

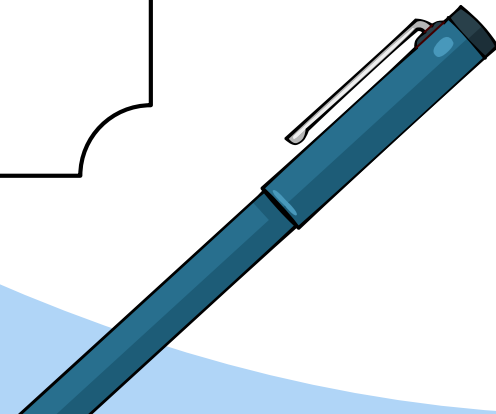
Forest Lodge
Academy



A L.E.A.D. Academy

SEND

Information



Meet the team



Mrs Caldwell
Headteacher



Mrs Malik
Deputy Headteacher



Miss Shearer
Assistant Headteacher



Mrs Dobson
SENDCO



Miss Turner
SEND Team



Mrs Bell
Pastoral Team



Mrs Peet
Pastoral Team

What is a special educational need?

A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.

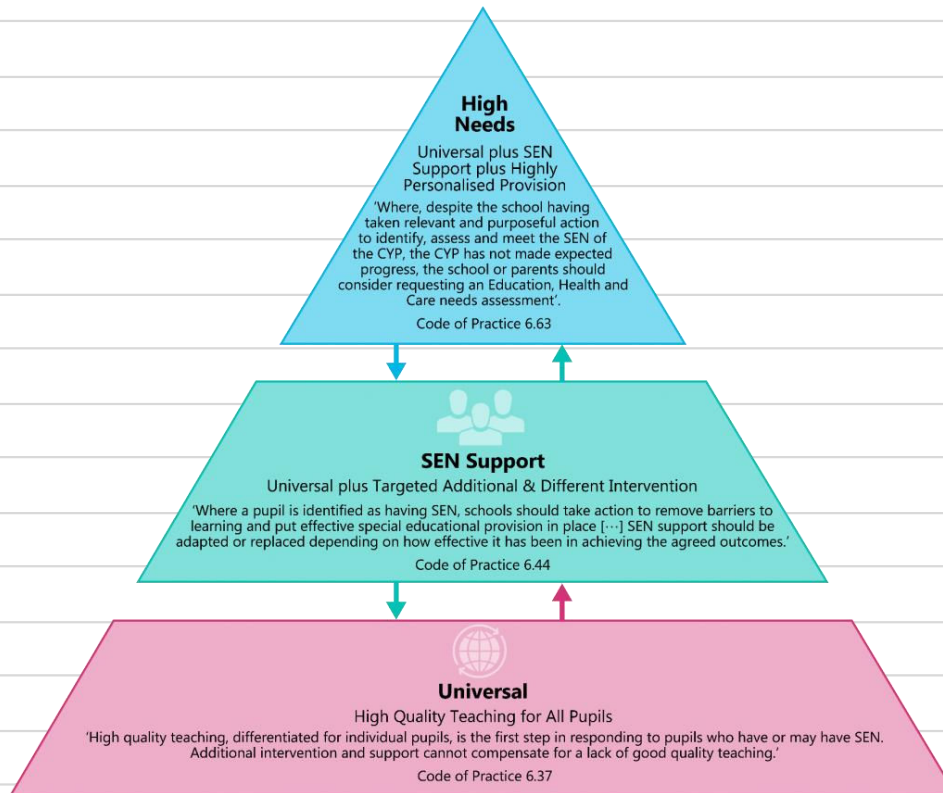


Special educational needs and disability code of practice: 0 to 25 years

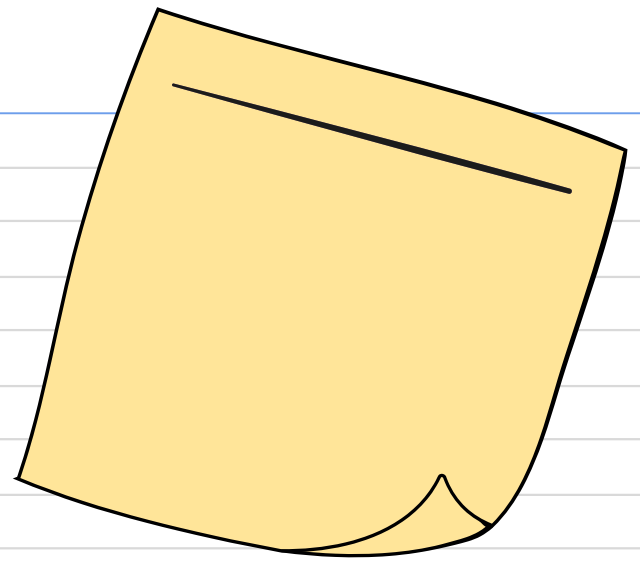
Statutory guidance for organisations who work with and support children and young people with special educational needs and disabilities

