



## Our Principles

Welcome to Forest View Primary School. The school is situated in the heart of the Forest of Dean, an area of outstanding natural beauty.



The school has been built around its local community. Children want to come to Forest View for the opportunities that we give them, whether that be the chance to go on a range of exciting trips, to highly engaging lessons to being given positions of responsibility such as being a y5/6 leader or member of the School Council. Forest View is built with the pupils for the pupils, and we really do put every child first.

The school was last inspected by OFSTED in February 2019. This short inspection of the school built on the school's extremely positive full inspection which took place in 2015 and which celebrated the many strengths that the school has. The school has a real climate for learning; being successful and celebrating is at the heart of all that the school does. Pupils enjoy their learning and want to be successful.

Forest View is a school that does not sit still, and our aim is to become a truly outstanding institution. Parents, pupils and staff are incredibly proud of the school and with our achievements. We recognise that we need to continually improve and innovate to ensure that we offer the best possible education for our children as we prepare them for the ever changing and diverse world in which they live.



In February 2013 the school converted to academy status and in 2024 became a member of the Forest of Dean Trust. This means that the school is not under Local Authority control. This allows us to innovate and continue our drive to push up standards.

At Forest View we know the value of each child as an individual and are committed, with your help, to supporting your child to enable them to be successful by providing personalised learning experiences. Lessons are topic based and built around the interests of pupils who assist in the planning process. All our topics start with a 'hook' to get the children engaged and finish with a 'showcase' where parents and the local community are invited to share the children's work.



We believe that it is important to value each individual within the school community and to celebrate their achievements. We have high expectations of ourselves and of others. We value the gift of learning and recognise that all have the right to succeed during their time with us.

We value the role of the school within the community. We work in partnership with parents/carers and the wider community so that our children are able to:

- enjoy school and want to learn;
- become independent learners;
- attain the highest academic standards;
- develop skills and knowledge needed to develop individual talents, be they creative, scientific, technological, spiritual, sporting or social;
- understand their own feelings and begin to make life decisions that reflect their increasing confidence;
- understand how to lead a safe and healthy life both in mind and body; and
- understand that everyone has equal rights to access opportunities.

At Forest View we recognise that there is a need for clear and firm discipline and expect everyone to show each other courtesy, care and respect. The school has clear expectations and well-established routines.





### 2015 and 2019 OFSTED INSPECTIONS

The school's last OFSTED inspection took place in February 2019 (short inspection) with a full inspection last taking place in June 2015. At this time the school was graded as 'good'. The very positive report highlighted many areas of strength within the school and demonstrated that the school was close to being outstanding.

OFSTED made the following comments about the school:

- Teachers provide a nurturing environment, consequently pupils want to learn;
- The themed approach to learning provides inspiration and enjoyment;
- The relationships between adults and pupils are warm and respectful;
- Pupils feel very safe in the school and are aware of how to keep themselves safe.
- The safety of pupils is outstanding;
- Parents and carers are highly positive about their school. The very large majority believe their children have an excellent experience at the school;
- There is a real culture for learning; being successful and celebrating is at the heart of all that the school does;
- Pupils' spiritual, moral, social and cultural development is a strength of the school;
- Pupils enjoy their learning and want to be successful;
- Parents, staff and pupils are proud of their school;
- Pupils are very knowledgeable about what constitutes bullying, including cyber-bullying. They say bullying is not a problem in the school;
- A pupil in the homework club described the school as 'like home';
- Parents overwhelmingly agree that their children are safe in school;
- There are clear expectations and well-established routines;
- Teaching assistants are used effectively to support pupils both in the classroom and in small groups;
- Teachers mark work regularly and pupils routinely act upon the guidance offered on how they can improve their work;
- Pupils aim to do well and take pride in their work;
- Teachers and teaching assistants work together well to ensure the activities planned meet individual needs and capture the interest of children;
- Children work and play well alongside each other within a happy, safe environment;
- Parents appreciate the opportunity to work with their children and see the progress they have made.

