



Forest Hall Primary School



SEND Information Report 2025-26

About the school

Forest Hall Primary School is a fully inclusive, maintained, mainstream primary school which is part of North Tyneside Learning Trust. We work to provide quality first teaching and learning for children aged from three to eleven years. We aim to ensure that all of our pupils achieve their potential; personally, socially, emotionally, physically and educationally by offering an engaging and motivating curriculum delivered using a range of different teaching strategies, activities and resources.

A child has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her to develop skills, knowledge and understanding.

A child of compulsory school age has learning difficulties if he or she:

- a) has a significantly greater difficulty in learning than the majority of children of the same age
- b) has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools

For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children of the same age by mainstream schools, maintained nursery schools or by relevant early years providers.

A child under compulsory school age has special educational needs if he or she is likely to fall within the definition in the paragraph above when they reach compulsory school age or would do so if special educational provision was not made for them.

The Special Educational Needs and Disabilities Co-ordinator (SENDCo) at Forest Hall is Mrs Nolan, who can be contacted at school on **0191 300 9341**.

Appointments with Mrs Nolan can be booked through the school office.

Ms Parker, head teacher, can be contacted regarding SEND in Mrs Nolan's absence.

Throughout this document the term 'parent' is used following the DfE definition:

'all biological parents, whether they are married or not. any person who, although not a biological parent, has parental responsibility for a child or young person – this could be an adoptive parent, a step-parent, a guardian or other relative.' DfE August 2023

Identifying Needs

At Forest Hall, all children follow a broad and balanced curriculum that is appropriate to their age and stage of development. It is personalised to take into account their needs and abilities.

The identification of Special Educational Needs and Disabilities (SEND) is built into the overall approach to monitoring the progress and development of all pupils. The purpose of identification is to work out what action the school needs to take.

All teachers are responsible for identifying pupils with SEND and, in collaboration with the SENDCo, will ensure that those pupils requiring different or additional support are identified at an early stage.

Assessment is the process by which pupils with SEND can be identified. Whether or not a pupil is making adequate progress is seen as a significant factor in considering the need for SEND provision.

We recognise the importance of early intervention so when a child is identified as having a special educational need, we work to put support and strategies in place quickly and effectively as soon as is practical and possible. We also ensure that the support and strategies are specific to the child's individual needs.

Early Identification

Early identification of pupils with SEND is a priority. The school will use appropriate screening and assessment tools, and ascertain pupil progress through:

- Information from parents
- Information from previous early years settings and schools attended
- Information from 2 year old checks
- Forest Hall Primary nursery baseline checks on entry
- Reception baseline checks on entry
- Foundation Stage profile results
- Key Stage One Phonics Screener
- On-going phonic assessments
- End of Key Stage One teacher assessments and SATs outcomes until 2023
- End of Key Stage Two SATs results
- Screening and diagnostic tests such as Sandwell for maths and YARC - literacy assessments
- NFER assessment outcomes
- Progress made from starting points in reading, writing and maths
- Pre and post unit maths assessments
- Termly attainment and progress tracking
- Observations
- Pupil's work
- Discussions with pupils.

Categories of Special Educational Need

The SEND Code of Practice 2015 states that special educational needs are generally thought of in four broad areas of need and support.

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical

At Forest Hall we recognise that in practice, individual children often have needs that cross some or all of these areas and that needs may change over time. A detailed assessment of need should ensure that the full range of a child's needs is identified, not simply the primary need.

If a child is not making the progress expected of them by school staff that know them and work with them, their parent would be informed as soon as possible. The class teacher will meet with parents to discuss and share initial concerns and views around:

- the pupil's strengths and areas of difficulty
- concerns that the parent/carer has
- agreed outcomes moving forward
- next steps to take

Assessment Monitoring and Review

The Graduated Approach

When a child is identified as having a special educational need or disability, we take action to remove barriers to their learning and put effective special educational provision in place. At Forest Hall we use the graduated approach, as outlined in the SEND Code of Practice (2014).