June 2014

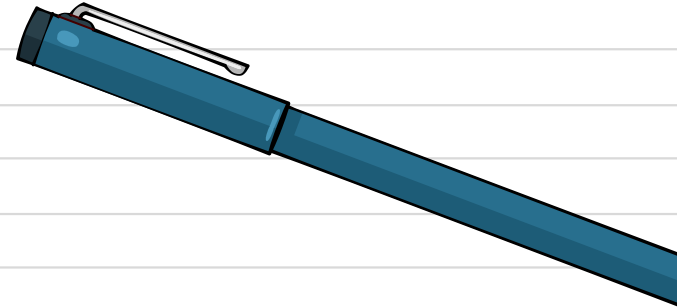
Stages of support



SEND @ Forest Lodge Academy



- **How do we identify if a pupil has special educational needs?**



Early Monitoring Process

- If a teacher has concerns about a pupil, they are advised to follow the Early Monitoring Process
- As part of this process, the teacher will begin to complete an early monitoring form.
- When a teacher has initial concerns, they will have an informal discussion with parents/carers to raise these concerns. This may be at a parents' evening or an informal chat.
- The teacher will alert the SENCO that this process has been started. The SENCO will chat to the class teacher, observe and gather evidence if needed.
- The class teacher will identify the difficulty and put provision in place to support this need. This will need to be consistent for at least a ½ term.

Early Monitoring Process

- After this period of time, the teacher will review the impact that this provision has had.
- A discussion will be held with parents and SENCO and a decision will be made as to whether the pupil will be placed on the SEN register.

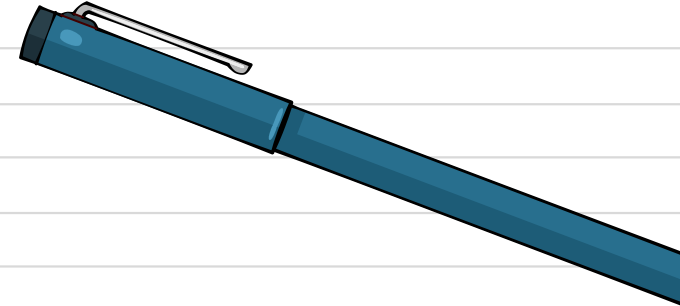
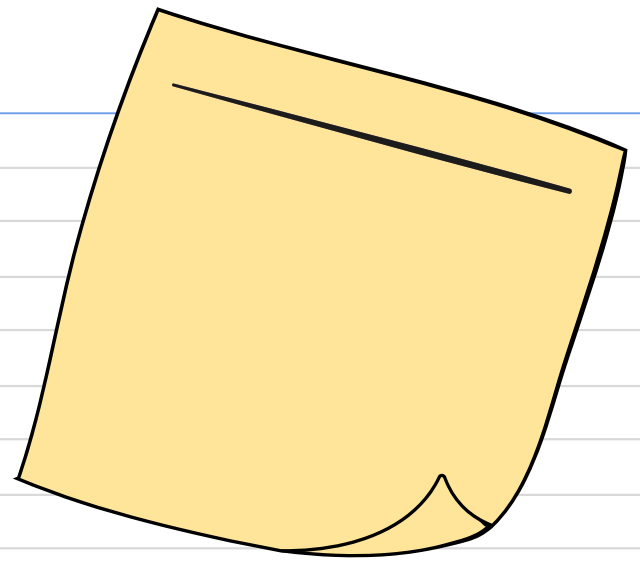
SEN Register Criteria

Examples of criteria for the four broad areas of need:

Cognition and Learning	Social, Emotional and Mental Health
<ul style="list-style-type: none">-Assessments demonstrate that the pupil is working 2 or more years behind expected level-Diagnosis of dyslexia-Strong indicators of dyslexia	<ul style="list-style-type: none">-Diagnosis of ADHD (or ADD)-Involvement of SEMH team-Under CAMHS-Severe anxiety or isolation/withdrawal from peers/adults
Communication and Interaction	Sensory and Physical
<ul style="list-style-type: none">-Diagnosis of Autism-Involvement of the Speech and Language Therapy Service-Difficulties interacting and forming relationships because of communication difficulties	<ul style="list-style-type: none">-Visual impairment that requires support from VI team-Hearing impairment that requires support from HI team-Physical disability requiring specialist provision to access the curriculum

