



The Forest School Our SEN Information Report

Date: JULY 2018

The Forest School is a mainstream, secondary school academy which caters for male students from the ages of 11-16 and co-ed students from ages 16 – 18 in the sixth form.

We want to ensure that each student with Special Educational Needs (SEN) can reach their full potential by having access to:

- High quality teaching which is differentiated to help overcome barriers to learning;
- A broad, balanced and relevant curriculum (including access to the National Curriculum and public examinations) which is alongside their peers and within the normal curriculum of the school;
- Pastoral and learning opportunities to meet the individual needs of the SEN pupils (which may need to go beyond those offered to mainstream pupils).
- *'All children and young people are entitled to an education that enables them to make progress so that they: achieve their best; become confident individuals living fulfilling lives and make a successful transition into adulthood, whether into employment, further or higher education or training'* (DfE 2014: 92)

Link to Wokingham Local
Offer:

Link to our school's SEND
Policy:

Link to our school's Accessibility
Plan/Policy

Name of the Special Educational Needs/Disabilities Coordinator: Mrs. Khoo

Contact details: SENCODEPT@forest.academy

The levels of support and provision offered by our school

1. Listening to and responding to children / young people.

<p>Whole school approaches The universal offer to all children and YP.</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<p>Whole school student surveys (once annually)</p> <p>Parents' Evenings (at least once a year dependent on year group)</p> <p>Student council (students, staff)</p> <p>Student support (pastoral)</p> <p>Parents Information Evenings – (year 7 open evenings, Y7 taster lessons, option evenings)</p> <p>Year 7 transition</p> <p>Informal discussions with Form Tutors, Heads of Year, Subject Teachers, Learning Support Assistants (LSAs), SENCo, SLT, parents / carers.</p>	<p>Year 6 SEN Transition days for those students receiving SEN Support at Primary School (during the summer term) and coming into year 7 in September.</p> <p>One-page profile written with students receiving SEN Support and reviewed with student once a year to ensure they still agree with its contents.</p> <p>· 'Assess, plan, do, and review' meetings (once a term) between the SEN teacher and student; written communication to the parent twice a year (as well as progress reviews at year group parents' evening).</p> <p>Team around the family (TAF) meetings as required for individual students and their families (gathering contributions from both parents and students individually).</p>	<p>Pupils who have an EHC plan are allocated a key worker ('mentor') on entry to the school. The keyworker meets with the pupil weekly to discuss needs / targets.</p> <p>Pupils are given support in preparation for reviews of their SEND provision once a year using a set of questions to discuss and record views. Reviews are generally conducted one to one with their mentor and followed up at the annual review meeting in a person centred way to ensure that the student has a strong voice in any decisions made.</p>

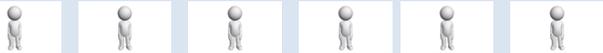
2. Partnership with parents and carers

The Department has an “open door” philosophy towards parents. Informally, parents are encouraged to contact the SENCO whenever they wish and parents are contacted by learning support staff to celebrate achievement as well as raising concerns.

<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<p>Whole school parent surveys (once annually)</p> <p>Parents Information Evenings – (year 6 open evenings, Y6 taster lessons, option evenings)</p> <p>Year 6 transition</p> <p>Parents’ Evenings (at least once a year dependent on year group)</p> <p>Parent Support Advisor – parents / carers may contact to discuss any needs or concerns and guidance will be given</p> <p>Year 5 taster days</p>	<p>The SENCO and/or teaching staff may be available at annual parents’ evenings by appointment.</p> <p>Pupils who receive SEN Support may have a formal review each year at parents’ evenings (where possible and by appointment) to discuss targets.</p> <p>Through our Y6 transition arrangements from Primary School, a rapport with parents is often established before pupils enter the school in Year 7. An enhanced transition programme is in place for SEND pupils where advised or appropriate. Also the SENCo or a designated Teacher visits the main feeder primary schools to work with SEND students before induction day.</p> <p>Team around the family (TAF) meetings as required for individual students and their families (gathering</p>	<p>All students with an EHC plan have an “Annual review”, to review progress against EHCP outcomes or targets. Parents are consulted and invited to make written comments before the review takes place.</p> <p>A home / school communication book is established for those with an EHC plan which is checked daily by an LSA.</p> <p>Parents are consulted immediately as student needs change or arise (especially if that is before or after an annual review). This may be by the SENCo, LSA or Key Person (‘mentor’).</p>

	contributions from both parents and students individually).	
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3. The curriculum