A copy of the school's OFSTED report can be found on the school's website or on the OFSTED website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)





### What our Parents Say

*"If my child could come to school on a Saturday and Sunday they would."*

*"The level of teaching is brilliant. My son gets upset easily, but the staff are really good at getting him back to a happy place. The school is well-balanced."*

*"My child is progressing very well here, the teaching standards are excellent. I feel confident and happy that my child is being taught to a high standard."*

*"I am very pleased how well my child settled into their new school. The teachers are always nice and friendly and helps to resolve any problems if they arise. I am also impressed with my child's homework and the home/school link book."*

*"It is great that myself as a parent is made to feel part of my child's teaching and the school has lots of opportunities to see my child's progress and surroundings thanks to open days, assemblies etc."*

*We have no words to express our gratitude towards each teacher and support staff who supported my kids throughout their academic to improve their language and skills. I was really worried when they first joined as their mother tongue wasn't English. But their progress has made me feel proud. Forest view primary school treated my kids with respect and love, which helped them to settle in a new country easily and accept a new culture.*

*"My children love the afterschool clubs"*

*"I am always happy with the help and support I receive for my son. I feel confident his needs are always met."*

*"I like the fact that school is pushing my child to reach his full potential."*

*"I am very pleased with how he has settled in. It is a very nice school and we are very happy. Thank you for your help and support – keep up the good work!"*

*"My daughter is very shy and can get quite upset if put in uncomfortable situations. Each teacher she has had has been very sensitive to this and ensures she feels comfortable."*

*"The end of topic showcases are excellent – it's good to see what the children have been working on. Also because it's an open day, the children's grandparents have been and they have thoroughly enjoyed it."*





**Staff**

<b>Head Teacher:</b>	Mr B. Lyons	<b>Deputy Head Teacher:</b>	Miss J. Woskett
<b>Business Manager:</b>	Mrs C. Turley	<b>Inclusion Manager:</b>	Mrs G. Lyons
<b>Upper School Leader:</b>	Miss A. Pickett	<b>Lower KS2 Leader:</b>	Miss C. Wilkins
<b>KS1 Leader:</b>	Miss A. Slater	<b>EYFS Leader:</b>	Miss S. Burke
<b>School Secretary:</b>	Mrs T. Cox	<b>Admin Support:</b>	Mrs L Holder
<b>Premises Manager:</b>	Mrs K. Morgan		
<b>Teachers:</b>	Miss J. Woskett Mrs S. Burke Mrs K. Barrow Miss A. Slater Mrs F. Smith Miss P. Sparkes Mrs V. Maile Mrs G. Stevens Miss Wilkins	Mr C. Thomas Mr I. Moore Miss D. Rickards Mr S. Harris Mrs S. Smith Mr J. Merry Miss A. Pickett	
<b>Higher Level Teaching Assistant:</b>	Mrs S. Thomas		
<b>Speech and Language (SAL) Lead TA:</b>	Mrs M Robins		
<b>Family Support Worker:</b>	Mr K. Law-Eadie	<b>Early Years Support Worker:</b>	Mrs M. Ennis
<b>Teaching Assistants:</b>	Miss L. Frowen Mrs K. Cousins Mrs T. Bowen Mrs N. Farrugia Mrs P. Shaw Mrs K. Tabberer Miss L. Davis Miss C. Carruthers Mrs A. Younger	Miss J. Brain Miss A. Roberts Mrs C. Mattacola Miss E. Prawl Mrs S. Beddis Ms C. Symonds Miss J. Gazzard	
<b>Lunchtime Supervisors:</b>	Mrs S. Cook Miss C. Hopkins	Mrs C. Matthews Mrs S. Newman	
<b>Cleaner in Charge:</b>	Mrs J. Hopkins		
<b>Cleaning Staff:</b>	Mrs S. Newman	Miss N. Lane	
<b>Cook in Charge:</b>	Mrs M. Ward	Deputy Cook in Charge:	Mrs J. Cook
<b>Kitchen Staff:</b>	Miss K. Burford	Miss N. Lane	