Support for pupils with SEND

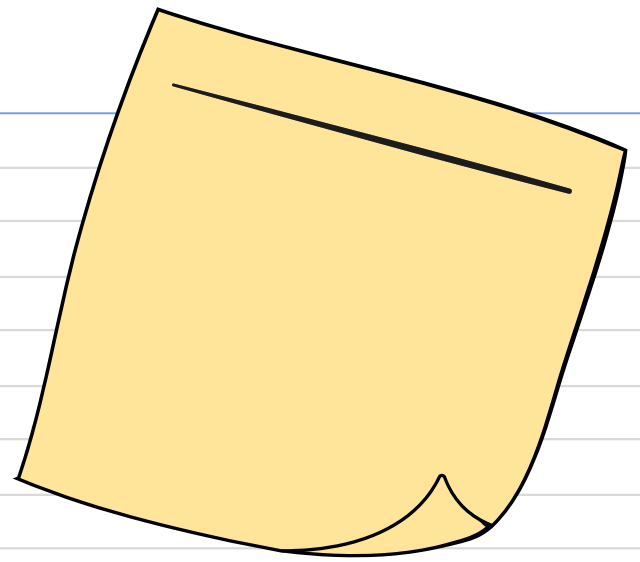
- **School and parents have decided that my child has a special educational need.**
- **What happens now?**



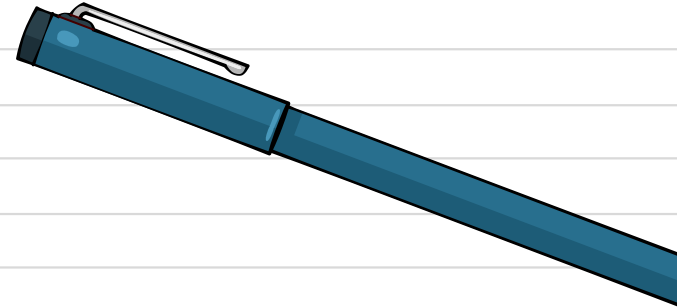
SEN support

- Once a pupil has been identified as having a special educational need, they will be added onto the SEN register and be recorded as having a special educational need on the school census.
- The class teacher will set targets for the pupil and these will be recorded on the pupil's Learning Plan.
- Targets will then be reviewed and new targets set at parents' evening.
- Provision will continue to be put in place for the pupil to address their needs.
- Speak to SENCo at any point / liaise with class teacher more regularly, check in with pupil to see if learning aids are supporting- assess, plan, do, review cycle.

Support for pupils with SEND



- **My child has been identified as having a special educational need. How are they supported?**



Type of SEN

What support might be provided?

Communication and Interaction

- Lego Therapy intervention
- Social stories
- Pre-warning of any changes
- Speech and Language intervention delivered by TA as advised by SALT
- Fun-time intervention
- NELI intervention
- Now/next board

Cognition and Learning

- Pre-teaching of key concepts
- Differentiation of work according to need
- Use of concrete resources
- Word banks, sentence starters and specific success criteria
- Access to physical resources such as pencil grips, coloured overlays
- Use of technology

Type of SEN

What support might be provided?

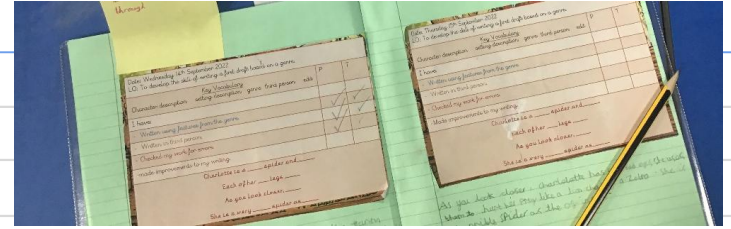
Social, Emotional and Mental Health

- Bespoke SEMH support/interventions
- Sensory breaks
- Use of timers
- Fiddle toys
- Calm box
- Emotional check ins
- Personalised reward systems

Sensory and Physical


- Screen sharing software
- Adaptation of resources
- Print modification
- Auxiliary aids/specialist equipment
- Radio aid
- Modification of resources and materials for recording written work e.g. the use of writing slopes, pencil grips, fiddle tools and adapted scissors




Support for pupils with SEND





Name: _____

My Targets













Date: Tuesday 29th November 2022

LO: To understand the difference between evaporation and condensation.






Topic: Science

Key Vocabulary

Evaporation condensation temperature


Gas steam liquid








Sentence starters:

I think that...

I know this because...

