

# SEND Information Report

**Forton Primary School**

**Address: School Lane, Forton, Preston, PR3 0AS**

**Telephone: 01524 791188**

**Website address: [www.fortonschool.co.uk](http://www.fortonschool.co.uk)**

**Age Range of Pupils: 3-11**

**Headteacher: Mrs Lorna Boase [head@forton.lancs.sch.uk](mailto:head@forton.lancs.sch.uk)**

**SENCO: Mrs Lorna Boase [head@forton.lancs.sch.uk](mailto:head@forton.lancs.sch.uk)**

Forton Primary School is a **mainstream** primary school with an inclusive ethos

## 1. HOW DOES THE SCHOOL KNOW IF CHILDREN NEED EXTRA HELP?

At Forton School children are identified as having SEND (Special Educational Needs and Disabilities) through a variety of ways, usually a combination, which may include some of the following:

- Liaison with previous school or pre-school setting
- Child performing below 'age-expected' levels of equivalent (e.g percentile rankings) and/or results of standardised assessment tests
- Concerns raised by a teacher e.g if behaviour or self esteem is affecting performance
- Liaison with external agencies e.g for a physical/sensory issue, speech and language

## 2. HOW DO I RAISE CONCERNS IF I NEED TO ?

Talk to us - contact your child's class teacher about your concerns initially. If you feel that you would like to speak to a senior member of staff, ask to arrange an appointment with the SENCO. Appointments can be arranged in person, by phone or by email. Please see the school contact details at the top of this report.

## 3. HOW WILL THE SCHOOL SUPPORT MY CHILD?

WHO WILL OVERSEE, PLAN AND WORK WITH MY CHILD AND HOW OFTEN ?

- The class teacher will oversee, plan and work with each child with SEND in their class to ensure that appropriate progress is made in every area. We provide Quality First teaching with differentiated lessons for all children.
- The SENCO oversees the progress of any child identified as having SEND
- There may be a Teaching Assistant working with your child either individually or as part of a group. This support will be explained to parents when support begins, as part of a

child's bespoke programme of learning and is reviewed and updated during pupil progress meetings.

- The class teacher will meet with you formally on at least a termly basis ( this could be part of a Parents Evening meeting) in order to discuss your child's progress and the support they are receiving.
- Class teachers are always happy to discuss your child's needs if you have questions or concerns between more formal meetings. Please speak to them directly to arrange this.
- An appointment can be made with the SENCO to discuss support in more detail if required.
- An IEP (Individual Education Plan) will be shared with you and your child ( age appropriate).

#### **4. WHAT SUPPORT WILL THERE BE FOR MY CHILD'S OVERALL WELL BEING ?**

- We are an inclusive school that holds a child's social and emotional development as a priority.
- The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class.
- Any staff working with vulnerable children requiring support during the school day will work under the direction of the Headteacher/SENCO.
- The school has a policy regarding the administration and managing of medicines.
- Parents need to contact the school office if prescribed medication is recommended by healthcare professionals and needs to be taken during the school day. A form must be completed by the parent and medicines handed into and collected from the school office. Medicines are kept in a locked cupboard or fridge in the staffroom.
- Teaching and support staff are kept up to date with First Aid Paediatric training to ensure they are familiar with what action to take in the event of an emergency. More specialised training for the use of EpiPen or diabetes is arranged for staff when the need arises.

#### **WHAT SUPPORT IS THERE FOR BEHAVIOUR, AVOIDING EXCLUSION AND INCREASING ATTENDANCE ?**

- The school has adopted a behaviour policy which is available on the website. If a child has significant behaviour difficulties, an Individual Behaviour Plan (IBP) is written to identify the specific issues, put relevant support in place and set targets with a view to identifying and addressing the underlying reasons behind the behaviour.
- Attendance of every child is monitored by the school. Lateness and absence are recorded and reported to the Headteacher who will involve parents if this becomes a concern and/or has an impact on the child's learning.

#### **5. HOW ACCESSIBLE IS THE SCHOOL ENVIRONMENT ?**

- The school is on a single level with wheelchair access into the building at the front of the building. Parking is available at the front of school if necessary.
- Accessible toilet facilities are available by the main reception which can accommodate a wheelchair user if the need arises. This room is also used as a changing facility.

- All furniture is modern and age/height appropriate for the children in each class.
- Information about the school is available on our school website in addition to our weekly school newsletters. Letters and/or text alerts are sent to parents for additional information.
- If you have specific access queries or concerns please speak with us.

## **6. HOW WILL THE CURRICULUM BE DIFFERENTIATED TO MATCH MY CHILD'S NEEDS ?**

- Long term curriculum plans are available to parents alongside how parents can support their child's learning outside of school
- All learning activities within class are planned and differentiated at an appropriate level, so that all children are able to access learning according to their specific needs.
- The class teacher, alongside the SENCO will discuss a child's needs and what support will be appropriate.
- Children with SEND will have access to the appropriate resources needed in order to help them make progress e.g phonic sound mats, coloured overlays etc.
- The SENCO reports to the Headteacher and Governors to inform them about the progress of children with SEND and how resources are being used. Information provided will never name individual children in order to maintain confidentiality at all times.
- The governor responsible for SEND also meets regularly with the SENCO. A report on their visit is presented to the whole governing body on a termly basis. The SEND governor is Mrs Barbara Drayton.

