

The Forge Secondary Short Stay School



SEN Information Report September 2022-2023

This report outlines the provision a school offers children with Special Educational Needs, including our policies on identification and assessment.

Any queries regarding SEN should be directed to the SEN coordinator (SENco).

Currently the SENCo is Rachel Jordan who is available on Tel: (01527) 597936

e-mail: rcoles@theforge.worcs.sch.uk

The Forge is a school for key stage 3 and 4 pupils. We are an alternative provider commissioned by schools and local authorities. We offer provision principally for pupils who are at risk of or have been permanently excluded from their mainstream school. Our primary and parallel tasks are to support the emotional and social development of pupils, preparing them for return to mainstream education or move through to special education as appropriate, whilst providing a curriculum that offers qualifications that lead on to education, employment and training.

How does the school identify children/young people with special educational needs?

Emotional and Social Task

The children who attend The Forge are largely on the Special Educational Needs and Disability register for social emotional and mental health. (SEMH). As a whole school policy to support our community we:

- We operate as a school that support social, emotional and mental health needs
- Use a range of assessment tools to identify where a pupils emotional and developmental needs may be
- We have staff who are trained in purposeful communication and emotional support strategies practitioners.
- All of our staff have received attachment training to support their work in getting alongside pupils who have a poor educational experience.
- Our data is analysed continually half term and this can lead to an EHCP assessment for a pupil

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Headteacher: Mr S. Williams



Education, Employment and Training Task:

In order to support your child's academic and vocational aspiration we:

- Baseline assess on entry
- This data is used to project a flight path of nationally expected rates of progress and pupils are assessed based on their academic progress
- Lack of progress is used as a red flag for intervention
- If initial assessments identify a learning need further assessments are put in place (see SEN policy, please see website or hard copy available upon request).

How does the school evaluate the effectiveness of its provision for pupils and how will I know how my child is doing ?

The Assess, Plan, Do Review Process - Reviewing Progress and Setting Targets

Your child will be allocated a tutor group on entry whose main tasks are to identify, understand and support your child's needs. Every term you, your child and any agencies involved in supporting your child will be invited to a review. Data on your child's progress is collected half termly. An annual report is written in the spring term.

At the review evidence of progression in behaviour, attendance and learning will be presented and discussed. You will have the opportunity to share any concerns, requests or questions you may have. It is important that you attend the review to be part of this process. We are happy to meet you at a time or place convenient to you including home visits if you prefer.

At the review a target will be set to further develop your child's progression and an action plan agreed upon to review at the next meeting.

If attendance is below 90% we will prioritize an action plan to improve attendance first.

If a communication, social or emotional issue is identified as the main barrier to your child's learning support strategies will be discussed including referral to external agencies and interventions.

The action plan may include individual learning interventions (for example on spelling), intensive coursework support, referral to specialist teams (for example speech and language team) or social support (for example the Family Front Door), referral for reintegration into a mainstream setting and/or referral for an EHCP assessment.

Your wishes and concerns are always sought and an important part of any decision made in this process.

How will the school staff support my child?

Class groups are no bigger than ten pupils. This means your child will experience high quality teaching differentiated to their individual needs.

We have a strong pastoral team led by our pastoral and engagement teams. Your child will be in a tutor group that will have an allocated tutor and learning support assistant. These will be your first point of contact for any initial questions or concerns you may have as your child progresses through The Forge. These are the professionals that will lead your six weekly reviews.

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How will the curriculum be matched to my child's / young person's needs?

All pupils are offered a 25 hour curriculum including English, Maths Science, PSHE, PE, Food, Expressive Arts and outdoor adventurous activities. The majority of our pupils have external trips and visits as part of their curriculum. They will be part of this provision unless extenuating circumstances means they cannot participate. This can include a risk assessment for the pupil on the particular activity.

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

Our whole school staffing and organisational structure recognises the importance of developing trusting relationships that help your child to be in an environment where they can feel safe, feel heard and feel supported.

Your child's behaviour and attendance is monitored by our attendance team. You will be consulted if any concerns are identified and plans reviewed at our reviews. A copy of our behaviour policy is available from Reception or email office@theforge.worcs.sch.uk for an electronic copy.

What specialist services and expertise are available at or accessed by the school?

At The Forge we have access to many support agencies and employ individuals with specialisms to support our pupils overall well-being. We access:

- CAMHS
- Umbrella Pathway
- Learning Support Team
- Speech and Language team
- Social Care Support
- Swanswell
- School Nurse
- School Sexual Health Nurse
- Medical Education Team
- Virtual School for Looked After and Adopted Children
- Worcester Autism Team
- Get Ahead
- The Family Psychologists - support staff and pupils with supervision and interventions
- Children Always First Therapist
- Touchstones Bereavement Counselling

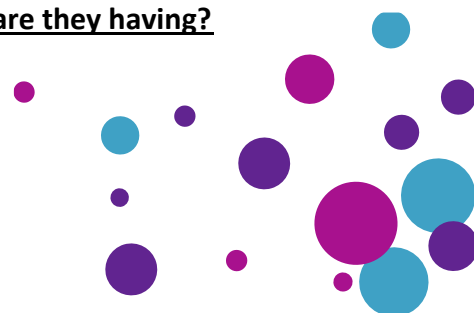
What training have the staff supporting SEND had or what training are they having?

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We are constantly updating our own training on current policies and procedures in education in line with our two primary and parallel tasks. Our CPD program identifies staff training to evolve areas of specialism within our staff co-hort. All staff are trained in current safeguarding practice and positive handling techniques.

How accessible is the school both indoors and outdoors?

Our ground floor has wheel chair access and a disabled toilet. We do not have access to our upstairs classrooms for wheelchair users. This means access to the Art room and Food technology room is not available. Both subjects could be taught downstairs if the need arose.

How are parents involved in the school? How can I get involved?

We always welcome parental involvement in our school, in addition to the reviews we welcome any parents who wish to come into school at any time. We are also always happy to have nominations for parent governors from any parent or carer who would be willing to come onto our governors. We also welcome families into the school for informal chats and to discuss concerns.

Who should I speak to if I have any concerns or wish to have further information?

If you have any general concerns or questions your first point of contact is your child's tutor, You are always welcome to phone, email or visit the school.

If you have a concern relating to Special Educational Needs or Disability please contact the SENCo.

The local offer

The local offer in Worcestershire schools is a document produced by Worcestershire Children First. It explains support and services available in Worcestershire for pupils with special educational needs or disability. It is available from <https://www.worcestershire.gov.uk/sendlocaloffer> or you can collect a copy from reception at The Forge or e-mail our SENCo for an electronic copy. If your child is recommended at review for transition to another school be it mainstream or a special school we will support that transition with a graduated timetabled reintegration programme support by our staff.

If your child transfers to post 16 provision after their placement with us we will support the transition primarily with the 'Get Ahead' Project.

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