

FOREST FEDERATION
SPECIAL EDUCATIONAL NEEDS AND DISABILITIES POLICY
JANUARY 2025



DUE FOR RENEWAL JANUARY 2026

SEND Policy for the Forest Federation

Our federation of schools are committed to the best possible provision for all children. The following philosophies and definitions underpin this.

Inclusion

Inclusion does not mean 'everybody doing the same thing at the same time' but meeting the individual learning, social, emotional and health needs of each child and supporting them to get their bests better.

Our Commitment to children with SEND

We believe that every child deserves the same chances and opportunities in life. Across the Forest Federation, all staff are committed to ensuring that every child grows, learns and enjoys school. We are committed to inclusion and want every pupil to be fully included in every aspect of school life such as lessons, activities, after school clubs and trips.

We have high aspirations for all our children and want them to be independent, engaged learners who have high self-esteem. This is so important for our children with SEND and all staff consistently try their best to ensure that these children's needs are catered for in all areas of school life.

The SEND Code of Practice

All schools must adhere to the SEND Code of Practice, 2014 (updated 2015).

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

This document guides all our practice and policies on how we meet the needs of children with SEND.

Our SEND Information Report

If you are a parent, or child, you may find our SEND Information report useful; it explains this policy and our practice. It is available on the SEND section of each school's website.

What is a Special Educational Need or Disability (SEND)?

A child or young person has a SEND if they have a learning difficulty or disability which calls for some additional or different educational provision.

This may mean that s/he has a significantly greater difficulty in learning than the majority of others of the same age. The Code of Practice 2014 describes four broad areas of need. We have provision to manage and support pupils with needs in each of these categories.

The Four Broad Areas of Need, as defined by the SEND Code of Practice, are:

Communication and Interaction

Children with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. The Autistic Spectrum comes under this area of need; children with ASD are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and learning

Support for learning difficulties may be required when children learn at a slower pace than their peers, even with appropriate adaptation. Learning difficulties cover a wide range of needs, including moderate, severe and profound learning difficulties.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia

Social, emotional and mental health difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Sensory and/or physical needs

Some children have a disability. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Some children with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

What is a Disability?

Many children and young people who have SEND may have a disability.

This is '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'. ('Long-term' is defined as 'a year or more').

This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as diabetes, epilepsy, and cancer.

Children with such conditions do not necessarily have SEND. Where a disabled child requires special educational provision, they will also be covered by the SEND definition.

Identification of extra support or SEND

We may already know that a pupil needs extra support or has a special educational need. For example:

- *If s/he has come from a previous school or a pre-school who has passed on the information.*
- *If s/he has seen an outside agency such as a Speech Therapist who may have passed information to us.*

It may be that we identify a SEND ourselves:

As the children are assessed regularly throughout the year and progress in reading, writing and maths are tracked at Pupil Progress meetings, teachers may notice that a pupil is not making expected progress. This may highlight that the pupil needs extra support.

Or it may be that it is the parent who has the concern. We have clear channels to follow:

- The teacher will discuss the concern with the parent or the parent may bring up their own concern with the teacher.
- The teacher will decide on a course of action e.g. more small group intervention, different strategies or additional resources to be used.
- The teacher may begin a cycle of ADPR (Assess-Plan-Do-Review)
- If there is no impact, the teacher will raise a concern with the SENDCo
- The SENDCo may follow this up with an observation or further assessments.
- The SENDCo may then contact parents to discuss potential external support

In order to ensure the pupil is receiving the right level of support, it is vital that we follow the Assess, Plan, Do, Review cycle. There is a separate document to explain this (please see Appendix 1)

SEND Register

When a pupil requires additional or adapted resources, curriculum and/or intervention, (beyond the usual amount of adaptation a class teacher provides for all their pupils), then they are usually considered to have a special need.

Children with Special Needs and Disabilities are included on our SEND list. This is a working and fluid document that changes regularly depending on the needs of the children.

It is updated once a term, usually following Pupil Progress meetings, and then distributed to all staff. (Though pupils can be added at any time during a term).

All children on this list are under the umbrella of 'SEND Support' – depending on their level of need, this may mean that they receive internal support from the school and/or external support from other services such as Specialist Teachers and Speech Therapists. This support is highlighted on the list.

How Learning is assessed and reviewed

All children are included in our assessments and tracking throughout the year. The children's progress is monitored through Pupil Progress meetings every term.

- The school uses the tracking system, Insight. This is reviewed termly through Key Stage Pupil Progress Meetings. The SENDCo will also use it to track individuals with SEND.
- It may be that some children are not attaining at the same rate as the other children, so further tracking systems are put in place. In this case, we use the Cambridgeshire Early Years Developmental Journal to track younger children & our own school systems to track individuals baselines using recommended assessments such as Sandwell for Maths & PM Benchmark for reading.
- Provision Maps: These map out the support in class and additional interventions outside of the classroom. They are reviewed and updated termly following Pupil Progress meetings.
- APDR Plans (previously IEPs): These outline the targets for a term or half term and how these targets can be supported at home and how they are supported at school. These are shared at Parents' Evenings.
- Children with an EHCP (Education, Health and Care Plan) will have all of the above as well as an Annual Review where all the professionals involved in supporting the pupil are invited to discuss and review their progress.