Assess

An analysis of the pupil's needs is made by relevant school staff. This draws on the class teacher's assessment and experience of the pupil, their previous progress and attainment, their behaviour, their development in comparison to their peers and national data, the views and experience of parents, the pupil's own views (where relevant) and advice from outside agencies if there has been previous involvement. (Early Help Assessment)

This assessment is reviewed regularly and helps to ensure that support and intervention are matched to need, barriers to learning are identified and overcome and that there is a clear picture of the interventions put in place.

Plan

The class teacher, SENDCo and head teacher, agree in consultation with the parents on the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review.

The support and intervention provided are selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness, and are delivered by staff with sufficient skills and knowledge.

Do

Class teachers remain responsible for working with children with SEND on a daily basis. They are accountable for the progress and development of all the pupils in their class, including where pupils access support from teaching assistants or specialist staff. Also, where interventions delivered by teaching assistants involve group or one-to-one teaching away from the main class, the class teacher still retains responsibility for the children with SEND.

Class teachers work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

Review

The teaching and learning of children with SEND is an area which is specifically looked at during monitoring and evaluating processes.

The impact of intervention programmes is reviewed on a termly basis as part of the regular termly assessment process by the SENDCo. The Pupil Support Team meets termly to monitor and evaluate provision and outcomes. This information feeds into a progress meeting attended by the class teacher, SENDCo and SLT members. During the meetings, the staff, review support in light of the child's progress and development, deciding on any changes to provision and outcomes in consultation with the parent and pupil.

Review meetings for children with support plans take place at least twice a year. The parents and child reflect on what is going well and on-going areas of concern at home and school. School staff and external agencies working with the child also contribute reports to feed into the meeting. Through the sharing of information, new areas for development, relevant actions for the child and adults and time scales are identified and agreed.

Outside agencies such as Speech and Language and The Dyslexia Team also review the impact of programmes which they have put in place.

The SENDCo also closely tracks the progress of children with SEND in reading, writing and maths, reporting on this termly. She monitors progress towards support plan targets. She looks at work in books or folders to monitor curriculum breadth, differentiated level of challenge and balance of independent and supported activities taking place.

The SENDCo gathers pupil and parent views twice a year to gather feedback to inform future development planning. She also holds informal drop in sessions for parents of children with SEN to share concerns and queries. These contribute to the process of continual review and improvement of provision for all pupils.

Support

High quality teaching

At Forest Hall, all pupils have access to a broad and balanced curriculum. Teachers have high expectations for every pupil, whatever their prior attainment and use appropriate assessment to set challenging yet realistic half term targets.

Potential areas of difficulty are identified and addressed at the outset. When a child has a medical condition affecting mobility or learning, we work closely with other agencies to overcome challenges to accessing the curriculum whether physical aids or modified activities are needed. Lessons are planned to address potential areas of difficulty and to remove barriers to pupil achievement. In many cases, such planning means that pupils with SEN and disabilities will be able to study the full national curriculum within the class with their peers.

Quality first teaching at Forest Hall is differentiated and personalised to meet the individual needs of our children. Some children need educational provision that is additional to or different from this.

A child with a special educational needs may be supported in a number of ways:

- by in-class quality first teaching by the class teacher with appropriate strategies in place
- in a small group within the classroom with a teaching assistant
- on an individual basis within the classroom with a teaching assistant
- in a small group in a room outside the classroom with a teacher/teaching assistant
- on an individual basis in a room outside the classroom with a teaching assistant

- by providing additional resources or equipment to suit need
- by modifying activities or resources to suit need

Pastoral care

We are aware that children with special educational needs and disabilities are potentially vulnerable to name calling or even bullying by other pupils. As a staff we remain vigilant and encourage children to tell if they have any concerns. Our teaching assistants are with the children at break times and monitor interactions from a distance. We also run nurture groups and drop-in sessions alongside planned PSHE lessons to support and counsel pupils in school.

