

Forest Way School

Special Educational Needs Policy

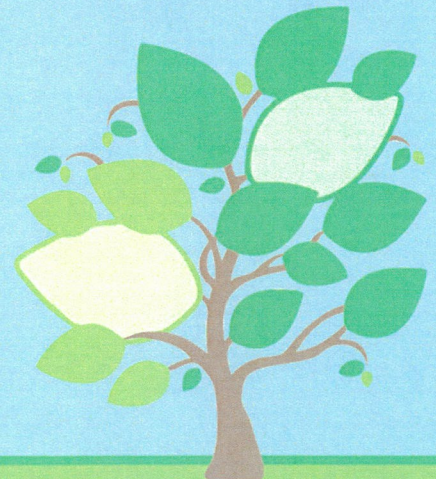
Name: JAMES SHANLEY

Signature: 

Title: CHAIR

Date: September 2021

Next Review Date: September 2022



Statutory

Non-Statutory

SEN Information Report for Forest Way School September 2021

Forest Way is an area special school which provides education for 256 pupils and young people with a wide range of learning disabilities, between the ages of 4 – 19 years. The following report is designed to provide information for young people and Parents/Carers. If you need further information, clarification or want to discuss any issue then please use the contact details below. We can provide symbolised information on request.

Our contact details are:

Headteacher: Gail Seaton Tel: 01530 831899

Email: Forestway@forestway.leics.sch.uk

Website Address: <http://www.forestway.leics.sch.uk/>

Twitter: @ForestWaySchool

Facebook: <https://www.facebook.com/pages/category/Specialty-School/Forest-Way-School-108670692641263/>

There is further information about our offer on our website and within our policies that can be located there.

Please watch the

<https://www.facebook.com/108670692641263/videos/722633157911677/> which will provide you with a chance to see the school, facilities and hear more about us.

Question	School's Response
What kinds of special educational needs do we provide for?	<p>Pupils and Young people at our school all have a learning difficulty.</p> <p>These needs and learning difficulties are wide ranging and include needs under the following 4 headings (these are the areas of need that are on the Education and Health Care Plans):</p> <p>Cognition and Learning Needs All pupils and young people attending Forest Way have a learning difficulty and includes those with moderate learning difficulties (MLD), severe learning difficulties (SLD), profound and multiple learning difficulties (PMLD).</p> <p>Communication and Interaction Needs Pupils and young people at Forest Way may also have speech, language and communication needs (SLCN). This includes those with an Autistic Spectrum Disorder (ASD).</p> <p>Sensory and/or Physical Needs Along with learning difficulties, pupils and young people at Forest Way may have a sensory need for example a vision or hearing impairment which requires specialist support and access arrangements. They may have a physical disability that requires additional support and specialist equipment to enable the child or young person to access all the curriculum.</p>

	<p>Social Emotional and Mental Health Needs</p> <p>Alongside their learning difficulties some of our pupils and young people may experience a range of social, emotional and mental health needs. This could for example include attachment disorder.</p> <p>Some of our pupils because of their needs, demonstrate challenging behaviour or disruptive behaviour.</p>
<p>How do we identify and assess pupils with special educational needs?</p> <p>How do we involve other bodies, local authority support services and voluntary sector organisations in meeting our pupils and young people's SEN and supporting their families?</p>	<p>All the pupils at Forest Way have an Education Health and Care Plan (EHC) which outlines their needs and the provision we should provide to meet them. In some cases a pupil may be accessing our provision whilst the statutory assessment is being undertaken i.e. the EHCP is being completed.</p> <p>We work collaboratively with a wide range of professionals and specialists to identify and assess pupil's special educational needs. This includes for example: Speech and Language Therapists, Physiotherapists, Occupational Therapists, Visual Impairment Team, Hearing Impairment Team, Autism Outreach Service, Social Care, Child and Adolescent Mental Health (CAMHS), Specialist Communication Teacher, Educational Psychologists, Prospects and the Diana Nurse Team.</p> <p>The school commissions in collaboration with some other special schools, 1 Diana nurse that works in school 6 days per month.</p> <p>See the school website to view the relevant policies: www.forestway.leics.sch.uk or you can ring the school to request a paper copy.</p>
<p>How do we assess and review the progress of our pupils/young people towards their outcomes?</p> <p>How do we consult with parents and involve them in their child's education?</p>	<p>All of our pupils and young people have an Educational Health Care Plan which includes individualised outcomes. These outcomes form the basis of the Individual Education Plan (IEP) targets that are written yearly by class teachers. These IEP targets are reviewed half termly by the class teams and mini targets rewritten. At the EHCP Review this information informs progress towards the EHC outcomes and helps decide how these outcomes need to be amended.</p> <p>We also assess progress and achievement across all areas of the curriculum using a range of sources of information. Pupil's attainment and progress is judged using our 'Forest Way Small Steps Assessment'. At Year 10 + 11 pupils are accredited using the OCR Life and Living Skills, part of the nationally recognised QCF Framework – they are accredited in numeracy, communication and ICT if appropriate. Some students in Post 16 are accredited in Vocational, Personal and Work Related Skills. They are accredited at Entry Level 1, 2 or 3. In KS4/P16 we have introduced functional skills in Maths and English at entry level 1, 2 and 3, with the option of accessing Level 1 if appropriate. We have accessed BTEC Level 1 Construction and City & Guilds Hair and Beauty at our local 6th Form in previous</p>