We have some assessments in school. We may use these to check if a pupil has a specific need, for example we have Dyslexia and Dyscalculia screeners. These may be used to see if a pupil has signs of these specific needs (they are NOT a diagnosis however).

We have a number of assessments that can pinpoint a child's 'age' in spelling, number and reading. From these we can see if their reading age, for example, is well below their chronological age that they will need support targeted at this.

We use these assessments as baselines and exit points to measure how much progress a pupil has made over a given period of time or from a given intervention.

Support

There are three 'levels' of support for children with SEND.

Universal: Firstly, it is important that ALL children receive high quality teaching. This can be tailored to individual needs. Within this, teachers may address a learning need with specific resources such as visual prompts, bespoke resources or a dedicated learning space.

Targeted: If we feel that a pupil needs more beyond the high-quality teaching, then we will implement interventions and additional resources. Examples of interventions we might use are Pre-Teaching and Catch Up groups that are directly targeted at individual needs.

Specialist: It may be that a pupil under SEN Support needs more focussed one-to-one time to support them with specific targets or areas of need. This will usually take place with a TA, around three times a week for 10-15 minutes; for example, to do some 1-1 reading, Expanded Rehearsal Technique or a social interaction group.

It is important to note here, that interventions are intended to enhance children's learning and increase their progress; bearing this in mind, it is important to us that children do not miss out on high quality teaching in Maths and English, so children are not usually taken out of class during these times.

Another important point about our interventions is that they are not simply for educational difficulties. We know that there are social and emotional special needs and we aim to tailor learning to address the overall well-being of the children. Sometimes our interventions are aimed at those with social and emotional needs so that we can better support their learning. These interventions are often run by our Family and Pastoral Support team within each school.

Education and Health Care Plans

Some children need an extra level of support when they are not making an adequate level of progress despite a high level of support. These children may be entitled to an Education and Health Care Plan (EHCP). This provides a budget for a specific child to be spent on support for him/her. These can be in place until the child turns 25 years old.

We have to apply, and submit evidence, to the Local Authority Statutory Assessment Team (SAT) for an EHCP and the child must have proven support from school and outside agencies in place. SAT then make a decision about whether the child's needs can be met from the resources normally available to school or if s/he needs further budget and support. Please see the information on the SEND page of our website for further information.

Planning, provision, monitoring and review processes continue as before while awaiting the outcome of the request.

Adapted Curriculum Provision

In order to make progress, a child may only require adaptation of the plans for the whole class. The adaptation may involve modifying learning objectives, teaching styles and access strategies. Under these circumstances, a child's needs will be provided for within the whole class planning frameworks and individual target setting. Adaptation will be recorded in the daily planning by the class teacher. Monitoring of progress will be carried out by the class teacher and used to inform future differentiation within whole class planning.

The child's progress will be reviewed at the same intervals as for the rest of the class and a decision made about whether the child is making satisfactory progress at this level of intervention. SEND provision will:

- Close the attainment gap between the child and their peers
- Prevent the attainment gap from growing wider
- Match or better the child's previous rate of progress
- Ensure full access to the curriculum
- Demonstrate an improvement in self-help or social or personal skills
- Demonstrate an improvement in the child's behaviour

Who provides the support?

Firstly, and foremost, it is the child's class teacher who supports them. S/he will be the first point of contact for parents. Class teachers are responsible for adapting the curriculum to meet individual need, deciding which interventions are appropriate and ensuring they take place and writing and implementing APDR targets. They will follow the Assess, Plan, Do, Review cycle through Pupil Progress meetings and devising targets.

There are teaching assistants attached to each Key Stage who are able to support children in class, in interventions and one-to-one if this is what is needed. They keep records of when the intervention takes place and the outcomes of these sessions.

Alexandra Johnstone is the federation SENDCO (Stukeley and Newton). She is responsible for the overall monitoring of education for children with SEN and ensuring that the SEN policy is implemented across the school.

The Heads of School are responsible for the overall learning of pupils, including those with SEN.

The Family and Pastoral Support Worker at Stukeley is Sarah Holloway.

The SEND Governor is Jenna East and her responsibility is to ensure the implementation of the SEND policy across the schools and to be informed of the education of all children on the SEND list.

Staff training

Training is arranged depending on current needs. Teachers and TAs may attend courses aimed at improving knowledge of specific needs and improving support for the children with those needs.

In-house additional needs and Inclusion training can be provided through staff meetings. Staff have access to professional development opportunities and are able to apply for additional needs or Inclusion training where a need is identified either at an individual pupil or whole class level. Support staff are encouraged to extend their own professional development and the Leadership Team will ensure tailor-made training where this is appropriate.

The SENDCo keeps up to date with developments through local meetings and training.

Alexandra Johnstone has the National SENDCo award.

Outside Agencies

There are a number of Outside Agencies from we can request support for individual pupils. In order to request their support, we often have to prove what interventions are already in place. When we make an application for support these often go to a panel who will decide if the children meet certain thresholds they have in place.