Whole school approaches. The universal offer to all children and YP 	Additional, targeted support and provision 	Specialist, individualised support and provision 
<p>The Forest is committed to providing a challenging and enjoyable, broad and balanced curriculum which is accessible and available to all students.</p> <p>The curriculum is adapted to meet the needs of all our pupils. Class teachers make sure pupils have learning tasks that are appropriately challenging regardless of any SEN.</p> <p>Where appropriate, children may have access to special equipment including: laptops, coloured overlays, personal visual timetables, visual aids, reader pens and more. We ensure that we work closely with pupils, parents and medical professionals to ensure the classroom layout and seating arrangements suit pupils with Visual or Hearing impairments.</p>	<p>Students with handwriting difficulties follow a specialised cursive handwriting programme to tackle form, sizing, legibility and speed in year 7-8 to aid note taking, essay writing and exam writing. They are taken out of PSHE lessons (2x 20 minutes per week).</p> <p>Students with difficulties in reading follow the Lexia computer programme which tackles decoding and comprehension skills in year 7-8 to aid reading across the curriculum. They are taken out of PSHE lessons (2x 20 minutes per week).</p> <p>During additional lessons in the form of English ‘booster’ lessons and study skills, the SEN Teacher identifies skills which require regular and frequent practice. These become targets written on individual provision maps so that students have many opportunities to learn and generalise these skills. Students currently drop RE in Year 9 to receive this support.</p>	<p>High quality support for learning within mainstream lessons is an important factor in helping pupils with SEND to make good progress alongside their peers. Learning Support Assistants are deployed where the need is (primarily in core lessons and some foundation subjects but, this can be done on a lesson basis in order to respond flexibly and swiftly to need).</p> <p>Where appropriate, some students with an EHC plan may need a reduction in the number of subjects they study and, in their place; additional lessons are timetabled to assist with their special educational needs / learning.</p> <p>Recognising work with outside agencies as contributing to aspects of learning that are important for pupils with learning difficulties, for example, learning emotional regulation through equine assisted learning (Just Around the Corner).</p>

	<p>Provision is made during break and lunchtimes for pupils who find it difficult to spend their time outside or in busy places.</p> <p>We have also been able to provide some quiet 'withdrawal' areas for pupils who need it. This is assessed on a needs basis as space is at a premium around school and the use of learning areas must be carefully timetabled to suit all learners.</p> <p>Opportunities to explore career pathways suited to their interests / skills through small group exploration with Mrs Lewington (Careers guide).</p>	<p>An emphasis on teaching and promoting choice-making by pupils throughout their school career, from choice of strategy to use to making an informed choice about which subjects to choose (having had structured and meaningful opportunities to explore careers and next educational placement whether that be sixth form or college).</p> <p>Opportunities to explore career pathways suited to their interests / skills through one to one exploration with Mrs Lewington (Careers guide).</p>
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4. Teaching and Learning

<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<p>In line with the 2014 SEND Code of Practice, the school promotes high quality first teaching in class. All teachers are teachers of children with special education needs.</p> <p>Pupils with SEN are supported in a variety of ways including: differentiated activities tailored to their needs; support from the class teacher</p>	<p>Reading and handwriting interventions are run in small groups of no more than 6 by trained LSA's in the learning Support Department.</p> <p>'Booster' lessons are led by a qualified teacher. We use person centred approaches to teach so all</p>	<p>Where necessary (i.e. there are high learning needs), students have one to one sessions to tackle individual needs.</p> <p>Students may need specialist support offsite with other agencies, for example, equine assisted learning to support emotional literacy.</p>

<p>or Learning Support Assistant; the use of specialist equipment; small group or individual interventions to achieve specific outcomes.</p>	<p>work is highly differentiated and modified to meet pupil's needs.</p>	
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5. Self-help skills and independence

<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<p>Pupils throughout the school are encouraged to be as independent as possible using the skills they have. This will include aspects of personal care, personal organization, learning to be independent of full adult attention, moving around independently and much more. Students are awarded commendations for achievements in attendance, correct equipment, homework and effort to promote independence further.</p>	<p>Form Tutors may act as a key person for the student who may be less organised due to their disability and help in establishing routines.</p> <p>Visual timetables are produced for those who may need this accommodation.</p> <p>Verbal reminders about homework where possible (particularly in KS3). The 'show my homework' app also gives students / parents reminders of homework that is due in.</p> <p>Homework club is provided to encourage and assist students with SEN before and after school daily.</p>	<p>'Meet and Greet' is provided for those students who find it difficult to organise / function in a large school (with many different teachers and many things to remember). A key person will check in with the student on a daily basis and help them with any problems they may have or reassure them about what subjects they have and where they are going each day to help them to prepare themselves.</p>