	<p>years. Qualifications adapted yearly depending on cohort and interests of pupils.</p> <p>Teachers make assessments in the core subjects using 'small steps assessment'. These judgements are moderated by our Senior Leadership Team. We work closely with colleagues from other Leicestershire Special Schools and beyond to make sure we have external moderation about our judgements too.</p> <p>The statutory assessment information we have to submit about the progress and achievements of our pupils and young people has recently changed, we have to submit information about 'PLevels' for some pupils who are below P4 and at the end of this academic year we have submitted the results of the Year 2 and Year 6 pupils towards the Pre Key Stage Standards.</p> <p>We use 'Tapestry' to capture the achievements of our pupils and young people. This can also be used by Parents/Carers to share achievements from home. We understand that for our pupils and young people we need a range of ways to assess progress, we term this our 'basket of indicators', this helps us to have a holistic picture of how well our pupils and young people are achieving and progressing. Teachers have progress discussion meetings with a member of the Senior Leadership Team 3 times a year, if we think that a pupil or young person is not achieving as well as expected then we use a range of intervention strategies to support them.</p> <p>We have 3 planned opportunities to share progress with parents/carers: Parent/Carers evenings in Autumn and Summer Terms and the EHCP Review which is on a rolling yearly date. These are also opportunities to look at the students work.</p> <p>Each pupil and young person has a home school diary which is used for communication between home and school. Parents and carers are welcome to contact school to arrange meetings with teachers.</p> <p>We also have social events in the evening 3 times a year for parents/Carers and young people.</p> <p>Our Board of Trustees (School Governors) review the progress and achievements of our pupils and young people termly. Prior to Covid restrictions, our Parent Trustees held a weekly coffee morning with Parents/Carers to discuss any aspects of education. We also ran Makaton training courses for our parents and carers to help with their communication with their children. We encourage parents and carers to support their children at home through the setting of homework, reading and sharing topic based activities, which was done remotely during the Covid crisis.</p>
<p>What is our approach to teaching our pupils and young people?</p>	<p>Our approach to teaching our pupils and young people is based on our vision and values: <i>Thrive at Forest Way - Where young people are at the heart of everything!</i></p> <p><i>We will provide the highest quality education where young people are enabled to:</i></p> <ul style="list-style-type: none"> • <i>Achieve their potential</i>