## School Timetable

### Foundation Stage and KS1

8.35 – 8.45am – Registration  
9.00 – 10.20am – Session 1  
10.20 – 10.40am – Play  
10.40 – 10.55am – Assembly  
10.55 – 12.00 – Session 2  
**12.00 – 12.45pm – Lunch**  
12.45 – 12.50pm – Registration  
12.50 – 2.00pm – Session 3  
2.00 – 2.10pm – Play  
2.10 – 3.15pm – Session 4



### KS2 (times may vary between y3/4 and y5/6)

8.35 – 8.45am – Registration  
9.00 – 10.20am – Session 1  
10.20 – 10.40am – Assembly  
10.40 – 10.55am – Play  
10.55 – 12.30 – Session 2  
**12.30 – 1.15pm – Lunch**  
1.15 – 1.20pm – Registration  
1.20 – 2.10pm – Session 3  
2.10 – 3.15pm – Session 4



## Extra-Curricular Activities

### Breakfast Club

Breakfast club runs from 8.05am until the start of school. The club costs £2.50 per child per session, payable in advance via ParentMail only. It is free for pupils entitled to the Pupil Premium. Further information can be obtained from the school office.

### After School Clubs

The school runs several after school clubs aimed at every year group. The clubs frequently change during the year and letters are sent out to notify parents/carers of any clubs that will be running for the coming term.

Clubs usually start at 3.15pm and finish at 4.15pm. They are charged at £25 per term for 10 sessions, payable in advance via ParentMail only. This money is non-refundable. One club a term is available for £10 for the entire term for children entitled to the Pupil Premium.

Many of our clubs are very popular and places limited. They are booked on a first come, first served basis.

Please contact the school office for an up-to-date list of school clubs that are currently running.





## SCHOOL UNIFORM

Forest View branded uniform can only be purchased online via the following link:

<https://www.nationwideschooluniforms.co.uk/school-uniform/forest-view-primary-school>.

This is sold at the lowest price possible, and the school does not make any profit from the sale of its uniform. We have also added a variety of other non-branded uniform items to the online shop to make it easier for you to purchase everything in one place. However, non-branded uniform items can be purchased from most major clothing retailers and supermarkets at very competitive prices. It is perfectly acceptable for uniform to be sourced from these outlets.

The school also holds a stock of second-hand uniform that is for sale all year round at very low prices.

We don't want price to be a barrier to any family purchasing uniform and can provide assistance to those unable to purchase uniform for financial reasons.

### **Uniform**

Royal Blue Sweatshirt or Cardigan  
White Polo Shirt with Blue Stripe or a Plain White Polo Shirt  
Black or Grey Skirt or Trousers  
Black or Grey Shorts  
Royal Blue Check Dress  
Black Shoes

### **PE Kits**

Children are required to wear plain, dark or royal blue shorts and plain white t-shirt for PE. Plimsolls (daps) should be worn for indoor PE and trainers for outdoor PE. During colder weather children are also allowed to wear plain dark jogging bottoms and a school jumper.

The school PE kit includes royal blue shorts, a white t-shirt and a royal blue, drawstring PE bag.

### **Jewellery**

Children should not wear jewellery to school and only allows small stud earrings. The school takes no responsibility for any jewellery that gets lost or stolen in school. Children should remove jewellery for PE lessons.

### **Hair Styles**

Long hair should be tied back for PE. We ask that children do not come to school with extreme styles, cuts or colours of hair.





### Lunchtimes

The school runs its own catering and any profits made from the sale of school lunches is put back into the kitchen to ensure we can provide high quality meals to children each day.

The children get a choice of at least 2 hot meals each day. In addition to this there is a daily jacket potato or pasta bar option and a sandwich menu. The children also have a self-service salad bar as well as a range of desserts that includes fresh fruit and yoghurt as well as a range of traditional desserts.

School meals cost £2.50 per day which is payable via our payment system, ParentMail. Children order their school lunches each morning in class. Further information about payment for school lunches can be obtained from the school office.

All children in our Reception and KS1 classes are eligible for a free school lunch. If you have a child in these year groups, then we urge you to allow your child to have a school lunch. The lunches comply with the latest guidelines set by the government with regards to nutritional value.