6. Health, wellbeing and emotional support

Whole school approaches The universal offer to all children and YP 	Additional, targeted support and provision 	Specialist, individualised support and provision 
<p>The school views relationships and emotional wellbeing as vital to learning.</p> <p>Pastoral support is offered through the Education Welfare Officer and Safeguarding Lead.</p>	<p>The Learning Support Department has a significant focus on communication (as many situations arise out of frustration of not being able to speak or express feeling).</p> <p>Any instances of bullying are highlighted to Head of Year and head of pastoral Support. They are always dealt with quickly.</p>	<p>Pupils who have an EHC plan are allocated a key worker ('mentor') on entry to the school. The keyworker meets with the pupil weekly to discuss needs or concerns and is available at any time if necessary.</p> <p>The Learning Support Department provides intervention programmes or sometimes, bespoke sessions for individuals with an EHCP. For some identified EHCP students, there are opportunities to engage in therapies through outside agencies like, equine assisted learning.</p>

7. Social Interaction opportunities

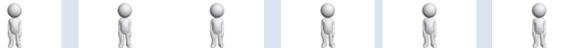
Whole school approaches The universal offer to all children and YP 	Additional, targeted support and provision 	Specialist, individualised support and provision 
<p>In all years, all children have opportunities to learn beyond the classroom, for example through regular trips or extra-curricular clubs. Reasonable adjustments can be made where the pupil's needs would prevent access to an activity.</p>	<p>Provision is made during break and lunchtimes for pupils who find it difficult to spend their time outside or in busy places. Students enjoy their snack and lunch times together as a group; they are encouraged to communicate with each other during these</p>	<p>For those students who have an EHC plan and a high level of need we ensure they can attend subject or year group trips with LSA support.</p> <p>Social skills lessons, led by Learning Support</p>

	important parts of the school day. We, from time to time, encourage them to bring along a friend from their form group or subject class to join in with an activity or game they are enjoying so they can learn to play alongside their peers.	Assistants are offered to those who struggle with social interaction and communication. The emphasis on social skills is continued in the break and lunchtime clubs which provides pupils with opportunities to further develop their social skills in an age-appropriate setting.
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8. The physical environment (accessibility, safety and positive learning environment)

Whole school approaches The universal offer to all children and YP 	Additional, targeted support and provision 	Specialist, individualised support and provision 
Please refer to our accessibility policy.	We can make arrangements for early exits from lessons for those who find crowded corridors too difficult to manage.	Where necessary pupils can have alternative changing places for PE lessons.

9. Transition from year to year and setting to setting

Whole school approaches The universal offer to all children and YP 	Additional, targeted support and provision 	Specialist, individualised support and provision 
All Year 6 (KS2) students attend an induction day to help them familiarise with their new	Learner profiles that outline learning needs and strategies to overcome barriers shared with teachers to aid transition from Year 6 to	Learner profiles that outline learning needs and strategies to overcome barriers shared with teachers to aid transition from Year 6 to