<p>How do we adapt the curriculum and learning environment?</p>	<ul style="list-style-type: none"> • <i>Be as independent as they can be, in readiness for life beyond school</i> • <i>Have the highest level of communication possible</i> • <i>Be safe and happy</i>
<p>How do we consult with pupils and young people and involve them in their education?</p>	<p><i>Our highly committed, professional staff will work together to:</i></p> <ul style="list-style-type: none"> • <i>Provide an exciting, engaging and ever evolving curriculum that meets the individual and holistic needs of all our young people</i> • <i>Work collaboratively with families and other professionals</i> • <i>Create a welcoming and respectful environment</i> • <i>Recognise abilities not disabilities</i> • <i>Praise and reward</i> • <i>Nurture and support</i> • <i>Be reflective and always strive for further improvement</i> • <i>Be outward facing. Learn from and support colleagues in other schools</i>
<p>How do we enable our pupils and young people to engage in activities available with children and young people with mainstream peers?</p>	<p>We are a 'total communication' environment and our aim is to enable all of our pupils and young people to achieve the highest level of communication possible.</p> <p>We have a purpose built school that opened in 2009 and all aspects of our provision and environment are specially adapted to meet the needs of our pupils and young people. These adaptations include: heated swimming pool with multi-sensory adaptations – music, lights and Jacuzzi, soft play, multi-sensory rooms, food technology, library, playgrounds with equipment including wheelchair swings and roundabout, large classrooms with easily accessible toilets and changing facilities. We opened 'Forest Lodge' in September 2019 and 'The Den' in September 2020. Both units are is-a purpose built ECO buildings that fits naturally alongside the main school building. They each £ comprise of two classroom spaces as well as accessible toilets and changing facilities, The Lodge accommodates our KS3/KS4 pupils, and The Den is a specialist Autism provision for pupils whose main area of need is Communication and Interaction. During the summer of 2021 we have developed the old tennis courts in a Multi Use Games Area.</p> <p>We have a Student Council that meets weekly and ensures that the Student Voice plays a part in decision making about improving the school</p> <p>We actively encourage our pupils and young people to share their views and opinions about their provision and how they can be supported. At the EHCP Review pupils and young people share their '1 page profile' which they contribute to with their parents/carers. Our emphasis on communication enables our pupils and young people to ensure that they are able to make choices on a daily basis. Each year our pupils and young people are asked to complete a questionnaire in which they are able to share their views about the school. We have a range of extracurricular clubs and activities that pupils and young people can choose to attend, these are at lunch times and after school. This includes drama and</p>

	<p>athletics. From September 2021 we are starting breakfast and after school club for parent/carers.</p> <p>We organise links and visits with both special schools and local primary schools. This has included performing at the Curve and taking part in Forest School's activities.</p>
<p>How do we make sure our staff have the necessary expertise and training to meet the needs of our pupils and young people?</p>	<p>All staff who work at Forest Way are given high standards of training to help them provide education for pupils with a wide range of learning difficulties, this includes specific medical training. When staff first start working at the school they are supported with an induction package of training, which includes training in behaviour management, safeguarding, autism, communication and manual handling. At the school many staff also have specialist qualifications in areas of teaching special educational needs including educating pupils with autism and those with profound and multiple learning difficulties, these include teachers who have Masters degrees. All school staff attend training courses and meetings as part of their continuing professional development. Regular meetings are used to provide some of this training and this includes:</p> <ul style="list-style-type: none"> ▪ Safeguarding ▪ EDR ▪ Eating and Drinking ▪ Levels of support and independence ▪ Manual Handling ▪ Curriculum area linked training, including phonics, reading. ▪ Epilepsy awareness ▪ Makaton/Communication ▪ Autism ▪ Behaviour Management <p>We are part of the Leicestershire and Rutland Teaching School Hub and development for school staff across both the North West Leicestershire and the county. We have several Specialist Leaders of Education (SLE) who can provide targeted support both on school and within the Teaching Alliance. We also have staff that lead training in Makaton, Moving and Handling, EDR Behaviour Management, Child Protection and Safeguarding. All of our yearly school priorities are detailed in our School Improvement Plan and we involve all staff members and trustees in this process. We set these priorities at the beginning of the year and in June we hold a celebration and achievement evening which all staff share and contribute to. An outreach team has been developed and teaching staff across all key stages have been out to schools and provided outreach for pupils. The school has also supported teachers with strategies, training and resources.</p>
<p>How do we support pupils and young people in moving between phases</p>	<p>We work closely with nurseries, primary schools, colleges and social care settings to ensure that all transitions our pupils and young people make are as smooth as possible. There is a member of the Senior Leadership Team that works closely with pupils, young people, parents and carers at all transition</p>

