

Forest Gate Academy

Special Educational Needs and Disability SEN Information Report (September 2023)



The intention of Trafford's local offer is to improve choice and transparency for families. All schools and academies in Trafford are expected to identify and support pupils with special educational needs to make the best possible progress. Schools are supported to be as inclusive as possible and wherever possible, the needs of pupils with a Special Educational Need are met in a mainstream setting, where families want this to happen. Trafford's Graduated Approach provides guidance on expectations of what should usually be available within school's resources.

1. What kinds of special educational needs does the school provide for?

At Forest Gate Academy we believe that all children, including those with Special Educational Needs, are entitled to full and equal access to all areas of the curriculum. We provide a supportive environment which aims to allow each individual to achieve their full potential.

The SEN Code of practice defines Special Educational Needs as: A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A child of compulsory school age or a young person has a learning difficulty or disability if they:

(a) have a significantly greater difficulty in learning than the majority of others of the same age; or (b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them (Clause 20 Children and Families Bill).

At Forest Gate Academy we support all children, including those with a special educational need, this includes: Learning difficulties (general and specific); Social, Emotional and Mental Health difficulties; Language and Communication difficulties; and Physical and Medical difficulties. Provision for each child is individual, we use our assessments, observations and information from parents and professionals to inform strategies and interventions that will support your child.

2. How does the school know if children/ young people need extra help and what should I do if I think my child/young person may have special educational needs?

All children are assessed when they join our school, so that we can build upon their prior learning, and plan an appropriate and engaging curriculum for 'all' our children. If a child has moved from a previous setting, a request will be made to the setting to provide information on their educational needs and previous support, to inform future provision. This allows for early identification of any difficulties that could impact upon their education and well-being. Class Teachers closely monitor children's progress and using a range of information, including termly assessments and observations, their progress and any difficulties identified are shared with parents termly. Each child on the special educational needs register has a support plan with their child's targets, what we will do to help them and how parents can support their child at home. We have 3 parents evening's, one in each term where the children's progress and needs are discussed. parent's evenings. An assessment schedule is in place to ensure all children are monitored and assessed throughout the year to ensure strengths and difficulties are identified.

The new Code of Practice for Special Educational Needs states that:

“Special educational needs and provision can be considered as falling under four broad areas.

1. Communication and interaction
2. Cognition and learning
3. Social, mental and emotional health
4. Sensory and/or physical

Many children and young people have difficulties that fit clearly into one of these areas; some have needs that span two or more areas; for others the precise nature of their need may not be clear at the outset. It is therefore important to carry out a detailed individual assessment of each child or young person and their situation at the earliest opportunity to make an accurate assessment of their needs.” (Special Educational Needs Code of Practice 0-25 years DfE/DoH)

At Forest Gate Academy assessment of your child's needs may include:

1. Information provided by parents and carers, and the views of the child.
2. Consideration of your child's attainment in relation to the curriculum for their age/year group.
3. Standardised screening/assessments/diagnostic testing.
4. Teacher assessments and observations.
5. Information/reports from other agencies and professionals (Health; Social Care; Education; Trafford Special Educational Needs Advisory Service; Educational Psychology Service). Parental permission will be sought by the Class Teacher/SENCO (Special Educational Needs Co-ordinator) before any external referral is made.

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The aim of these assessments is to properly understand your child's individual needs, to enable us to provide the correct level and type of support to allow your child to fulfil their potential. If you have any concerns regarding your child's education or well-being, or feel that your child may have Special Educational Needs please contact your child's teacher initially to discuss your concerns.

3. How will both you and I know how my child/young person is doing?

Your child's progress will be closely monitored by their class teacher on a daily basis; these assessments will allow your child's teacher to identify the next steps in their learning. Children on the SEND register will have an additional needs support plan, this will include their individual targets, strategies and interventions used to support them, and information on how you can support your child at home. Additional needs support plans are reviewed and updated termly. Your child's class teacher is available by appointment to discuss any concerns you may have. Parent/carers evenings are held termly to provide an opportunity for Teachers and Parents to share children's achievements, progress and any concerns. Additional support for children with SEN is monitored by the Class Teacher and SENCO.

If a child continues to have significant difficulties despite additional support, appropriate interventions and strategies, the school will seek advice/support from external agencies. If this is necessary, we will always request parent/carer permission prior to any referral being made. A referral to the Educational Psychologist may be made to gain further advice on how best to support a child's needs, written consent will always be sought prior to a referral, and parents/carers will meet with the Educational Psychologist to share their views on their child's strengths and difficulties. The school may also consider, in consultation with parents and carers, making a request to the Local Authority for an EHC needs assessment (consideration for an Education, Health and Care Plan or EHCP).

