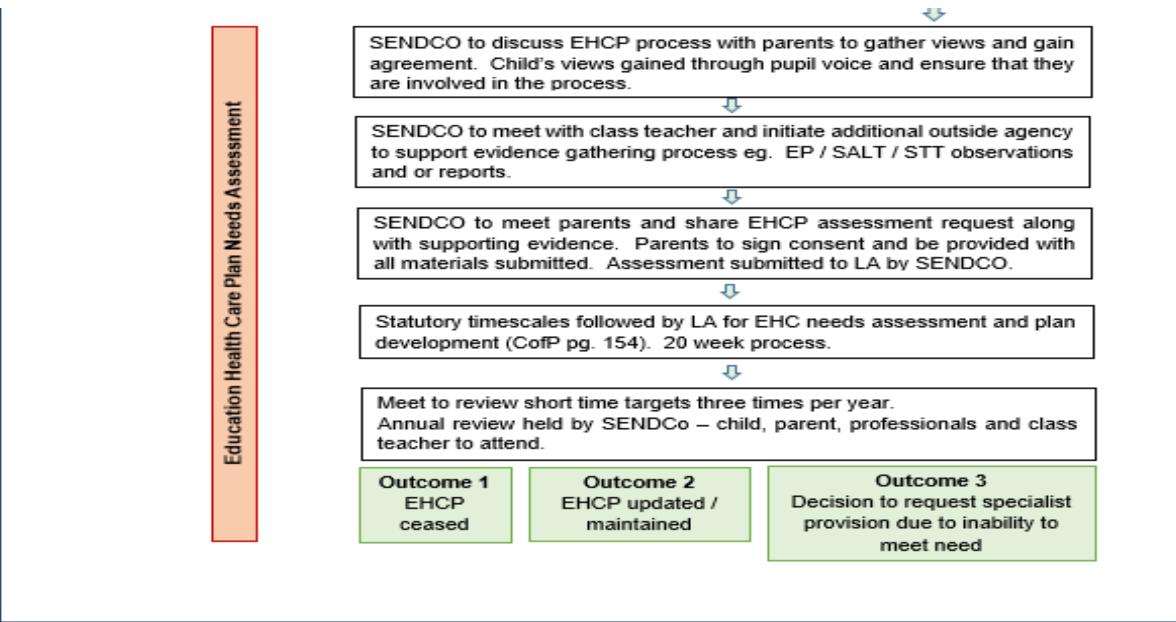
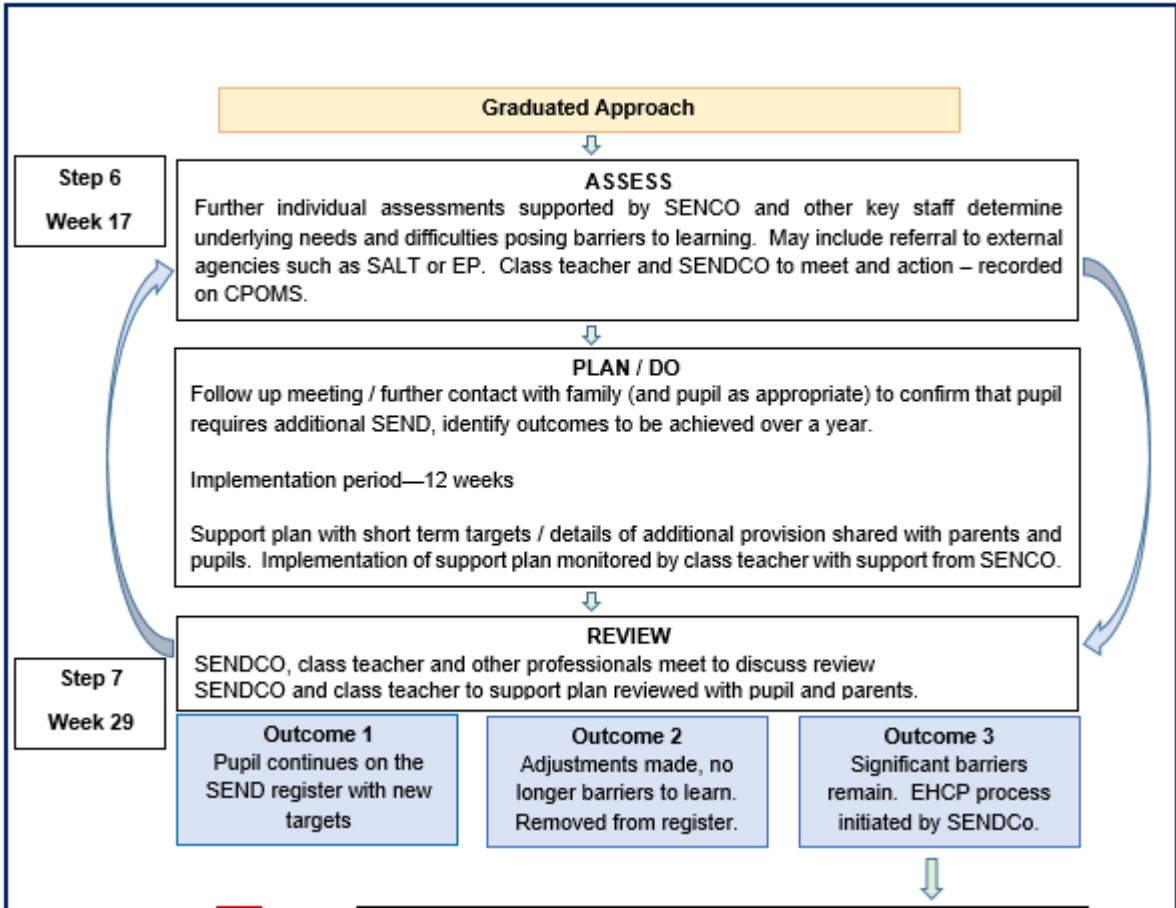
<p><b>Differentiated Curriculum</b> Our teachers plan differentiated activities in most lessons. This will ensure that all children in the class have their academic needs met at an appropriate level. We call this Wave 1 support.</p>	<p><b>Small group work</b> Your child may work in small groups in order to meet specific learning intentions. This will be planned for by qualified staff and monitored by class teachers and the SENDCO.</p>	<p><b>Use of ICT</b> We use differing equipment to assist your child in the recording of their work, including iPads, laptops and a variety of educational apps.</p>
<p><b>Interventions</b> We plan for additional learning intervention. This can be for a variety of reasons, including if your child is finding new concepts difficult to grasp, or if they need extra work to consolidate prior learning.</p>	<p><b>1:1 work</b> If needed, and deemed appropriate, your child may work 1:1 with the Class Teacher, a Teaching Assistant, 1:1 additional adult (where an EHCP is in place).</p>	<p><b>Use of Talking Partners/Trios</b> Each classroom has a different way of working but we aim to use Talking Partners/trios in school for all children for generating and sharing ideas and developing oracy (speaking and listening).</p>
<p><b>Use of concrete resources</b> Wherever possible we will use a range of practical equipment to help your child with their learning.</p>	<p><b>Support from Outside Agencies</b> See the section for the list of agencies that we may work with at any one time.</p>	<p><b>Individual Behaviour Plan (IBP)</b> Children will be given specific targets to support their behaviour and positive outcomes.</p>
<p><b>Art Therapy</b></p>	<p><b>SALT interventions</b></p>	<p><b>Resilience Building</b></p>