We must always have parental support, involvement and consent for these referrals.

Outside Agencies include:

- SEND Services 0-25
- Community Paediatrician Speech Therapy
- Physiotherapy / Occupational Therapy
- Play Therapist
- Child and Adolescent Mental Health (CAMH)

A number of special needs such as Autism and ADHD are medical diagnoses. This means that only a doctor can make the diagnosis. School staff may be experienced in recognising these needs, however we are not qualified to say for certain if a pupil has this.

A referral to the Community Paediatrician for a diagnosis can be made by the SENDCo, when appropriate.

Local Offer

Cambridgeshire County Council have a '**Local Offer**'. This is a 'front door' to information about education, health and social care and the provision that is available for children and young people with special educational needs and disabilities and their families.

What information is included in the Local Offer?

Through the web pages in the SEND section and across all the Children and Families web pages you can find:

- How educational settings support children with SEND
 - Information about childcare and funding
 - Information about health services
 - Information about specialist services that support children and young people with SEND
 - Information about Education, Health and Care assessments and plans
 - Information about school and college transport
 - Information about how schools and colleges are funded to support children and young people with SEND
 - Information about leisure activities
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- Here is the link <https://www.cambridgeshire.gov.uk/residents/children-and-families/local-offer/local-offer-identifying-special-educational-needs-and-disabilities-0-25/>

Accessibility

Our building is fully accessible for children and adults with disabilities. Please see our Accessibility Plan and Audit for further details (on the SEND section of our website)

Links with other schools/Transfer arrangements

Foundation Stage staff will meet with staff from partner nursery schools prior to pupils starting school. Concerns about particular needs will be brought to the attention of the SENDCo after this meeting. Where necessary the SENDCo will arrange a further meeting.

Class teachers of children joining from other schools will receive information from the previous school; if there is a SEN issue, the SENDCo will telephone to further discuss the child's needs.

For children transferring **from** our schools, the SENDCo will discuss these children with other schools on request.

For children moving onto secondary school, we pass on information to their SENDCo and ensure children with SEND have a smooth transition, for example through extra transitions visits.

Admission arrangements

Children with additional educational needs are considered for admission to the school on the same basis as children without additional educational needs.

Prior to starting school, parents/carers of children with an EHCP pending will be invited to discuss the provision that can be made to meet their child's identified needs.

Working with disabled parents/carers

We recognise that there will be a number of disabled parents/carers of children within the school and we strive to ensure they are fully included in parents/carers activities. Please see our Accessibility Plan for more details.

Complaints

If a parent wishes to complain about the provision or the policy they should, in the first instance, raise it informally with the SENDCo, who will try to resolve the situation.

If the issue cannot be resolved within 10 working days, the parent can submit a formal complaint to the Head of School in writing or any other accessible format. The Head of School will reply within 10 working days. Any issues that remain unresolved at this stage will be managed according to the school's Complaints Policy. This is available on the school website and from the school office.

What other policies support the SEND policy?

Other policies that may be useful are:

Health and Safety policy

Equal Opportunities

Safeguarding and Child Protection policy

Behaviour Policy

Accessibility Plan

Appendix One

A Graduated Response to SEND

What are the procedures for getting support for a pupil who has, or may have, a need?

All children must have access to High Quality Teaching.

As part of the SEND Code of Practice, we must regularly assess the children with SEND following the **Assess, Plan, Do, Review** cycle.

Identify	<ol style="list-style-type: none">1. Child will be identified as not making expected progress2. Ordinarily available provision and reasonable adjustments are not having an impact on progress3. Class teacher will share the concern with parents
Assess	<ol style="list-style-type: none">1. Baselines to be assessed e.g.<ul style="list-style-type: none">○ Reading, spelling, vocabulary and/or number age○ Descriptors e.g. Speech and Language, Social Communication (with parental permission)○ Screeners e.g. Dyslexia and Dyscalculia
Plan	<ol style="list-style-type: none">1. The class teacher will write an action plan (APDR) for that pupil (with the support of the SENDCo, if needed) and set a time limit in order to measure progress.2. They will share the APDR with parents
Do	Action the Action Plan/Learning Plan: <ul style="list-style-type: none">• Ensure pupil receives appropriate interventions

	<ul style="list-style-type: none"> • Employ any appropriate additional resources • Use appropriate differentiated planning or strategies
Review	<p>When time limit is reached, review progress compared to the baselines. This could be:</p> <ul style="list-style-type: none"> • Checking the pupil's work/learning/levels. • Repeating assessments and comparing against the baselines. <p>If no progress has been made from actions, then the class teacher will approach the SENDCo and another round of Assess, Plan, Do, Review must be carried out with different interventions and strategies.</p> <p>If, at the second review stage, no progress has been made or is extremely limited then a referral to the Specialist Teaching Team can be done. The ideal outcome is that the pupil will move off the SEND Register and be achieving and attaining at the same rate as their peers. If children are making adequate - good progress, the APDR Plan will be finalised</p>