4. How will the curriculum be matched to my child/young person's needs?

At Forest Gate Academy we believe that every child is an individual with a unique range of abilities, talents and learning styles. Class teachers and support staff have a good knowledge and understanding of the needs of their class/cohort and plan multi-sensory experiences and environments that take account of the variety of needs and abilities within their class. The SEN Code of Practice says that "All teachers are teachers of pupils with SEN". We pride ourselves on our knowledge of our pupils as individuals, and focus on quality first teaching, ensuring that the environment, curriculum, teaching and classroom management strategies are differentiated to meet the needs of all pupils. Where children are identified as needing additional support, they may receive support within the classroom, or in some circumstances may be removed from the classroom to take part in small group or individual interventions. The aim of interventions is to provide intensive support, or alternative strategies to allow your child to achieve their potential. Interventions may be delivered by a Teacher or Teaching Assistant, with all staff working closely to monitor children's progress.

Each child's needs will be considered individually. Where necessary the school will make reasonable adjustments to the school environment or provide access to equipment/aids to support your child.

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5. How will school staff support my child/young person?

The class teacher is responsible for the class environment and curriculum planning for their class. Using their knowledge of the pupils they will differentiate the curriculum in order to meet the needs of all children. The class teacher is supported by a teaching assistant; they work as a team to closely monitor your child's needs. The curriculum can be differentiated in many ways, for example; use of additional resources; differentiated class management strategies; tasks/activities set at varied levels; small group support within class. Children's progress is regularly monitored, and if a teacher identifies, that despite differentiated support within class, a child is still experiencing difficulties they will notify the SENCO. The SENCO will work with the teacher to identify additional/alternative support that could be provided. This may include small group/1-1 intervention and/or further assessment and intervention from external agencies. If you have concerns about your child's learning please contact their class teacher and arrange an appointment to discuss your concerns with them.

The school SENCO (Special Educational Needs Co-ordinator) is Miss Layton. Her role is to work with teachers, parents and the Senior Leadership Team to identify children with Special Educational Needs, and ensure they are receiving the provision required to enable them to access the curriculum and make progress.

Miss Edwards (Executive Headteacher) and Mrs Higginson (Head of School) alongside the Senior Leadership Team monitor the progress of all children and work closely with the SENCO and school staff to ensure that our provision meets the needs of all children.

Providing an inclusive school environment can only be achieved when staff and parents/carers work collaboratively.

6. How is the decision made about what type and how much support my child/young person will receive?

Each child identified as having Special Educational Needs will be placed on the schools SEN register. The class teacher, support staff and the SENCO will discuss the child's individual needs, and how these can be met within the classroom. They will then consider additional provision that can be put in place to support your child. It may be decided that your child requires; an additional intervention, inside or outside the classroom either in a small group or on a 1-1 basis; additional support from an adult during some lessons; assistive technology to support your child's learning; Further assessment may be undertaken to identify specific learning difficulties; differentiated behaviour management strategies; additional resources in order for your child to access the curriculum/classroom. The amount and type of support is based on each child's individual needs. Your child's class teacher will keep you informed about the support your child is receiving through their additional needs support plan. We would ask that where applicable, parents/carers keep us informed of any involvement from outside agencies; CAMHs; Paediatricians; Opticians; Audiology; Physio therapy etc as this will support our understanding of your child's needs and the provision they require.

In some cases, we may seek external advice in order to identify any specific difficulties your child may have, or to better understand their needs in order to ensure they receive the correct support. We will always discuss external referrals with parents and carers, and request their permission before proceeding. We work closely with a number of professional agencies who can assist us in supporting your child. We may suggest a referral to Trafford Special Educational Needs Advisory Service (SENAS) to support us in accessing a child's needs and advise us on suitable provision. If your child has social, emotional and mental health difficulties we may request permission to make a referral to Longford Park School for

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additional support and advice. We work closely with Speech and Language Therapy Services to identify children with speech, language and communication difficulties early, and ensure they are receiving appropriate support. We have a Speech and Language Therapist who works in school for half a day per week – assessing and supporting children and providing advice to staff.

If you have a complaint about the provision your child is receiving you are able to follow the school complaints policy. As a first step please make an appointment to see Miss Layton (SENCO), Mrs Higginson (Head Teacher) or Miss Anita Edwards (Executive Headteacher).

7. How will my child/young person be included in activities outside the classroom including physical activities and school trips?

All children will be included in every aspect of school life, including activities in and outside the classroom, physical education and school trips where possible. We will work closely with parents to decide the best way to support their child during school activities and trips. We will endeavour to provide the necessary support in order to ensure your child can access a broad and balanced curriculum, alongside opportunities for enrichment. If your child has medical needs, they will be supported within school, and during visits and trips to meet their care needs (where this is safe to do so). If your child has a physical disability the school will assess your child's needs and make reasonable adaptations to the environment/equipment where necessary.