Parents/carers who are in receipt of the following benefits are eligible to claim for Free School Meals via the link below: Universal Credit, Income Support Benefit, Income Based Jobseekers Allowance, Support under Part VI of the Immigration and Asylum Act 1999, receiving Child Tax Credits (with an income of below £16,190), The Guaranteed Element of State Pension Credit.  
<https://www.gloucestershire.gov.uk/education-and-learning/school-transport-and-free-school-meals/apply-for-free-school-meals/>

Children can bring their own lunch to school and the school encourages that lunchboxes have a healthy balance of ingredients. Therefore, sweets and fizzy drinks are not allowed.

If you would like your child to go home for lunch then please notify the school office, who will advise you of the current pick up and drop of times.





## Pupil and Catch-up Premium

If parents/carers are in receipt of the following benefits then the school can claim pupil premium on their behalf: Income Support Benefit, Income Based Jobseekers Allowance, Support under Part VI of the Immigration and Asylum Act 1999, receiving Child Tax Credits (with an income of below £16,190), The Guaranteed Element of State Pension Credit.

If your child has had Free School Meals at any point in the last 6 years, then the school will be able to claim pupil premium funding for them.

Pupil premium allows the school to provide tailored support for the most vulnerable pupils in order to raise their educational achievement.

Following the Covid-19 pandemic all schools have been provided with funding to put in place additional tutoring support for children. This allows children whose educational attainment has been most affected by school lockdowns can receive tutoring support in school to support their learning.





### School Curriculum

The school's curriculum has been built around the school's local community and meets the requirements of the National Curriculum 2014 which is taught through whole school topics. Forest View offers a broad and balanced curriculum which builds on the skills and knowledge of each individual pupil regardless of their starting points as they progress through each key stage. These provide children with purposeful learning activities which are designed to excite and engage children in their learning.

We use a 'Growth Mindset' approach with the children which enables children to see making mistakes as vital to their development, to follow their dreams and provides them with the opportunity to work with every child in their class during the school year.

The school upholds the British Values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those from different beliefs and faiths through all that it does and teaches children to respect each other. At the heart of Forest View's curriculum are the schools key values of honesty, tolerance, cooperation, kindness, invention, courage and determination. These values are taught and celebrated across the school year and as a result, the school aims for every child to leave fully prepared for their next stage in education and to have the skills to tackle any problem that they may face through life.

We recognise that our school is situated in a rural community that is very different to other parts of the UK. Children often do not have as many experiences coming into the school that other children in different areas of the country might have. We therefore try to include experiences into our curriculum that children might miss out on as a result of living in a rural area. This could include finding out about and exploring cities, visiting the beach or learning about a multi-cultural Britain. We recognise that early experiences are of particular importance to children and usually the more experiences a child has the better their language development, which enables them to access the full education system more successfully.

Through each topic we ensure we cover all the 'drivers' for our curriculum. As a school we feel that these areas will help the children to become life-long learners, responsible citizens and be able to access future workplaces. Our drivers are:

- To ensure maths and English skills are developed across the curriculum.
- To develop independence.
- To promote and develop individuality.
- To develop children's Social, Moral, Spiritual and Cultural (SMSC) awareness.
- To engage and interact with our local and wider communities.
- To ensure learning takes place in a variety of environments (including home learning).
- To develop a wide understanding of people and society.
- To develop understanding of safe and healthy lifestyles.
- To develop the skills for using computers and electronic devices across all parts of the curriculum.

Whole school topics are used through which children learn and develop key skills and are taught the requirements of the national curriculum. The key learning areas within each subject are completed on a rolling programme. This ensures that all children have completed all elements of the national curriculum by the time they leave each key stage, making sure that they are fully ready for the next stage in their education. Children's ability to be able to access the next part of their educational journey within a subject is checked at the end of each phase (EYFS, KS1, LKS2, UKS2) for foundation subjects and at the end of each year for the core subjects using End Points. It is recognised that English is an essential part of the school's curriculum which enables children to access all areas of their learning and be successful in life. The teaching of English skills are therefore reinforced across all curriculum areas.