## **HOW WILL WE KNOW IF THIS HAS HAD AN IMPACT ?**

- Ensuring that the child is making progress academically against national age expected levels (or equivalents) and that the gap is narrowing between them and their peers
- By reviewing children's targets in IEPs and ensuring that they are being met
- Through verbal feedback from the child, parent and the teacher
- Through children moving off the SEN register when they have made sufficient progress - parents will always be informed if this has taken place

## **7. HOW WILL I KNOW HOW MY CHILD IS DOING AND HOW WILL YOU HELP ME TO SUPPORT MY CHILD'S LEARNING?**

- You are welcome to make an appointment to meet with either the class teacher or SENCO at any time throughout the year and discuss how your child is getting on. We can offer advice and practical ways that you can help to support your child at home.
- We arrange times throughout the year when you can come into school to work with the children and see what your children have been working on e.g Science Week, Industry Week
- Your child may have an Individual Education Plan that will have individual targets. This is discussed with you at Parents Evening or at another prearranged date.
- When the child's IEP is reviewed, comments are made against each target to show what progress has been made.

- If your child has complex needs they may have a statement of SEND or EHCP. In such instances a formal meeting will take place to discuss your child's progress and a report will be written annually.

## **8. HOW DOES THE SCHOOL KNOW HOW WELL MY CHILD IS DOING ?**

- As a school we track and analyse the children's progress in learning against national expectations and age related expectations on a half termly basis.
- The class teacher continually assesses each child and notes areas where they are improving and where further support is needed. As a school we track progress from entry at Reception ( preschool if appropriate) through to Y6 using a variety of different methods.
- Pupil Progress meetings are held between each class teacher and the Headteacher to discuss children who are not making expected progress and possible actions to be taken.
- Where specific needs are apparent the school can request a range of formal assessment tests to be carried out by staff from the local authority inclusion team. These assessments will explore a child's strengths and difficulties in more depth so that appropriate provision can be made within school.

## **9. 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. We will provide the necessary support to ensure that this is successful and may discuss this in advance with parents. It might be appropriate for a parent/carer to accompany a child on a school trip, depending upon the child's individual needs.
- A risk assessment is carried out prior to any off site activity to ensure everyone's health and safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities covering the same curriculum areas will be provided within the school environment, wherever possible.
- There are opportunities for children to get involved in a variety of lunchtime and after school clubs - these activities are available to all children.

## **10. HOW WILL THE SCHOOL PREPARE AND SUPPORT MY CHILD WHEN JOINING THE SCHOOL OR TRANSFERRING TO A NEW SCHOOL ?**

- We encourage all new children to visit the school prior to starting for a taster session
- For children starting in Reception the Deputy Headteacher holds a meeting for parents in addition to planning a series of visits for children throughout the second half of the Summer term in order to help children, parents and staff get to know each other.
- We liaise closely with the staff when receiving and transferring children to and from different schools, ensuring all relevant paperwork is passed on and all needs are discussed and understood.
- Transition between different year groups will be dealt with as part of our annual programme of transition and handover to the next class teacher.

- Each summer year 6 pupils visit their new high school for a transition day and participate in taster sessions. Teachers from secondary schools also visit pupils in their own school to make this transition easier.
- If a child has SEND additional arrangements are made by the SENCO with the SEND staff at the receiving high school. Additional taster days on an individual basis may be planned on a more personal level to allay any concerns that a child and parents may have.

## **11. WHAT SPECIALIST SERVICES AND EXPERTISE ARE AVAILABLE AT OR ACCESSED BY THE SCHOOL ?**

- Within the school we have a culture of sharing good practice and expertise; this enables us to ensure our staff have as much knowledge as possible within the field of supporting children with SEND.
- As a school we work closely with any external agencies that we feel are relevant to supporting individual children's needs within our school including GPs, school nurse, Educational Psychologist, paediatricians, speech and language therapists, occupational and physiotherapists and specialist advisory teachers.
- Staff undertake regular in-service and local authority training. Further knowledge and advice about SEND is sought where appropriate. School also recognise the need to train support assistants who play a valuable role in supporting children in class. The SENCO keeps informed of current local and national developments by attending the local authority termly cluster meetings and other appropriate training. INSET requirements and priorities are considered annually by the SENCO and Headteacher and in line with the School Development Plan. All staff are consulted during policy reviews and useful discussions help to inform our policy and practice.

## **12. WHO SHOULD I CONTACT IF I AM CONSIDERING WHETHER MY CHILD SHOULD JOIN THE SCHOOL ?**

Please contact the Headteacher for further information about the school and to arrange a meeting and visit, in the first instance. Contact details can be found at the beginning of this document.