<p>environment and new teachers.</p> <p>The SENCO meets with parents/ carers of children with SEN through school tours and also at open evenings.</p> <p>In Year 9 all students receive preparation and education about subject options through PSHE. This is followed up with a booklet of advice on course requirements, an outline of assessments And GCSE course content to be discussed with parents / carers. An option evening is run for parents to ask questions and learn about choices / receive guidance from school staff.</p>	<p>7 and transitioning through the years.</p> <p>In Year 6, SEN students are invited to attend additional taster sessions within the Learning Support Department, to familiarise themselves with the school environment and make new friends in a smaller environment.</p> <p>Information on transition to post-16 provision is shared when requested and extra visits/ taster sessions are arranged for students with SEND whenever possible.</p> <p>Preparing for Adulthood or post-16 is an important part of our processes in school. There is a designated member of the Pastoral Support Team whose role is to liaise with The Forest 6th Form and Colleges of Further Education to ensure transition is smooth and that the correct courses and placements are secured. Processes begin in year 9 with discussions about options and curriculum. This is completed with the pupil, school staff and is discussed with parents.</p> <p>Person-centred transition planning in Year 6, year 9 and above.</p>	<p>7 and transitioning through the years.</p> <p>The SENCO meets with parents/ carers and EHCP students from primary school by attending Year 6 annual reviews,</p> <p>Preparing for Adulthood and transition to Further Education is an important part of our processes in school. There is a designated member of the Pastoral Support Team whose role is to liaise with Forest 6 and Colleges of Further Education to ensure transition is smooth and that the correct courses and placements are secured. Processes begin in year 9 with discussions about options and curriculum. This is completed with the pupil, school staff and is discussed with parents at the annual review.</p> <p>Preparation for interviews and visits to Colleges are provided whenever possible by the designated member of the Pastoral Support Team in liaison with the Learning Support Department, students and parents.</p>
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10. The SEND qualifications of, and SEND training attended by, our staff

To enable all children to have access to the curriculum, information and guidance, physical environment, school and wider community	To enable targeted support and provision	To enable specialist, individualised support and provision
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<p>The staffing structure includes Qualified Teachers, Newly Qualified Teachers, Non-Teaching staff and Learning Support assistants.</p> <p>Staff are offered a comprehensive induction programme, including Safeguarding training with a specific focus on understanding the signs and indicators of safeguarding and child protection concerns for children / young people.</p> <p>All teaching and support staff to have introductory training on the SEND Code of Practice (2014) in September 2017, Term1 (-a need which was highlighted by SENCO in liaison with staff through the Subject Leader meetings).</p> <p>All teaching and support staff to have introductory training on 'Teaching for Neurodiversity' (2018 Term 1)</p> <p>A group of teaching and non-teaching staff have been given training around mental health issues which was delivered by Primary CAMHS / NHS.</p>	<p>Advice is available through CPD sessions delivered by SENCO and/ or outside agencies such as the Speech and language Team to the Learning Support Department.</p> <p>Training is offered to specified teaching and non-teaching staff as need arises. For example the Sensory Support Consortium will jointly deliver training about specified children annually or as the need arises.</p> <p>An LSA (now the EAL teacher) was trained in the ELKLAN Speech and Language programme.</p>	<p>One member of staff in the Learning support department is qualified to teach students with specific learning difficulties.</p> <p>Advice is available through CPD sessions delivered by SENCO and/ or outside agencies such as the Speech and language Team to the Learning Support Department.</p> <p>Training is offered to specified teaching and non-teaching staff as need arises. For example the Sensory Support Consortium will jointly deliver training about specified children annually or as the need arises.</p> <p>An LSA (now the EAL teacher) was trained in the ELKLAN Speech and Language programme.</p>

11. Services and organisations that we work with:

Service/organisation	What they do in brief	Contact details
Educational Psychology	Provide advice for EHCP students and any students schools are concerned about. They may provide specialist assessments if necessary.	Via the School SENCo SENCODEPT@forest.academy
Speech and Language Therapy Team	The Speech and Language Therapists are trained to assess and treat speech, language and communication problems in people of all ages to enable them to communicate to the best of their ability. They often advise schools, parents and carers on strategies or programmes for improvement.	Via your GP or CYPIT Referrals online: https://forms.berkshirehealthcare.nhs.uk/cypf/
Occupational Therapy	It can offer children with various needs positive, fun activities to improve their cognitive, physical and motor skills and enhance their self-esteem and sense of accomplishment. They often advise schools, parents and carers on strategies or programmes for improvement.	Via your GP or contact Dingley Specialist Children's Centre 3-5 Craven Road Reading RG1 5LF  0118 322 5213
Child and Adolescent Mental Health service (CAMHS)	CAMHS are the NHS services that assesses and treat young people with emotional, behavioural or mental health difficulties; ADHD,	Follow the link and select the appropriate pathway: https://www.berkshirehealthcare.nhs.uk/contact-us/make-a-referral/make-a-child-or-young-

	ASD,	person-referral/
Sensory Support Consortium	A service umbrella which oversees children / young people with severe vision or hearing impairments.	Referrals are made through hospital consultants to the sensory consortium: http://berkshirescs.btck.co.uk/
SENDIASS (Formerly Parent Partnership)	SENDIASS' stands for Special Educational Needs and Disability Information Advice and Support Service. We were formally called the Parent Partnership service, supporting parents and carers of children 0-25 with SEN.	Email: Sendiass@wokingham.gov.uk Phone: 0118 9088233 Address: Riverdale Area Office, Silverdale Road, Earley, RG6 7LR

12. Pupil progress (measuring the effectiveness of SEN provision)

Most provisions are assessed using pre and post standardised assessment methods (where possible). Additionally, the SENCO analyses data from subject staff in regards to progress, behaviour and effort to assess if interventions have had an impact in these areas.