In EYFS the school uses the New Early Learning Goals (2020) to assess children's ability. By the end of the first half of the Autumn term all EYFS children would have been baselined to the criteria laid out in these goals across all 17 areas of learning. This enables the school to develop an accurate picture of the ability of each child in each cohort so that a child's early (and future) learning is personal to them. This makes sure that children are taught in the correct groups for phonics and reading and can access speech and language programmes if appropriate.

Many pupils enter year 1 still working on the Early Learning Goals and during the first half of the Autumn term all children progress onto the National Curriculum so that by the end of November all children are ready to be baseline assessed to the early requirements of the National Curriculum in maths and English. Phonics, reading and speech and language programmes continue so that their reading fluency and phonic knowledge is built upon during each year group across the key stage.

Across Key Stage 2 the skills and acquisition of the curriculum is developed and built upon further so that children leave year 6 fully prepared for the next stage in their educational journey. Children continue to be assessed regularly with formal assessments being undertaken twice a year in maths and English. However, like in EYFS and KS1 assessment is an ongoing tool which enables school staff to adapt learning tasks so that they meet the needs of each individual pupil so that they can make progress from their starting points.

We are an outward looking school who supports and welcomes support from a range of settings. The school is involved in teacher training, engages in research and works alongside local Multi-Academy Trusts to improve the standard of education right across the Forest of Dean.

The school continually reviews and adapts its curriculum to ensure that it continually meets the needs of the school community. Further information about individual subjects, including end points can be found on the left-hand side of curriculum page on the school website. The individual class pages contain an overview of the curriculum that will be taught in the current term, this also includes information about which work will be done to address all the school's drivers for its curriculum.

As a result of the school's curriculum that has been adapted to meet the needs of our community, learners develop detailed knowledge and skills across the curriculum and, as a result, achieve well. This is reflected in our results; the school's statutory assessments and national tests usually meet or exceed government expectations.

Children leave each Key Stage and the Primary phase of their education equipped to move onto the next. This is due to our strong leadership of a dedicated team and high staff retention, ensuring an embedded ethos of inclusivity and enriched educational experiences. We extensively know and work closely with our families across the school confirming and strengthening children's ability to learn in the school environment.

### **Seesaw Learning Platform**

To support the school's curriculum, we use the Seesaw learning platform. All children and parents have access to the system which allows parents/carers to see what their child has been doing in school, children to complete home learning tasks and to keep up with in school learning if they are absent from school.





## Reading and Phonics

Forest View strives to develop a passion for reading in children and a lifelong love of reading beyond the classroom. We believe that children should read for pleasure. Texts are therefore chosen which will both challenge and interest the children. Class readers are chosen to excite and motivate the children and should be aimed at the highest ability children. These books are read to the children daily by the class teacher or TA.

### **What is our approach to Reading and Phonics?**

The children at Forest View Primary School take part in four, 20-minute high-quality phonics sessions each week. They are assessed regularly to check their progress and are grouped accordingly. We teach phonics using the Ruth Miskin Literacy Programme 'Read Write Inc.' This programme teaches children to decode words phonetically by introducing them to different phonemes (sounds) step by step. The children begin with set 1 sounds and as they learn their sounds they also learn to blend them to read words. As the children progress, they are introduced to more unfamiliar sounds and alternative spellings.

In KS1, the school uses the Read, Write, Inc. (RWI) reading scheme. This links in with the schools RWI Phonics based lessons. Once the children are secure in phonics, they move on to other reading schemes in the school. These include the Project X scheme (published by Oxford University Press). Project X Code is used as one of the schools reading interventions. Reception, Year 1 and Year 2 develop fluent and confident decoding skills, as well as an understanding of what they are reading. The books that these children take home are directly related to the sound that they will be learning in school. Children will either take home a fiction or non-fiction book. They will keep this book for a few days, they will be expected to read it each day and develop their fluency i.e. they read it three times. In order to develop their understanding, there are a couple of questions at the back of each book for adults at home to discuss with their child.