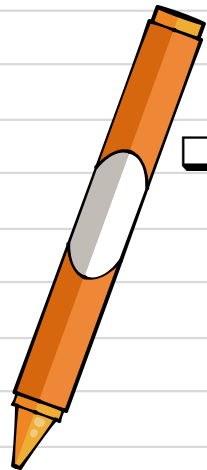


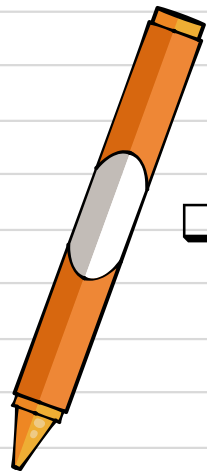




How can you help us?



- ☐ Ensure your child attends school as regularly as possible! To put the provision in place, we need your child to be at school.
- ☐ Attend parents' evenings to keep up-to-date on your child's progress.
- ☐ Inform us of any appointments that your child has.
- ☐ Support your child to complete their homework.
- ☐ Communicate regularly with your child's class teacher.
- ☐ Keep us up-to-date with any progress with paediatrician information, medication changes etc.



How are parents kept up to date about their child's progress?



- ☐ Parents evening twice a year where your child's progress will be discussed.
- ☐ Class teachers are available daily at the end of the day for you to speak through any concerns you may have.
- ☐ There may be additional meetings with our inclusion team/outside agencies such as annual reviews for certain children as well.
- ☐ School reports are sent home twice a year that will inform you about your child's progress.
- ☐ Feel free to call/email the SENDCO at any point!

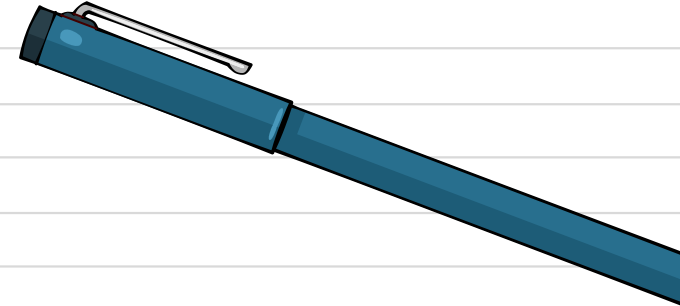
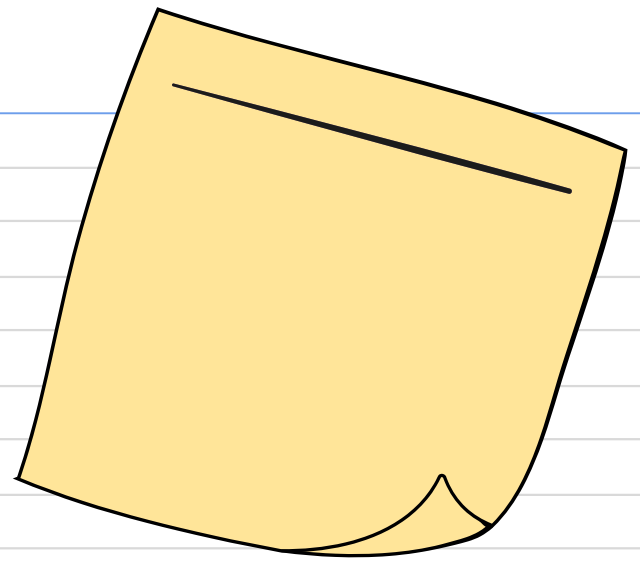
Which external agencies might work with the school to support my child?



Cognition and Learning Team
Communication and Interaction
Team
SEMH team
Early Years Specialist Teacher
and/or
Practitioner
Hearing Impairment Specialist
Teacher
Physical and Medical Team
Educational Psychologists
Speech and Language Therapist
School Nursing Service/Team

Transition

- We have many things in place to ensure appropriate provision and support is in place when pupils with SEND move between different phases of education.
- We request specific information from the previous setting and all documents about special educational needs included in a pupil's record is transferred between schools when a pupil moves setting.



Transition Continued

In order to ensure a smooth transition to and from our academy we have the following in place:

- Meetings are held and a transition visit is booked with parents and the pupil: a tour is given, and any concerns/questions are addressed
- Information is shared with the next setting or gained from the previous setting. It may be appropriate to arrange for a member of staff to visit the previous school.
- Phased transition into school may be deemed appropriate
- A photo transition book may be given to prepare new pupils for their transition.

Policies/Procedures

- **On our website you will find policies/links for the following:**
 - **SEND Policy**
 - **Accessibility Plan**
 - **Behaviour Policy**
 - **SEND School Offer**
 - **SEND Local Offer**
 - **Care Navigation – Leicestershire Partnership**
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Who can I contact for further information?

- **Your child's class teacher**
- **Mrs Dobson, SENCO**
0116 2871220
- **Forest Lodge Academy website:**
<https://www.forestlodgeacademy.co.uk/parents/send/>
- **Leicester City Council, SEND Local Offer:**
<https://families.leicester.gov.uk/send-local-offer/>