8. What support will there be for my child/young person's overall wellbeing?

At Forest Gate Academy we believe that a child's overall well-being must be nurtured and cared for in order to enable them to achieve well and reach their full potential. All teachers place a strong focus on developing children's social and emotional wellbeing, through activities and discussions that encourage children to think about their feelings and well being, and teach them where they can go for help and advice. Teachers and support staff know their pupils well and will support children who are experiencing emotional or behavioural difficulties, with support and advice from the Miss Stead (Behaviour Lead).

We encourage all our children to have a positive self-image and we celebrate the achievements and talents of all children. We have weekly celebration assemblies where children's academic and personal development achievements are celebrated. We have a whole school behaviour management system to reward achievement and good behaviour. All teachers focus on providing positive praise to reward children who make the right choices in regards to their learning, social relationships and behaviour and demonstrate our shared school values. We monitor children's attendance regularly to ensure children attend school and address any issues that may be preventing them from doing so. Children's social and emotional development and well-being is continuously monitored and supported by our PSHE curriculum.

We work closely with parents and health professionals in order to meet the needs of children with physical/medical difficulties, assessing each child's needs and putting in place additional needs support plan or health care plan. These plans detail the type of support your child needs, including any medications they may need support in administering. Plans are then shared with any support staff and professionals working with your child, to ensure everybody involved in your child's care have a thorough knowledge of their needs.

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If you have any concerns about your child's well-being please arrange to speak with a member of the school team.

9. What specialist services and expertise are available at or accessed by the school?

We work with a range of professionals in order to meet your child's needs, Speech and Language Therapy, Trafford's SENAS team, Occupational Therapy, Physiotherapy, Longford Park Outreach Team, the School Nurse, Health Visitors, Educational Psychology and Social Services.

We have a Speech and Language Therapist and an outreach worker from Longford Park School to assess and support the needs of individual children, deliver training for school staff and provide advice and support for parents and carers. In addition to this we have a highly trained and experienced team of teachers and support staff who have supported children with a range of Special Educational Needs. We may also engage the services of external professionals if we believe this will benefit your child, we will always discuss this with you prior to making a referral.

We work closely with Trafford Teams Together, a service that aims to get children and families the right support at the right time. Panels are held regularly to discuss the needs of individuals between local professional agencies and charities to identify advice, support and intervention that could be offered.

The SENCO has received training to refer children for assessment for ADHD and Autism via the TCAS (Trafford Combined ADHD Service) and TASC (Trafford Autism and Social Communication Pathway) and can also refer to the paediatrician via the school nurse. Further information on the pathways can be on Trafford's Local Offer for SEND

10. What training have the staff supporting children/young people with SEND had?

The school encourages and facilitates the professional development of all staff. Training is undertaken internally and externally to further develop their knowledge and skills. Staff have had training on; Dyslexia awareness; Speech, Language and Communication difficulties; Behaviour Management and Autism. Individual staff have received training in the delivery of specific Speech and Language Group Training. Staff are actively encouraged to observe others within the school and Trust, exploiting the knowledge and expertise of subject leaders, and showcasing outstanding inclusive teaching.

Staff working with children with specific physical/medical needs receive training from Physiotherapists/Occupational Therapists and Specialist Nurses in order to deliver the programmes of support individual children may require in school. School staff have attended Asthma and Epilepsy training, and we have fully trained first aiders on site at all times

11. How accessible is the school environment?

The school is accessible via the main entrance for those with wheelchairs or walking aids, the playgrounds and outdoor areas are also accessible. For children with specific physical, medical or sensory needs, if additional adaptations are required or if additional resources are needed, the school will work closely with Trafford Special Educational Advisory service to ensure this is provided. The School carefully plans to ensure a

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safe, enjoyable and accessible environment for all children. Our classrooms and teaching strategies aim to engage a range of learning styles, and to meet the needs of children with a range of difficulties/conditions. The Dean Trust undertake a regular review of the school facilities to ensure that the requirements of the Equality Act are met.

Further information can be found in the school Accessibility Plan.

12. How are parents and young people themselves involved in the school?

There are plenty of opportunities for Parents and Children to be involved in school life, and to share their views on school development. Every year the children elect their own councillors from each class, to put forward their views and ideas at school council meetings. The school council is involved in making decisions about the schools' development, and they organise fundraising events for the school and other charities. Assemblies give children the opportunities to celebrate and share their learning with their peers and the wider school.