The school has a range of reading interventions both formal and informal that staff can use with any child who may be working below age-related expectations (ARE), at risk of falling behind their peers or who show potential to achieve the higher greater depth standard. Specific staff have been trained in delivering and running these programs with the children.

### **What does our approach to Reading look like in the classroom?**

- The school expects all children to read from their own books and to be read to each day while in school.
- Reading is built in as part of all curriculum lessons.
- During English units children read and learn a text.
- Children are also expected to read and be read to at home with children being rewarded for doing this through a class raffle where a book can be won each term.
- The children take part in a separate whole class 20-to-30-minute whole class reading session 3 times each week. In this session a challenging text, song, poem or other text/advert will be shared and analysed in depth with the class.
- Children will be taught how to read and interpret the text, focus on and learn new vocabulary and will have to answer a range of inference and deduction questions based on the content that will range in difficulty appropriate to their age.
- Children show evidence of implementing learning from reading lessons in their writing lessons.





## Home – School Agreement

We value the role of the school within the community. We work in partnership with parents/carers and the wider community so that our children are able to:

- enjoy school and want to learn;
- become independent learners;
- attain the highest academic standards;
- develop skills and knowledge needed to develop individual talents, be they creative, scientific technological, spiritual, sporting or social;
- understand their own feelings and begin to make life decisions that reflect their increasing confidence;
- understand how to lead a safe and healthy life both in mind and body; and
- understand that everyone has equal rights to access opportunities.

### **The school will:**

- Provide your child with a high standard of education within a balanced curriculum;
- Ensure that our learning environments are stimulating and challenging;
- Celebrate your child's academic and personal achievements;
- Provide the support and scaffolding needed to enable your child to achieve;
- Care for your child's safety and well-being by listening to and observing them;
- Demonstrate that every child is valued as an individual;
- Encourage and promote your child's independence;
- Assess your child regularly and ensure that learning activities meet their needs;
- Inform parents of any concerns that we may have related to your child;
- Show respect for children and parents and the concerns that they may have;
- Set and mark homework;
- Ensure that all instances of bullying are dealt with in accordance with policy once the school has been notified of an issue;
- Ensure that racist incidents are not tolerated and are dealt with in accordance with policy once the school has been made aware of an issue;
- Teach your child to have a positive attitude towards one another regardless of gender, race, culture, belief, values, age and belief;
- Encourage your child to become an active member of the school community;
- Make you aware of your child's academic progress and attainment;
- Welcome you to the school if you would like to contribute to our school's wider curriculum.





## The parents/carers will:

- Make sure that my child will arrive in school by 8.45am;
- Make sure my child attends school regularly and notify the school of reasons for any absence;
- Make sure that my child is wearing named school uniform or other suitable clothing and that their PE kit is brought into school at the beginning of each week;
- Support the school in maintaining high standards of behaviour;
- Ensure that my/our own behaviour and language whilst in the school or on its grounds demonstrates respect for others and sets a good example for children;
- Respond to any reasonable requests by the school to discuss my child's education;
- Not take my child out of school for family holidays during term time;
- Demonstrate a positive attitude towards the school and respect for the adults working there;
- Discuss any concerns that I have with the school or my child's education with the relevant member of school staff;
- Encourage my child to develop a positive attitude towards others;
- Read all of the information sent home by the school;
- Ensure my child completes homework tasks and returns them on time.

## The pupil will:

- Follow school rules;
- Respect each other's culture, race, feelings, beliefs and values;
- Accept responsibility for the things I do;
- Ask for help if I need it and try my best in all that I do;
- Tell a member of staff if I am worried or unhappy;
- Ensure that I take home all school letters;
- Be kind and speak politely to everyone in school;
- Take good care of the building, equipment and school grounds;
- Behave in a safe way;
- Encourage my parents to be involved in my learning;
- Show courtesy and respect for each other;
- Complete my homework;
- Wear smart school uniform or other suitable clothes.