| School entitlement offer to pupils with special educational needs or disabilities | |
|---|--|
| Need | Support available within school |
| Communication and Interaction • <i>Autism Spectrum Disorders</i> • <i>Speech, Language and Communication Needs</i> • <i>Social communication difficulties</i> | <ul style="list-style-type: none"> • Visual timetables • Personal work station • Traffic light / colour cards to indicate mood/anxiety levels • Support / supervision at unstructured times of the day. • Social skills programme / support including strategies to enhance self-esteem. • Small group work to improve skills. • ICT to support learning where appropriate. • Strategies / programmes to support speech and language development. • Strategies to reduce anxiety / promote emotional wellbeing. • Where appropriate we will use support and advice from other agencies to meet the needs of pupils. • Planning, assessment and review. • Work with pupils, parents, carers and staff to develop and review support plans based on the needs of the pupil. • Teaching resources are routinely evaluated to ensure they are accessible to all pupils. • Differentiated curriculum and resources |
| Cognition and Learning • Moderate learning difficulties | <ul style="list-style-type: none"> • Strategies to promote / develop skills in English and Maths. • Provision to support access to the curriculum and to develop independent learning. • Targeted intervention programmes are delivered to small groups of pupils to improve skills in a variety of areas, i.e. reading inference groups etc. • ICT is used to overcome barriers to learning where possible eg word banks and word processing instead of writing. • Support and advice is sought from outside agencies to ensure any barriers to success are fully identified and responded to. • Planning, assessment and review. • Access to teaching and learning for pupils with special educational needs is monitored through the school's self-evaluation process. • Teaching resources are routinely evaluated to ensure they are accessible to all pupils. • Work with pupils, parents, carers and staff to develop and review plans based on the needs of the pupil. • Differentiated curriculum and resources |
| Social, Mental and Emotional Health • Behavioural needs • Social need • Mental Health needs • Emotional Health and Well-being | <ul style="list-style-type: none"> • Our school ethos values all pupils. • Behaviour management systems encourage pupils to make positive decisions about behavioural choices. • Risk assessments are made with action taken to increase the safety and inclusion of all pupils in all activities. • School provides effective pastoral care for all pupils. |

| | |
|---|---|
| | <ul style="list-style-type: none"> Support and advice is sought from external agencies to support pupils where appropriate. Small group programmes are used to improve social skills and help pupils deal more effectively with stressful situations. Resources are made available for children eg fiddle toys, personal work stations Information and support is available within school for behavioural, emotional and social needs. |
| Sensory and Physical <ul style="list-style-type: none"> Hearing/visual impairment Multi-sensory impairment Physical & medical needs | <ul style="list-style-type: none"> Support and advice is sought from external agencies to support pupils where appropriate. Advice and guidance is sought and acted upon to meet the needs of pupils who have significant medical conditions. Access to medical interventions. Access to programmes to support Occupational Therapy / Physiotherapy. Support with personal care if and when needed. ICT is used to increase access to the curriculum. Support to access the curriculum and to develop independent learning. Staff receive training to ensure they understand the impact of a sensory need upon teaching and learning. Office staff follow procedures for storing, administering and logging medication. The Special Educational Needs Coordinator completes any necessary training in order to offer advice and guidance to staff about the needs of pupils. The school has disabled toilets / facilities The school building fully complies with the Equality Act 2010 |

Outside Agency Support

Children may also be referred to outside agencies where a professional who is more skilled in dealing with specific difficulties will become involved with the child. These agencies include:

- Educational Psychologist
- Speech and Language Team
- Language and Communication Team
- Children's Services
- Dyslexia Team
- Occupational Therapist
- EYIF
- Sensory Services
- Silverdale Outreach Team
- Dene Communication Centre
- Public Health Nurse
- GPs
- Health Visitor
- Attendance and Placement Service
- Family Partnership Team
- Ethnic Minorities and Travellers Asylum Seekers

Involving Parents

Parents are involved in all aspects of the education of their children with SEND. We let families know about any concerns about a pupil's progress by speaking with them and arranging a meeting to discuss next steps.

