

## SEN Information Report for Forest Way School September 2018

Forest Way is an area special school which provides education for 220 pupils and young people with a wide range of learning disabilities, between the ages of 3 – 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:

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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
<b>What kinds of special educational needs do we provide for?</b>	<p>Pupils and Young people at our school all have a learning difficulty. 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><b>Cognition and Learning Needs</b> 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><b>Communication and Interaction Needs</b> 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><b>Sensory and/or Physical Needs</b> 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><b>Social Emotional and Mental Health Needs</b></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><b>How do we identify and assess pupils with special educational needs?</b></p> <p><b>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?</b></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 ie 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>We have 2 Diana nurses that work 6 days a month in school.</p> <p>See the school website to view the relevant policies: <a href="http://www.forestway.leics.sch.uk">www.forestway.leics.sch.uk</a> or you can ring the school to request a paper copy.</p>
<p><b>How do we assess and review the progress of our pupils/young people towards their outcomes?</b></p> <p><b>How do we consult with parents and involve them in their child's education?</b></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 Annual 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. Pupils do not take external examinations so their attainment and progress is judged using our 'Forest Way Small Steps Assessment', Accreditation 'OCR Life and Living Skills' and BTEC qualifications.</p> <p>Teachers make assessments in the core subjects at least termly using our in house '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 will submit the results of the Year 2 and Year 6 pupils towards the Pre Key Stage Standards.</p> <p>This year we have started to 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</p>

	<p>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 Annual Review which is on a rolling yearly date. These are also opportunities to look at the pupils and young person's 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. Our Parent Trustees hold a weekly coffee morning with Parents/Carers to discuss any aspects of education that is required. We have also been running 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.</p>
<p><b>What is our approach to teaching our pupils and young people?</b></p> <p><b>How do we adapt the curriculum and learning environment?</b></p> <p><b>How do we consult with pupils and young people and involve them in their education?</b></p> <p><b>How do we enable our pupils and young people to engage in activities available with children and young people with mainstream peers?</b></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"> <li>• <i>Achieve their potential</i></li> <li>• <i>Be as independent as they can be, in readiness for life beyond school</i></li> <li>• <i>Have the highest level of communication possible</i></li> <li>• <i>Be safe and happy</i></li> </ul> <p><i>Our highly committed, professional staff will work together to:</i></p> <ul style="list-style-type: none"> <li>• <i>Provide an exciting, engaging and ever evolving curriculum that meets the individual and holistic needs of all our young people</i></li> <li>• <i>Work collaboratively with families and other professionals</i></li> <li>• <i>Create a welcoming and respectful environment</i></li> <li>• <i>Recognise abilities not disabilities</i></li> <li>• <i>Praise and reward</i></li> <li>• <i>Nurture and support</i></li> <li>• <i>Be reflective and always strive for further improvement</i></li> <li>• <i>Be outward facing. Learn from and support colleagues in other schools</i></li> </ul> <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.</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 Annual 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.</p> <p>We have a range of extra curricular clubs and activities that pupils and young people can choose to attend, these are at lunch times and after school. This includes</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><b>How do we make sure our staff have the necessary expertise and training to meet the needs of our pupils and young people?</b></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.</p> <p>Regular meetings are used to provide some of this training and this includes:</p> <ul style="list-style-type: none"> <li>▪ Safeguarding</li> <li>▪ Eating and Drinking</li> <li>▪ Levels of support and independence</li> <li>▪ Manual Handling</li> <li>▪ Curriculum area linked training, including phonics, reading.</li> <li>▪ Epilepsy awareness</li> <li>▪ Makaton/Communication</li> <li>▪ Autism</li> <li>▪ Behaviour Management</li> </ul> <p>We are designated as Teaching School so we provide training and development for school staff across both the North West Leicestershire and the county. We have a National Leader of Education (NLE) and 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.</p> <p>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.</p>
<p><b>How do we support pupils and young people</b></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</p>

<p><b>in moving between phases of education and in preparing for adulthood?</b></p>	<p>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 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. Prospects, SENA and the Transition Team are involved in transfer in Post 16. 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. Young people have the opportunity to visit local colleges and social care placements for Taster days.</p> <p>Post 16 have a specialist facility, the Croft a bungalow on the school site, that is used by Post 16 students. Post 16 enjoy a life skills based curriculum, developing basic skills through functional situations, this includes mini enterprise, cook and eat, woodwork. Accreditation is offered for all pupils at entry level 1, 2 or 3 and BTEC courses offered in Construction and Hair and Beauty. Internal and external work experience enable students to make informed career choices.</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. We provide 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. Sandiccliffe Garage, Santander, Sue Townsend Theatre, work in mainstream primaries as an LSA and social link opportunities with other special schools. Structured options to develop leisure interests and social events within school are also offered.</p>
<p><b>How do we support our pupils and young people with their emotional and social development?</b></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 well being. 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 Head, Kerrie and Gail the Headteacher. We also have pastoral staff that have undergone specific training to support emotional needs that work with those pupils and young people that may need extra support. We 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</p>

	<p>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 physical intervention as a last resort and as part of a planned approach. If a pupil requires an unplanned physical intervention then this would trigger the writing of a behaviour and crisis plan immediately.</p> <p>We believe that physical education is crucial for well being 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><b>How do we deal with complaints from parents about the provision?</b></p>	<p>If you want to talk to someone at school you can contact either:-</p> <ul style="list-style-type: none"> <li>• Your class teacher</li> <li>• The Head of Department: Beth Tocker – EYFS/Acorns (Yrs R – 6) Ben Howard – Oaks 1-7 (Yrs 7-11) Sam Woodward/Lyenne Larder – Post 16 (Yrs 12-14)</li> <li>• Deputy Headteacher – Kerrie Fox</li> <li>• Headteacher – Gail Seaton</li> </ul> <p>The school has a complaints policy.</p>
<p><b>Where can you find information about the Local Authority's Local Offer and other support?</b></p>	<p><b>What support services are available to parents and where can the local authority local offer be found?</b></p> <p><a href="https://www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability">https://www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability</a></p> <p><b>Leicestershire Council independent advice:</b> <a href="https://www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability/complaints-and-appeals/independent-advice-for-special-educational-needs-and-disability-send">https://www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability/complaints-and-appeals/independent-advice-for-special-educational-needs-and-disability-send</a></p> <p>Leicestershire SENDIASS were formerly known as parent partnership and provide advice and support including for EHC plans and useful resources and organisations.</p> <p><b>SEND Information Advice and Support Service (SENDIASS Leicestershire)</b> Telephone 0116 305 5614 (Monday to Thursday 9am to 4.30pm, Friday 9am to 4.00pm) Email: <a href="mailto:sendiass@leics.gov.uk">sendiass@leics.gov.uk</a></p> <p><i>The contacts are provided for information only. Forest Way School does not accept any liability for the content or advice provided by these services.</i></p>