Head Teachers Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Class Teachers Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent's/Carer's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Pupil's Signature: \_\_\_\_\_ Date: \_\_\_\_\_





**Contact Details**

**Head Teacher:** Mr B. Lyons

**Chair of Local Governors:** Mrs C. Brown

**Address:** Forest View Primary School, Latimer Road, Cinderford,  
Gloucestershire, GL14 2QA

**Telephone:** 01594 822241

**Email:** [admin@forestview.gloucs.sch.uk](mailto:admin@forestview.gloucs.sch.uk)

**Website:** [www.forestviewschool.org.uk](http://www.forestviewschool.org.uk)

**Further Information**

Please make all enquiries through the school office using the contact details above.

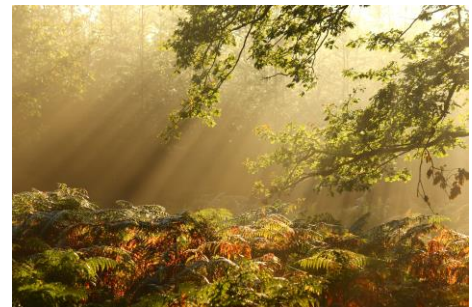
Open days and an updated diary of events can be found on the school's website.

The school's latest OFSTED report which graded the school as good can be found at:

<http://reports.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/139150>

A report on the school's most recent SATs results can be found at:

<http://www.education.gov.uk/performancetables>



Forest View Primary School a charitable company & limited company registered in England and Wales under company number 8322915.

Registered Office: Latimer Road, Cinderford, Gloucestershire, GL14 2QA





## SUPPORT FOR CHILDREN WITH ADDITIONAL NEEDS AND SPECIAL EDUCATIONAL NEEDS & DISABILITIES [SEND]



### INFORMATION FOR PARENTS

**Forest View Primary School encourages children of all abilities to reach their full potential.** We are totally inclusive, and we welcome all children. Where a child has a recognised special need or disability, we will make reasonable adjustments to meet those needs to ensure your child thrives in our mainstream setting. Our school is fully accessible and whilst supporting our children we will also encourage independence skills.

#### **How does the school identify SEND?**

All children at Forest View Primary School are monitored closely by their Teachers who regularly assess progress and meetings are held to discuss individual needs.

If a parent or member of staff has a concern about an area of development of a child their first point of contact is the class teacher, who in turn will alert our Inclusion Manager, Mrs Lyons. Mrs Lyons will identify appropriate reasonable adjustment to be put in place to meet the needs of a child causing concern. Listening to the parents' concerns, the child's views as well as staff views will be an important part of identifying appropriate provision to meet the child's needs. If over time the child continues to struggle, our Inclusion Manager will next refer the Local Authority guidance criteria for identifying any special educational needs.

If a child has been identified as having a special educational need, the parents will be consulted.

Where a child moves to the school with an identified special educational need all records are transferred from the previous educational establishment and, if appropriate, contact is made with external support agencies. We also liaise closely with parents and the previous school about areas of need and any information we need to be aware of to ensure that provision is correctly in place for the child.





### How will the school support my child?

Your child's education will be overseen by their class teacher. The class teacher will oversee, plan for each child with additional needs in the class to ensure they make progress. Mrs Lyons oversees any additional support for a child that is different from or in addition to that which is provided for all other children. Our SEND Register identifies a child's type of special educational need and the provision to meet those needs.

Through consultation with parents and the class teacher, Mrs Lyons will consider setting up an individual plan known as a **'My Plan'**. The **My Plan** will set out clearly the child's special educational needs and outcomes will be identified. Actions will also be agreed to support the child with achieving the outcomes set. These will be reviewed in a timely manner.

### What specialist services are accessed by the school?

To further help your child, the school may request involvement any of the following support services with parental agreement.

- Advisory Teaching Service.
- Educational Psychologist
- Occupational Therapist Service
- Early Help Team
- Speech & Language Therapist
- School Nurse
- Paediatrician
- Children's Mental Health Service



The school will work jointly with these agencies and implement the advice provided. Some children may benefit from a more comprehensive detailed individual plan called a **'My Plan Plus'**. Parents and children are always involved in this, and it is reviewed.