During the Assessment stage of the Graduated Approach, the staff at Forest Hall discuss their concerns about the child with the parent. They get the parent's views about:

- the pupil's strengths and areas of difficulty
- concerns that the parent/carer has
- agreed outcomes
- next steps

During the Planning stage, parents are always made fully aware of the planned support and interventions for their child through discussion with the staff and in writing.

They are asked to sign the agreed plan to show that they agree to the support and interventions their child is going to receive. Parents are asked to reinforce or contribute to progress at home.

During the **Review** stage, parents are given clear information about the impact of the support and interventions provided, enabling them to be involved in planning next steps.

Parents can contact the school office if they have any concerns about their child by phoning, writing or coming in to school and requesting meeting. They can also speak to staff before or after school.

Staff want to work with parents in whichever way suits them to maintain ongoing and effective contact such as home/school logs, weekly catch ups before or after school or phoning them at work. Staff and parents will discuss issues, concerns or progress towards targets on the plan.

Mrs Nolan, our SENDCo, oversees all support and progress of any child requiring additional support across the school. She is assisted in this by the Pupil Support Team including Ms Parker, head teacher and Safeguarding lead.

Progress Evenings are held in Autumn and Spring terms for all children in school for parents to meet with teachers and review achievement and attainment. Parents of children with SEN are invited to meet at least twice a year to attend review meetings to discuss progress towards current targets and setting future targets.

Parents are involved in annual reviews for children with Education, Health and Care Plans. These reviews focus on achievements, the progress made towards the outcomes and support and future plans. Outside agencies involved with the child will attend and the child will be involved in all or part of the review as appropriate. An Education Health and Care Plan will be annually reviewed by class teachers and the SENDCo or the Headteacher with parents to allow additional needs to be met.

Families are also signposted to services/organisations through the Local Offer.

The Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS) provides advice and information to young people, and parents whose children have Special Educational Needs. They provide impartial and factual support on all aspects of the SEN framework to help parents and young people play an active and informed role in their child's or their own education.

SENDIASS can be contacted:

Telephone: 0191 643 8317 and 0191 643 8313

Email: SENDIASS@northtyneside.gov.uk

North Tyneside Council Special Educational Needs and Disabilities (SEND) Local Offer can be found at:

http://www.northtyneside.gov.uk/browse-sub-cat.shtml?p_subjectCategory=1618

The Local Offer sets out the support and services that are available for children and young people aged 0-25 years across North Tyneside. The local offer includes information on education, health, early years provision, support for families, transition to adulthood, transport, social care, leisure, Education, Health and Care Plans and personal budgets.

Forest Hall Primary School's Local Offer can be found on the school website:

<http://www.foresthallprimary.co.uk>

or can be requested from the SENDCo or Headteacher via the school office.

Involving Pupils

All children with special educational needs and disabilities are involved in the Plan, Do and Review stages of their support. However this involvement differs greatly from child to child and is based on the child's age and/or level of understanding. Children may be involved in:

- setting their targets
- reviewing their targets

-planning their support and intervention

All children's thoughts and opinions will be collected in written, pictorial or verbal form (to a teaching assistant or the SENDCo as part of this process.