13. How we know how good our SEN provision is

By reviewing children's targets on their Education Plans and ensuring they are being met. By monitoring the academic progress of SEND pupils against national/age expected levels and making sure the gap is narrowing (they are catching up to their peers or expected age levels). Some pupils may move off of the SEND register when they have 'caught up' or made sufficient progress. Lastly by reflecting on the verbal feedback from the teacher, parent and pupil and regularly acting on this in order update the Local Offer.

14. If you wish to complain

If a child or young person has a concern about the SEN provision, they are encouraged to first speak with their SEN teacher, LSA or SENCO to express their concerns. Our commitment is always to working with young people and their families and, in most cases

when highlighted early, it is possible to address the problem informally. Where the young person or carer remains dissatisfied with the provision they are receiving, they are encouraged to make an appointment to speak with the Headteacher who will make every effort to listen to the concern and to work with the family and colleagues to resolve the issue. Information regarding external support groups, such as Parent Partnership, will also be made available.

Wokingham's SEND Local Offer can be found on Wokingham Borough Council website:
<http://www.wokingham.gov.uk/our-local-offer-for-children-and-young-people-with-additional-needs/>

Answers to Frequently asked Questions.

1 How do people in school know if a pupil needs extra help?

All pupils are assessed on entry to the school to assess their possible underlying ability; ability to read and write legibly with speed. The maths department also assess for numeracy skills. These filtering assessments allow us to build an up to date picture of a pupil's ability and will determine whether any further testing or intervention is necessary.

Once it has been determined that intervention is necessary, then parents are contacted to inform them of the outcomes of assessment and what intervention has been determined for them. In many cases this is done via letter, email or telephone call.

Following an intervention, parents are informed of the progress that has been made via: letter, email, telephone call or at parents' evening.

2. What should I do if I think my child may have special educational needs?

In the first instance, contact your child's form tutor who will then discuss any issues with subject teachers and Heads of Year. You are also welcome to contact the SENCO directly. Any information or assessments will be reviewed after a term and, should your child still fail to make expected progress, then s/he will be referred for intervention.

3. Who is responsible for the progress and success of my child in school?

Teachers and parents

4. How is the curriculum matched to my child's needs?

Assessment and monitoring - support is 'needs led.'

5. How will I, and my child, know how well they are doing?

Students are very much included in the monitoring of their own progress. They are encouraged to respond to teacher comments and be involved in a dialogue of how they are doing and how they can make progress. Parents receive regular reports on the attainment and learning progress of their child. There are opportunities to meet with teachers during the year and where there is a higher level of need, more frequent review meetings are arranged.

6. How can you help me to support my child's learning?

The school invites parents and carers to take every opportunity to attend parental information events where information is shared about the learning in school. Links with a local dyslexia association provides events for parents to have further training e.g. on dyslexia; handwriting, anxiety.

7. What support is there for my child's overall wellbeing?

Students can be confident that there are systems and adults dedicated to their wellbeing beginning with the Pastoral team, safe guarding team and SEND team.

8. How do I know that my child is safe in school?

Every child is protected by legislation which dictates the systems and procedures for child protection and safeguarding. The Ofsted Inspection of 2017 gave this school a good rating for Behaviour and Safety.

9. How is my child included in activities outside the classroom including school trips?

All school trips are planned and designed with accessibility in mind. This is an inclusive school and the needs of all students are considered, in accordance with the Equality Act (2010).

10. How accessible is the school environment?

See the information above.

11. How will school prepare and support me/my child through the transition from key stage to key stage and beyond?

The Forest works closely with partner primary schools and local colleges to ensure the efficient exchange of information about each student. We arrange transition visits and events to familiarise and reassure students during these crucial periods of change.

12. How is the decision made about what type and how much support each pupil receives?

In this school we make every effort to support our young people on a 'needs led' basis. When a need is identified, the level of need is assessed and the necessary resources are allocated.