Where a child's special educational needs become significantly more complex and the student requires a much higher level of additional support which cannot be met through the **'My Plan Plus'**, the school will consider, with advice from the specialist services, requesting Statutory Assessment from the Local Authority. This may result in the child's 'My Plan Plus' being replaced by the Local Authority's more comprehensive **Education, Health and Care Plan [EHCP]**

Where a student transfers to our school with an **Education Health and Care Plan [EHCP]** the School will meet the needs of the student as identified in the **EHCP** and this will be reviewed annually.

### How will the curriculum be matched to my child's needs?

All work within class is pitched at an appropriate level so that all students can access learning according to their specific needs. Quality First Teaching (QFT) measures are used to ensure that any barriers to learning are removed by the environment being altered and the teaching being matched to individual needs.





### **How will I know how my child is doing?**

In addition to any above-mentioned reviews, the School holds Parent Consultations during the year and reports are written at the end of the year for all children.

### **What support will there be for my child's overall well-being?**

In addition to support received for any learning or behaviour difficulties, there is a range of pastoral support available. Our Family Support Worker, Mr Law-Eadie supports children with any emotional issues and provides "Talk Time". He also listens to families who may need advice and support.

### **Bullying:**

Parents of children with Special Educational Needs and Disabilities are often worried about the possibility of their child being bullied.

At Forest View Primary School we are very vigilant and on the rare occasions where bullying has taken place, this is dealt with swiftly and parents are consulted.

Please refer to our Bullying Policy for further information.

### **How accessible is the school environment?**

The school site is fully accessible and there are a number of lifts available. We also have disabled toilets.

### **School Trips:**

All children have the right to access trips. For children with special educational needs and disabilities the school will make every effort to put in place 'reasonable adjustment' to support the child with accessing the trip. For children with the highest needs an Individual Risk Assessment for the trip will be put in place and will discuss arrangements with the parent.

### **How will the school support my child's transitions to a new setting?**

We work closely with other schools and share information. When a child with special educational needs or with a disability moves to a different educational setting, all medical and SEND information is passed on in an appropriate manner. This may include a meeting with the SEND Co-Ordinator from the new setting. A Transition Plan will be put in place for children with the highest needs and parents plus the child are always involved in this.

### **What training is provided for staff that work with children with SEND?**

There is ongoing whole-staff training in matters such as First Aid, administering medicines and general SEND training. More specific training is given if the need arises, or a child joins the school with a specific need that all staff need to be aware of and know how to meet.





### How are the school's resources allocated and matched to children's SEND needs?

We ensure that all children who have SEND have their needs met. As part of Quality First Teaching, work is differentiated by the class teacher appropriately to meet the range of children's ability levels in the class. Where appropriate, the trained Teaching Assistants provide additional support either in a small group or on a 1:1 basis.

A wide range of additional targeted interventions are provided for small groups or on a 1:1 basis for all those children who need extra help or a boost, which they enjoy.

All the extra support for a child with special educational needs is detailed on their My Plan or My Plan Plus or Education, Health and Care Plan.

### Who do I see if I am worried?

Our Inclusion Manager, Mrs Lyons, would be happy to meet with you and listen to your concerns and discuss next steps with you. However, in the first instance you should ask to see your child's class teacher.

### Further information and support:

1. Our detailed SEND Policy can be found on our School Website: <http://forestviewschool.org.uk>
2. You can also access support from Gloucestershire's Special Educational Needs & Disability Information, Advice and Support Service. [SENDIASS]. This is a free, confidential and impartial service for parents and carers of children with special educational needs. They can be contacted by email: [sendiass@carersgloucestershire.org.uk](mailto:sendiass@carersgloucestershire.org.uk) or phone on Freephone 0800 158 3603  
Website: <http://sendiassglos.org.uk>
3. For more information about services, you and your family can expect from a range of local agencies including statutory entitlement, Gloucestershire County Council provide one place where all this information can be found on their website.  
This is called Gloucestershire **SEN and Disability Local Offer**:

<http://www.glosfamiliesdirectory.org.uk/kb5/gloucs/glosfamilies/localoffer.page>