Staff

Mrs N Nolan- Special Educational Needs & Disability Coordinator (SENDCo)

Designated teachers with safeguarding responsibility

Ms C Parker – Head teacher – Designated Safeguarding Lead (DSL)

Ms N Renaldi – Deputy head teacher – Deputy Designated Safeguarding lead (DDSL)

Member of staff responsible for Interventions

Mrs N Nolan- SENDCo and Interventions Lead

Pupil Support Team

Ms C Parker- Head teacher and DSL

Mrs N Nolan – SENDCo and Interventions lead, Class teacher

Ms N Renaldi- Deputy head teacher, DDSL, Class teacher

SEND Governor R Pickering

Role of the SEND Governor

The Governing Body's responsibilities to pupils with SEND include:

- Ensuring that provision of a high standard is made for pupils with SEND
- Ensuring that a 'responsible person' is identified to inform all those involved with teaching and supporting pupils with an EHC plan
- Ensuring that pupils with SEND are fully involved in school activities

- Having regard to the Code of Practice when carrying out these responsibilities
- Being fully involved in developing, monitoring and subsequently reviewing the SEND policy
- Reporting annually to parents on the school's SEND Policy and SEND procedures, including the allocation of resources

The role of the Headteacher

The Headteacher's responsibilities include:

- The day-to-day management of all aspects of the school including the SEND provision
- Keeping the Governing Body well informed about SEND pupils, provision and outcomes within the school
- Working closely with the SENDCo and Pupil Support team
- Ensuring that the school has clear and flexible strategies for working with parents and that these strategies encourage involvement in their child's education
- Provide resources to enable the SENDCo to carry out her role effectively

The role of the SENDCo

The SENDCo plays a crucial role in the school's SEND provision. This involves working with the Headteacher and Governing Body to determine the strategic development of the policy.

Other responsibilities include:

- Presenting a SEND report annually to the Governors or more frequently if requested
- Ensuring that all staff in the school understand their responsibility to children with SEND and the school's approach to identifying and meeting SEND
- Overseeing the development and day-to-day operation of the policy
- Co-ordinating the provision for pupils with SEND, including the organisation of timetables
- Monitoring the effectiveness of SEN support plans
- Liaising with and giving advice to fellow teachers including through leading CPD
- Monitoring the progress and attainment of pupils with SEN (monitoring, support and EHC plans) termly.
- Providing data from the tracking of SEND pupils to be used in the SEF and School Development Plan
- Liaising with the parents and ensuring that they are fully involved in every step of the SEND process
- Liaising with external agencies, LA support services, health and voluntary bodies to secure appropriate support for pupils
- Meeting with parents to produce EHAs and follow up in reviews

For effective co-ordination staff must be aware of:

- The roles of the participants
- The procedures to be followed
- The responsibility all teachers have in making provision for SEND pupils
- The commitment required by staff to keep the SENDCo well informed about pupils' progress
- Mechanisms that exist to allow teachers access to information about SEND pupils
- What exactly constitutes 'an initial concern' and at which point School Support/ Monitoring is initiated
- Mechanisms that exist to alert the SENDCo to such 'initial concerns'

- The procedure by which parents are informed of this concern and the subsequent SEND provision

The role of the class teacher

The Code of Practice clearly acknowledges the importance allocated to the teacher, whose responsibilities include:

- Being aware of the school's procedures for the identification and assessment of, and subsequent provision for, SEND pupils
- Collaborating with the SENDCo to decide the action required to assist the pupil to progress
- Working with the SENDCo to collect all available information on the pupil
- Setting suitable Support Plan targets for pupils with SEND at SEN Support
- In collaboration with the SENDCo, developing SEN support plans for SEND pupils at SEN Support
- Working with SEND pupils on a daily basis to deliver support plan targets within differentiated planning
- Developing constructive relationships with parents
- Following procedures and practices as set out in the SEND policy

The role of Teaching Assistants

Teaching Assistants will work under the instruction/guidance of teaching/senior staff to undertake work /care /support programmes: to facilitate access to learning for pupils and to assist the teacher in the management of pupils and the classroom.