Parents and carers play a vital role in supporting their child's education, we aim to ensure that we communicate regularly with parents and carers to keep you well informed about your child's development. Newsletters, important information, and school events can be found on the school website and we use Bromcom to ensure all parents are kept informed. We have a parent council who work closely with the school, arrange events and share information with parents. In addition to this we have termly parent's evenings and the children receive a written report at the end of each year, in addition to their termly additional needs support plan. There are regular events throughout the year for parents/carers to attend including, workshops on how to support their child's learning, information sessions, and celebrations.

13. How do you involve other agencies in meeting the needs of children/young people with SEND and in supporting families?

Each pupil requiring support will be monitored and reviewed regularly, to take account of changes in children's needs, and provide suitable resources and support. The school works closely with a range of different agencies to support children with a wide range of needs, and their families. Some of the agencies we regularly work with are; Trafford Special Educational Needs Advisory Service; Longford Park school; Speech and Language Therapy Service; Educational Psychology service; School nurse service; and the Occupational Therapy service to name but a few. Multi agency co-operation allows us to gain a better understanding of a child/families needs in order to provide the best possible support. Meetings and reviews will usually involve a range of professionals and the child's parents/carers, who will discuss the child's current provision, progress made and make recommendations for how best to support the child/family moving forwards. If you have a child with a Special Educational Need or Disability you can also contact the Family Information Service for further information.

Trafford Teams Together, support school to look at the needs of children with special educational needs and their families, to provide signposting and access to further support within the local community. If you think you would like to know more please contact Miss Layton or Mrs Marsh for further information.

14. Who can I contact for further information?

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If you have concerns in regards to your child you should initially contact the class teacher, who will be able to give you information about your child's progress and well-being. Following this if you wish to speak with the SENCO, Miss Layton, you can telephone the school office to make an appointment, or arrange for her to telephone you. Our policies and other information can be accessed via the school website.

Information on local services and support can be found through the Trafford Service Directory. You may also wish to contact the Family Information Service for further advise and information.

15. How will the school prepare and support my child/young person to join the school, transfer to a new school or the next stage of education and life?

If your child joins our school we will ask you to provide some details in regards to your child's education and learning, and any physical or medial needs. We will also request information from your child's previous school or setting. This information will be used to ensure we make the correct provision for your child, and that all teaching and support staff are aware of your child's individual needs.

Towards the end of each year the class teachers meet to discuss the progress and needs of the pupils within their class and transition records are completed, so as their next teacher has a thorough understanding of the needs of all the children within the class and can plan support where needed. Transition documents are prepared by teachers to ensure all information about a child and their family is shared with their next class. The children also take part in a transition day at the end of each year, which allows them to meet their new class teacher and experience a new classroom environment. This ensures that children have a positive start to the new year, and are ready for new challenges and experiences.

When children move to a new school, or on to secondary school, we ensure that information on a child's achievements are transferred to their new school. For children with Education, Health and Care Plans, a review of your child's needs is held. This is to ensure that all professionals share information regarding your child's needs and the provision that has been made to enable them to access the curriculum and make progress. This will allow your child's next school to plan how best to support your child during transition, and when they start school. Many of our children progress on to the Dean Trusts local secondary school Broadoak. We work closely with the school to ensure that children are fully supported during their transition into secondary education. The children are invited to visit the school for 'transition days' during the summer term, to get to know the teachers and the support staff, and to become familiar with the school environment, expectations and curricular opportunities.

Review

At Forest Gate Academy we are passionate and committed to ensuring that children with Special Educational Needs and/or Disabilities have full and equal access to the curriculum and are provided with the appropriate support to enable them to make good progress. We place a strong focus on quality first teaching and our staff provide classrooms and experiences planned around the needs of 'all learners'.

We are proud of the progress all our children have made this year. Assessments are only a small measure of the children's achievements, our parents

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evenings and summer reports highlight the progress of each child as an individual.

Our Year 6 children transitioned successfully to secondary school, following meetings with future settings. One child with an EHCP's secured a place at a local specialist secondary provisions, better suited to their needs.

At the end of 2023 18.2% of children with SEN in Year 6 met the expected levels in reading, writing and math (combined), these pupils also achieved greater depth in more than one subject. In reading, 45.5% of children with SEND achieved expected, 36.4% of children with SEND achieved expected in math, and writing and 45.5% achieved expected in science. All children made good progress from their initial starting points.

In Year 2, 71.4% of children with identified SEND made achieved expected in Math, 28.6% achieved expected in Reading. All children made good progress from their individual starting points.

16. What other support is available?

Find out more about the local offer of support which is available for disabled children and young people and those who have SEN on the Trafford Service Directory or by contacting the Family Information Service:

Telephone

0161 912 1053

E-mail

FIS@trafford.gov.uk

Website

[Trafford Directory website](#)

Facebook

<http://www.facebook.com/TraffordFIS>

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