**What Opportunities Will There Be For Me To Discuss My Child's Attainment And Achievement? How Will I Know How Well My Child Is Progressing?**



# What does the school SEN identification process look like?





## **What if my child has significant medical needs?**

If your child has medical needs then a care plan will be written jointly with yourselves, your child and any medical practitioners involved. All staff have basic First Aid training as well as four members of staff having advanced First Aid Training. Staff in school are also trained to support children with diabetes, cerebral palsy, anaphylaxis and epilepsy; in the past our staff have also catered for children requiring Bolus Feeding.

As parents you will be asked to sign the Medicines in School Policy if you wish your child to receive medication within the school day. All medicines are stored in a locked medical cupboard and signed for when administered to your child.

## **What happens if my child makes limited progress academically, socially, emotionally, mentally or physically) within school?**

If your child, despite intensive target setting, regular review and support from outside agencies:

- makes limited progress and / or
- is working at level which is well below that expected for someone of their age and / or
- has extensive medical or physical needs

it may be appropriate to consider applying for an Education, Health and Care Plan. This higher need provision and process can be discussed with Miss Page directly.

## **How Will My Child Be Included In Activities Outside The Classroom Including School Trips?**

All children are included in all parts of the school curriculum and we aim for all children to be included on school trips and extra-curricular activities.

We will provide the necessary support to ensure that this is successful. A risk assessment is carried out prior to any off site activity to ensure everyone's health and safety will not be compromised. Parents are involved at this stage to ensure that their child's needs are being met. In the unlikely event that it is

considered unsafe for a child to take part in an activity, then alternative activities which will cover the same curriculum areas will be provided in school.

### **How Accessible Is The School Environment and Can the School Support a Child with Physical Learning Difficulties?**

At the Forest Skies Federation, we are able to support children with physical learning difficulties. We have a hygiene suite complete with changing bed and hoist, a shower cubicle, two toilets for disabled users and numerous ramps around school. We also have excellent links with a local school for children with physical learning difficulties who provide us with training for staff as well as direct support for our children and families. All staff supporting a child with physical learning difficulties receive all relevant training in regards to moving and handling as well as feeding and intimate care giving. *(See Accessibility Policy)*

### **How will my child be made aware of their special educational needs and the targets to which they are working?**

Children with special educational needs are treated in a fair and respectful manner, being fully supported within the classroom and around the school as a whole by all staff. The targets for your child will always be shared with them and they will always be involved in their review as well of the development of next steps. Your child's thoughts and views are extremely important and staff always take the time to talk directly to them as well in order that they can be supported in making the most possible progress, whether this be academically, socially, emotionally, mentally or physically.

Child friendly targets are used to ensure that you child can access their own next steps provision; visual timetables, social stories and learning prompts are also used to support the development of independence as well as ensuring progress.