They will:

- Supervise and provide particular support for pupils, including those with special needs, ensuring their safety and access to learning activities
- Assist with the development and implementation of Support Plans
- Establish constructive relationships with pupils and interact with them according to individual needs
- Promote the inclusion and acceptance of all pupils
- Encourage pupils to interact with others and engage in activities led by the teacher
- Set challenging and demanding expectations and promote self-esteem and independence
- Provide feedback to pupils in relation to progress and achievement under the guidance of the teacher
- Use strategies, in liaison with the teacher, to support pupils to achieve learning goals
- Assist with the planning of learning activities
- Monitor pupils' responses to learning activities and accurately record achievement and progress
- Provide detailed and regular feedback to teachers on pupils' achievement, progress, difficulties etc.
- Promote good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour in line with established policy
- Establish constructive relationships with parents
- Undertake structured and agreed learning activities/teaching programmes, adjusting activities according to pupil responses
- Support the use of ICT in learning activities and develop pupils' competence and independence in its use
- Prepare, maintain and use equipment/resources required to meet the lesson plans/relevant learning activities and assist pupils in their use
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop

- Assist with the supervision of pupils out of lesson times including before and after school and at lunchtime

Training

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development in many areas including SEND.

Staff are regularly encouraged to look at courses on the North Tyneside Education Services web site and to express an interest in those they wish to attend. Staff discussions are carried out with the Head teacher where staff can discuss any training needs they feel they have and courses/training will be sought. Staff are also comfortable approaching the SENDCo or Head teacher and discussing their training needs when they arise. The SENDCO or Head teacher may also find specialist support training and suggest appropriate staff attend.

Staff meetings take place which are linked to SEND. This enables any changes in SEND at a national, local or school level to be discussed as well as discussions around individual children to take place. This ensures that all staff are aware of any changes in children's circumstances.

All new teachers and support staff undertake induction on taking up a post and this includes meeting with the SENDCo to gain an understanding of the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual children.

The SENDCo attends the Local Authority SENDCo Network Meetings in order to keep up to date with the local and national updates in SEND. She also attends regular Network Meetings with schools in the local pyramid which enables them to support each other with changes and developments. Part of the SENDCo's role in school-based INSET is to develop awareness of resources and practical teaching procedures for use with SEND pupils.

At Forest Hall Primary School we currently have members of staff trained in:

- Behavioural issues
- Dyslexia
- ICT programmes to support learning including Communicate in Print
- Language and Communication programmes eg BLAST, NELI
- Makaton
- Mastering Number (reception & KS1)
- Literacy programmes including Read Write Inc Phonics and Fresh Start
- Speech and Language difficulties (SALT)
- Speech Therapy programmes
- Social programmes including Time to talk, the Friendship Programme, social stories, SEAL, Lego Therapy

Mrs Nolan provides advice and guidance to staff in relation to any concerns which may arise.

Staff within school have different levels of expertise in order to support pupils with special educational needs:

1. Awareness – this is basic awareness of a particular type of SEND. All staff who come into contact with the pupil will have this level of training and it will be carried out by the SENDCo, Educational Psychologist or other specialist service.
2. Enhanced – this level of training will be carried out by staff working with the pupil regularly, such as class and subject teachers, and will focus on how teaching and learning can be adapted to meet the pupil's needs. The training can be carried out by Educational Psychologist, staff from special schools or other specialist services.
3. Specialist – this is in-depth training about a particular type of SEND. The training can be carried out by Educational Psychologist, staff from special schools or other specialist services.

Transition

At Forest Hall we work in partnership with other education providers to ensure that pupils make a successful transition to the next stages of their learning, through careful and coordinated planning of the transition. We provide scheduled transition days to the local high schools (Longbenton and George Stephenson) and further visits for vulnerable children; we liaise with staff, including the SENDCo of the receiving schools.

Work on safe travelling is available within North Tyneside Local Authority and we will arrange this for any child who we feel would benefit from it.

Y6 pupils with Education and Health Care Plans will be reviewed in the Autumn term before they move to high school.