<p>of education and in preparing for adulthood?</p>	<p>points and this also includes involving relevant professionals. For pupils new to the school we offer an individualised transition which is set by talking to everyone involved with the pupil and young person. It usually consists of a tour of the school and time in the class with the new teacher. We share information with other professionals involved in the transition process.</p> <p>SENA and the Transition Team are involved in transfer to Post 16 provision. We have an annual transitions event at school in November for parents, carers and young people to come and talk to representatives from Post 16 providers, including Social Care, SENA and DWP. Young people have the opportunity to visit local colleges and social care placements for experience and transition days.</p> <p>Post 16 have a specialist facility, the Croft a bungalow on the school site, that is used by Post 16 students, some also attend Maplewell and Stephenson's Colleges. Post 16 enjoy a life skills based curriculum, developing basic skills through functional skills, this includes mini enterprise and home management. Internal and external work experience enable students to make informed career choices, by attending yearly SEND Careers and Skills Fairs, supported by LEBC and DWP.</p> <p>We are a member of Leicester and Leicestershire Enterprise Partnership and we have own Employment Advisor. We have a designated Careers Leader in school, Tim Lees to help implement the careers strategy.</p> <p>The Post 16 curriculum continues to be developed in response to the changing needs of our students. In the past we have provided opportunities for trips and visits within the local area and beyond e.g. key stage cinema trips, sports trips, links with local schools, wider range of work experience opportunities e.g. Sandcliffe Garage, Santander, Sue Townsend Theatre, work in mainstream primaries as an LSA and social link opportunities with other special schools, which we will reintroduce as Covid restrictions are lifted. Structured options to develop leisure interests and social events within school are also offered.</p>
<p>How do we support our pupils and young people with their emotional and social development?</p>	<p>We want everyone at Forest Way to feel safe and happy, this is part of our values and vision statement. All pupils and young people are part of a class that is led by a class teacher and at least 3 other support staff members. This class team are responsible for all aspects of the pupil's and young people's emotional and social wellbeing. They see their class daily. When we move pupils and young people at the end of each year we make sure that there is always someone in the class team that is familiar to them. We have an Assistant Headteacher who oversees each department of the school, Beth, Ben, Sam and Leanne who are supported by the Deputy Headteachers – Gaynor and Sarah, and Gail the Headteacher. We also have pastoral staff that have undergone ELSA training to support emotional needs that work with those pupils and young people that may need extra support. We</p>

	<p>also work with a range of professionals to make sure we support with emotional and social development, this includes the Education Psychologist and CAMHS.</p> <p>We ensure that all staff are trained in safeguarding and we have designated Safeguarding Leads that ensure all safeguarding procedures and protocols are followed. We have recently trained all staff in 'Makaton Safeguarding' to widen their communication skills.</p> <p>We understand that some of our pupils and young people may need support to manage their behaviour. We have a positive behaviour management policy and we promote high standards of behaviour. If required then pupils and young people have an individualised behaviour plan that is followed consistently by all staff and agreed by parents/carers. Those pupils and young people that need further support may also have a crisis plan. We only use appropriate, reasonable and necessary force as a last resort and as part of a planned approach. If a pupil requires an unplanned use of force then this would trigger the writing of a behaviour and crisis plan immediately.</p> <p>We believe that physical education is crucial for wellbeing so we place much emphasis on everyone being able to access a minimum of 2 hours weekly, this includes swimming. For our pupils and young people that have physical disabilities we offer swimming more regularly, up to twice weekly to ensure they can access physical education that meets their needs. We also offer Sports Leadership courses, sports clubs after school and at lunchtimes as well as sports festivals and competitions.</p>
<p>How do we deal with complaints from parents about the provision?</p>	<p>If you want to talk to someone at school you can contact either:-</p> <ul style="list-style-type: none"> • Your class teacher • The Head of Department: • Deputy Headteachers • Headteacher <p>The school has a complaints policy, which can be found on our website.</p>
<p>Where can you find information about the Local Authority's Local Offer and other support?</p>	<p>What support services are available to parents and where can the local authority local offer be found?</p> <p>https://www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability</p> <p>Leicestershire Council independent advice: https://www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability/sharing-your-views/independant-advice-for-special-educational-needs-and-disability-send</p>

Leicestershire SENDIASS were formerly known as parent partnership and provide advice and support including for EHC plans and useful resources and organisations.

**SEND Information Advice and Support Service
(SENDIASS Leicestershire)**

Telephone 0116 305 5614

(Monday to Thursday 9am to 4.30pm, Friday 9am to 4.00pm)

Email: sendiass@leics.gov.uk

The contacts are provided for information only. Forest Way School does not accept any liability for the content or advice provided by these services.

'Data will be processed in line with the requirements and protections set out in the General Data Protection Regulation'