### **What provision is there for Gifted and Talented children?**

The Forest Skies Federation has numerous opportunities for

those children who are particularly gifted or talented in a particular area - whether this be an academic area, sport or music. If your child is recognised to be gifted or talented in an area then this will be discussed with you; you maybe provided with information regarding local clubs or activities which may further support develop their specialist skill.

In addition to this the school has a number of opportunities for your child to be supported in developing their skills further; with more able writing workshops, author visits, visits to local places in the community, sports coaching opportunities, athletics events, swimming galas, peripatetic music tuition for example.

### **How Will The School Prepare And Support My Child To Join the school or Transfer To A New Setting or School?**

Transition programs, additional to planned whole school transition days, are developed to meet the individual needs of your child. The Forest Skies Federation has very close links with the local nursery schools as well as the secondary school provisions.

There are always transition days and activities planned between any year group with additional resources such as photos, brochures, website tours and additional visits being made available for those that require it.

The primary aim of this extensive provision being to ensure a smooth transition in September; allowing children to settle quickly, feel safe, happy and secure in their new environment.

The staff from the Forest Skies Federation move between the sites and are therefore familiar to the children, further aiding the transition process.

If your child transfers from another school, either local or from out of county, The SENCO and / or the Headteacher will speak with the SENCO or Headteacher from your child's previous school to ensure your child's full needs can be understood and provided for as quickly as possible.

Birchwood Junior School has very close links with the local secondary schools to ensure a smooth transition for your child. At parents evening and the Year 6 open evening at Birchwood Junior School a number of the secondary schools attend to

showcase their provision – providing the chance for questions to be asked as well as demonstrating the differences in their organisation of year groups and whole school provision.

Towards the end of Year 5, beginning of Year 6 parents and child are advised to visit the full range of secondary schools in order to determine which provision is most suited to their child's needs. Miss Page is always available to help you make links with the SENCOs of the secondary schools.

Our outside agencies, for example autism outreach and the educational psychology service, are also available during the transition from KS2 to KS3, supporting you and your child with the process.

Birchwood Junior School offers a transition club for those children identified as having a high level of need regarding the transition to secondary. The club supports your child with organisation, the preparation for leaving the junior school, making new friends, navigating routes to school and much more.

The secondary schools provide a number of transition days to prepare your child for the move to secondary education; starting in Year 5 your child may take part in a sports afternoon or science workshop at one of the secondary schools to allow them to begin thinking about the move. Once in Year 6 and having made the choice of secondary school you and your child will be invited to open evenings to meet form tutors and look around the school, there will be also induction days and invitations to whole school events.

The special needs coordinator of your child's secondary school is always invited to your child's transitional special educational needs review meeting at the end of Year 6. This allows for targets, strategies and provision to be shared with the secondary school as well as allowing you the opportunity to ask any questions regarding the secondary special educational needs provision. All paperwork regarding your child's special educational needs provision is sent to the secondary special needs coordinators.

### **How will I be involved in supporting my child?**

Parents know their children better than anyone else, and we as staff need your support in order to plan for your child's provision. There are many ways in which you can support your child, including:

- Attending meetings when invited into school
- Keeping 'open lines of communication' with the staff in school, informing us of any concerns or difficulties
- Reading regularly with your child
- Assisting your child to complete homework when asked to
- Joining activities eg productions, school assemblies etc

If you have any concerns about your child, whether this be social, academic, physical, mental or emotional, please contact your child's class teacher, the School SENDCO (Mrs Love at Juniors or Miss Page for Infants and Nursery) or the School Headteacher.

**How Can I Access Support For Myself And My Family?  
What do I do if I have a concern or complaint about the  
SEN provision made by the school/setting?**

Lincolnshire County Council offers support for parents from various agencies. Information can be found at the Council's website:

<https://lincolnshire.fsd.org.uk/kb5/lincs/fsd/home.page>

Please also see the school complaints procedures in the unlikely event that all other channels of communication have broken down.

**Information On Terminology Used**

Sometimes, terms and acronyms will be used, it can be difficult to understand what each one means. If in doubt, please ask a member of staff.

**Other useful contact information (see website for more) -**



ADHD Support, Lincoln - 01522 539939  
[lincoln.adhd@btconnect.com](mailto:lincoln.adhd@btconnect.com)

Children's Therapy Services – 01522 514814

Dyslexia Action, Lincoln - 01522 539267

Family Information Service - 0800 195 1635

Lincoln Parent Partnership - 01522 553351  
[www.lincolnshireparentpartnership.org.uk](http://www.lincolnshireparentpartnership.org.uk)

Lincolnshire Centre for Grief and Loss – 01522 546168

Lincolnshire Children's Services – 01522 554673

Lincolnshire County Council Support and Aspirations – 01522 782030

PAACT (Autism Support) – [paactsupport@hotmail.co.uk](mailto:paactsupport@hotmail.co.uk)

Special Needs Services, Lincoln - 01522 553332

If you have any further questions or comments regarding the provision of Special Educational Needs at the Forest Skies Federation please do not hesitate in contacting us.