Should children need to transfer to specialist provision a transition plan will be put in place.

If a child is moving to another school we will contact the SENDCo of the new school and ensure they know about any special arrangements or support that need to be made for children. We will also make sure that all records about the child are passed on as soon as possible.

Accessibility

IN SCHOOL

Statutory Responsibilities

Principles

1. Compliance with the Equality Act is consistent with the school's Single Equality Scheme and Action Plan, and the operation of the school's SEND policy.
2. The school recognises its duties under the Equality Act (as amended by the SEND Act):
 - Eliminate unlawful discrimination, harassment and victimisation
 - Advance equality of opportunity between different groups
 - Foster good relations between different groups.
 - Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
 - Not to treat disabled pupils less favourably

- To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- To publish an Accessibility Plan.

3. In performing their duties, governors and staff will have regard to the Technical Guidance on the Public Sector Equality Duty written by the Equality & Human Rights Commission.
4. In performing their duties, governors and staff will have regard to the Special Educational Needs and Disability regulations 2014.
5. The school recognises and values parents'/carers' knowledge of their child's disability and its effect on his/her ability to do normal activities, and respects the parents' and child's right to confidentiality.
6. Schedule 10 (Accessibility for Disabled Pupils) of the Equality Act also requires schools to;
 - Increase the extent to which disabled pupils can participate in school curriculum
 - Improving the physical environment of the schools for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services, provided or offered by the school
 - Improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled
7. The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum framework, which underpin the development of a more inclusive curriculum:
 - setting suitable learning challenges
 - responding to pupils' diverse learning needs
 - overcoming potential barriers to learning and assessment for individual and groups of pupils.

The physical accessibility of the site

The main part of Forest Hall Primary School was opened in 1913 and a new extension was built on to the main building in 2015. There are two additional single storey buildings on the site; the Breakfast Club and the staffroom / Den. The new part of the building is designed to meet the needs of those with mobility problems or physical disabilities. The remaining older buildings have been adapted to improve accessibility. Any staff facilities upstairs can be replicated on the ground floor. The school is built on a slope leading down to the Letch at the bottom of the yard. There are some external steps to accommodate this gradient but alternative entry /exits are available for those with mobility issues.

- Classrooms, changing rooms, IT suite, library and main offices are on the ground floor
- There is a ramp up to the Breakfast Club and to the main pupil entrance.
- There are steps from the KS2 back door to the back yard but this yard can be accessed on a single level by walking round the outside of the building.
- The fire exits from the KS1 classrooms open to steps into the rear yard or grass. Alternative exit plans are made for people with mobility issues.
- All toilets are on the ground floor and there are 2 disabled toilets.
- The office hatch is accessible to wheel chair users.

The new part of the building housing nursery, reception and Key Stage 1 was developed with particular accessibility features including lighting, signage and contrast colour in toilets.

The toilets in school were upgraded in Summer 2016 and have contrast colours for visually impaired people too.

Activity

Forest Hall Primary School has identified a range of points for development in line with the duties from the Equality Act as follows;

To gather further information on the range of disabilities represented within the current cohort of children.

To raise staff awareness, personal knowledge and skills of the Single Equality Scheme and provide training required in the 9 strands.

To raise the children's awareness, knowledge and understanding of a range of disabilities.

To ensure that opportunities are provided in school which ensure equal access to all groups within the school community.

To promote the school to different groups in the Forest Hall area, encouraging under represented groups to become more involved with the school and its work.

(For further detail of what these actions are please see the School's Single Equality Scheme Action Plan)

Please see Forest Hall Primary School's Accessibility Plan for more information. This plan is drawn up in accordance with the duties in the Equality Act 2010, as amended by the SEN and Disability Act 2001 (SENDA). It draws on the guidance set out in "Accessible Schools: Planning to increase access to schools for disabled pupils", issued by DfES

Outside of School

Forest Hall Primary School offers a range of extra-curricular clubs, some are at lunch time and most are after school, (e.g. physical and arts based activities), several are changed on a half termly basis whilst recorder and football run through the year.

