

## Annual Special Needs Report to the Governors September 2018

SEN Co-ordinator – Mrs Barton

SEN Governor- Mrs Stanley SEN Consultant- Mrs Thompson

### SEN Profile

	Number of Pupils	% of School Population
Pupils on SEN register	38	11%
Pupils in receipt of High Needs Funding	6	2%
Pupils with an EHCP	2	0.6%

Forefield Junior School is an inclusive school offering a wide range of provision to support children with communication and interaction difficulties, cognition and learning difficulties, social, mental and emotional health difficulties or sensory / physical needs.

All pupils at Forefield Junior School receive Quality First Teaching. However, for some pupils it is recognised that further additional support may be needed to help them achieve their targets. The range of support deployed will be personalised to meet a specific individual's needs. A pupil's needs will be identified through thorough assessment by internal or if necessary external agencies and in accordance with the schools budget. We promote pupils working towards becoming independent and resilient learners.

### Identification, Assessment and Provision for pupils with Special Educational Needs

If a pupil is not making progress with Quality First Teaching/Class based intervention, then there may be a need to refer the pupil to the SENCO. The SENCO will gather information about the pupil from a variety of sources (teacher, pupil, parent, outside agencies). The SENCO will gain a picture of the pupils' needs, attainment, projected targets, motivators, and how they respond to teaching approaches. Depending on need, a pupil may be placed on either the Additional Response Register or the Special Needs Register. If a pupil is placed on the Special Needs Register, then a Support Plan will be developed with defined outcomes. The views of the pupil will be given consideration at this stage.

Short-term and long term outcomes are agreed which prioritise key areas of learning by which progress can be measured/monitored. These outcomes will be discussed with parents/carers. The SENCO may request further assessment from outside agencies and their advice and recommendations are included in the support plan. Actions agreed take into account each pupil's strengths as well as their learning differences. Support

Plans will be reviewed in October, February and July and a further plan can be devised if required to enable the pupil to achieve their next steps in learning.

In some cases additional resources may be allocated including additional adult support. This support is deployed to ensure that the pupil makes progress and can engage in lessons and wider school activities and to facilitate independent learning. The class teacher manages the plan and suggested actions. They are accountable for the outcomes and therefore will discuss with the SENCO if they feel the plan is not working.

Formal parents' evenings are held termly and in some cases Annual Review Meetings. This gives the opportunity to discuss provision and progress involving parents and relevant external agencies. The impact of support offered is considered along with the progress towards outcomes. Different assessments will be used according to the needs of the pupil, for example B Squared or Numeracy and Literacy assessments which provide Standardised Scores. Support arrangements will be updated and revised accordingly. If not involved already, this may include a referral to appropriate external agencies. The outcomes of these meetings will be formally recorded and a further plan can then be devised, if required, to enable the pupil to achieve their next steps in learning.

### **Curriculum and Learning Environment for Pupils with Special Educational Needs**

Pupils with lifelong complex needs may benefit from a personalised curriculum with Teaching Assistant support. Additional support can be accessed from outside agencies. For example a Braille specialist for visually impaired pupils or a Specialist SEN teacher who provides an extra level support for pupils on the SEN Register. We work closely with physiotherapists and occupational therapists to ensure that pupils with physical difficulties are able to engage with all physical activities with their peers.

### **Emotional, Mental and Social Development**

Mrs S. Russell, Deputy Head is the Safe Guarding Lead, Mrs C. Smith is her deputy. They are available for parents and pupils with regards to any pastoral issues.

### **Expertise and Training of staff for pupils with Special Educational Needs**

Forefield Junior School has achieved the 'Dyslexia Friendly School Status'. Training Needs are reviewed regularly and training provided if and when required. The SENCO has a Masters in Special Educational needs and actively engages with local opportunities to share best practice and keep abreast of current local and national

initiatives and polices to support pupils with Special Educational Needs. Forefield currently employs an SEN Consultant, Mrs Thompson for the equivalent of two days a week to ensure that specialist expertise is available and ensure that current legislation is implemented.

### **Equipment and Facilities**

Quality First Teaching at Forefield is multi-sensory based and highly differentiated as is reflected in the 'Dyslexia Friendly School Status'.

Pupils with physical difficulties have easy access due to the ramps at the front and the back of the school. Playground apparatus has been made accessible following the guidelines for visually impaired pupils.

### **Complaints**

Complaints from parents of pupils with SEN are dealt with in accordance with the School's Graduated Response. In the unlikely event of a parent being dissatisfied with the school's response to a complaint, the parents would be advised to follow the school's agreed complaints procedure.

### **Transition**

From Forefield Infants – The Class Teacher meets with the current Infant Teacher to share information. The SENCO will contact the Infant SENCO to discuss pupils with specific needs.

From a different school infant/junior school- A tour of the school with Head Teacher or Deputy Head and meet the class teacher. Contact will be made with the previous school to gain information about the child's needs.

When moving to another school: Forefield Juniors will contact the school SENCO and share information about provision that has been made to help a pupil achieve their learning goals. Forefield will ensure that all records are passed on as soon as possible.

Year 6-7 transition - The SENCO will attend the Primary/Secondary Transition meeting to discuss the specific needs of your child and the nature and level of support which has had the most impact. In some cases additional multi-agency meetings may be arranged to create a more 'enhanced' transition plan which may include a few visits to your choice of secondary school.

### **Local Offers**

The Authority's Local Offer is on the Sefton website and Forefield Juniors' Local Offer is on the school's website.