All children are welcome to attend these clubs including children with special educational needs and/or disabilities. Adaptations will be made, if needed, for specific children to access clubs of their choice.

Parents of children with special educational needs and/or disabilities will be sign posted, by the SENDCo, to specific activities in the local area which may be suitable for their child.

Pupils take part in off site visits throughout the school year. These visits are planned so that they are accessible to all pupils. A risk assessment is completed for each visit.

Complaints

There may be an occasion when parents are unhappy or concerned about something that has occurred in school. We would like to know about this as soon as possible so that things can be investigated, action taken and the issue resolved.

We have a complaints procedure that is set out for parents to follow if you do have a concern about any aspect of your child's experience at Forest Hall. The complaints procedure is on our web site and paper copies are available from the school office.

COMPLAINTS PROCEDURE

Raising a concern

It is hoped that concerns about children can be dealt with swiftly and effectively between the parent/carer and the class teacher in the first place. Teachers are always available to discuss concerns with either the parent or the child.

When a complaint is regarding the provision made in school for a child with Special Educational Needs or Disabilities, the SENDCO or Head teacher will always be available to discuss the concern.

If you are not satisfied with the outcome of your discussion with the class teacher or your concern is of a general nature, then parents/carers can make an appointment with the Head teacher so that things can be discussed and resolved.

Stage 1 – Informal investigation

If your complaint is not dealt with to your satisfaction, then you can formally write to the Head teacher. School must then respond to this by investigating the complaint and informing you of what action they intend to take. School then must write to you with the outcome of their investigation.

Stage 2 – Formal investigation

If you are still not satisfied with the action the school has taken after talking with the class teacher and the Head teacher, then you can fill in a formal complaints form and send it to the Head teacher or Chair of Governors. You will receive a written response explaining action to be taken. They may ask to meet with you. After considering available evidence they will inform you in writing of their decision.

Stage 3 – Appeal

If you wish to appeal the decision you must write to the clerk to the Governing Body who will arrange a panel of Governors to hear the appeal. The panel will make a decision and all who attend the hearing will be informed in writing. The school will not consider the complaint beyond this

Please see the Complaints Policy on our web site for more information.

Head Teacher
c/o Forest Hall Primary School
Delaval Road
Forest Hall
Newcastle-upon-Tyne
NE12 9BA

Chair of Governors
c/o Forest Hall Primary School
Delaval Road
Forest Hall
Newcastle-upon-Tyne
NE12 9BA

Clerk to the Governing Body

Governor Services
North Tyneside Council
Quadrant East
Cobalt Business Park
NE27 0BY

Department for Education (DfE)

[School Complaints Unit](#)
[2nd Floor](#)
[Piccadilly Gate](#)
[Store Street](#)
[Manchester](#)
[M1 2WD](#)

School documents

Special Educational Needs Policy

Primary School's Local Offer

Accessibility Plan (in Policies section)

Useful web sites

SEND information can be found on our school website

[www.foresthallprimary.co.uk](#)

North Tyneside Local Offer can be found at

[http://www.northtyneside.gov.uk/browse-sub-cat.shtml?p_subjectCategory=1618](#)

North Tyneside DANS (Disability and Additional Needs)- Support for parents and carers can be found at

[http://www.northtyneside.gov.uk/browse.shtml?p_subjectCategory=1191](#)

Information on Special Education Needs and Disability Information, Advise and Support Service (SENDIASS) can be found at

[http://www.northtyneside.gov.uk/browse-display.shtml?p_ID=527972&p_subjectCategory=1618](#)

Tel: 0191 643 8317 and 0191 643 8313

Email: [SENDIASS@northtyneside.gov.uk](#)

Useful Information for Parents can be found in the SEND section at [www.foresthallprimary.co.uk](#)