

The Forge Secondary Short Stay School



SEN Information Report September 2023-2024

The Forge is a Short Stay School for key stage 3 and 4 pupils. We are an alternative provider commissioned by schools and local authorities offering 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 a return to mainstream education or a move through to special education as appropriate. For some KS4 pupils, who come to our provision later in their education, we provide a curriculum that offers qualifications that will lead to further education, employment, and training. Along with support for post-secondary education.

This report outlines how the school supports and makes provision accessible for all pupils with special educational needs and disabilities. Along with the roles and responsibilities for all working with pupils with SEN. Defining the process for the stages of identification and assessment.

What are special educational needs (SEND) or disability?

At the Forge, we use the definition of SEN from the SEND Code of Practice (2014). In this it is stated:

Special Educational Needs: A child or young person has special educational needs if he or she has a significantly greater difficulty in learning than most others of the same age. For this policy, a pupil is defined as having SEND if they have a:

- Significantly greater difficulty in learning than most others of the same age.
- Disability or health condition that prevents or hinders them from making use of educational facilities used by peers of the same age in mainstream schools or mainstream post-16 institutions.

3.2. Under the Equality Act 2010, a disability is a physical or mental impairment which has a long-term and substantial adverse effect on a person's ability to carry out normal day-to-day activities.

The school reviews how well equipped we are to provide support across the 4 categories of need:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and physical needs

A student may have needs that fall into one or more of the above categories.

What are the aims of our provision in regard to pupils with special educational needs and/ or disability?

The aims of our policy and practice in relation to special educational needs and disability in this school are:

- To work in cooperative and productive partnerships with the Local Authority, mainstream settings and other outside agencies. To ensure there is a multi-professional approach to meeting the needs of all our learners with SEND.
- Secure special educational provision for pupils for whom this is required.
- To request, monitor and respond to parent/carers' and pupils' views in order to evidence high levels of confidence and strong partnerships.

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 students 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 (Boxall Profile)
- We have staff who are trained in purposeful communication and emotional support strategies.
- All staff have received attachment training to support their work in getting alongside pupils who have had a poor educational experience.
- Our data is analyzed continually each half term. Further observations from the data may lead to assessments, external agency support and the start of the EHCP process.
- Our strong ethos of closing the gaps in learning through a carefully constructed and rigorous curriculum, is supported by a wider social curriculum that ensures that on returning to mainstream education, pupils can manage themselves so that they do not continue in a cycle of exclusion.

Education, Employment and Training Task:

To support the academic and vocational aspirations for our pupils we:

- Use baseline assessment completed by students on point of entry to project nationally expected rates of progress.
- Pupils are assessed based on their academic progress.
- 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 will the school prepare and support my child to join the school?

We have an induction programme in place for welcoming all students into our setting. Initial meeting with parent/ carer and child enables the chances for both to have a tour of the school and begin to feel comfortable with the school environment. Along with meeting key staff members. Baselines assessments in the form of cognitive abilities tests are completed on a 1-1 with a member of the pastoral team and are done within the first 2 days of starting their provision with us. This enables the school to identify any further support that is needed for the pupil and group the student accordingly. Students start our provision on a gradual entry. Accessing half a day provision for the first 2 weeks. After these weeks, students will be placed on a full-time provision. Students are supported in their lessons for the first few days.

How will the school support a child with SEND?

Your child will be allocated a form group on entry which will have an allocated tutor and a learning support assistant to the group. Class groups are no bigger than ten pupils. All pupils will experience quality first teaching which is personalized to their individual needs. The quality of classroom teaching provided to pupils with SEND is monitored through:

- Classroom observations by the senior leadership team, the SENDCo and external agencies
- Ongoing assessment of progress made by pupils with SEND.
- Pupil and parent feedback on the quality and effectiveness of provision/ support provided.
- Attendance and behaviour records.
- Pupils' attainments are tracked using the whole school tracking system and those failing to make expected levels of progress are identified hastily. Meetings take place to discuss further.

The early identification of pupils with SEND is a priority. Pupils are identified as having SEND through a variety of ways, (usually a combination), which may include some of the following:

- Liaison with dual registration mainstream school or previous school
- Child is performing significantly below age related levels
- Concerns raised by a parent,
- Concerns raised by a teacher,
- Liaison with external agencies such as Educational Psychologists, Speech and Language Therapist, Occupational Therapist, Learning Support Teacher, Complex Communication Needs Team, School Nurse

We recognise that all the pupils referred to The Forge have had an interrupted educational experience. Pupils arrive at our provision disengaged from mainstream education, invariably with underlying, social, emotional or learning needs and often with a need for support in areas of their

life that have impacted their relationships with school. When your child is inducted into the school, they will meet with our head of pupil experience and the transition lead. From this meeting, a pathway will be identified that best supports the pupil in their learning. A pathway is a program route identified in relation to the needs of the pupil. Our pathways offer support in closing any gaps in learning, identifying and assessing any additional needs and supporting pupils through a multi-agency approach to social barriers. Our personalised and flexible program is entirely outcomes focused and every pupil referred has a clear transition aim.

The 4 different pathways are:

- Assessment – this pathway allows us to identify where important diagnostic assessments have been missed in the past which then allows us to make referrals to external agencies for support. This pathway also allows us to support mainstream settings with any outstanding referrals or assessments that may need to be made as part of the assess; plan; do; review; cycle to support the EHCP assessment process. This pathway also allows us to begin the assessment and application process for permanently excluded pupils who may need an EHCP to better support them in their learning.
- Support – this pathway involves us working very closely with mainstream settings in supporting young people who are disengaged from their learning. They come to us on a 12-week programme where any additional support that the mainstream cannot offer will be offered; support with social care referrals, behavioural strategies, SEN needs and more. The transition team works very closely with mainstream settings, communicating regularly through updates, facilitating three-weekly reviews and then managed a supported and phased return to their mainstream setting.
- Next Steps – this pathway supports pupils in making a successful move to a post 16 setting. It will involve providing pupils with information about the different courses offered in different settings. In addition to this, it will also involve supporting pupils with their applications to these settings.
- Transition – this pathway supports pupils in transitioning to a return to mainstream education or to a specialist provision most appropriate to meet their educational need.

A pupil can be on more than one pathway at any given time, and these may change as they move through our provision.

We offer students an adjusted mode of curriculum which is known as the Links Programme, The Links Programme allows us to better support pupils who are in transitional phases of their programmes with us. Some of our students display significant levels of anxiety and find it very difficult to access the school at its busier times. The Links Programme supports these pupils by providing 1:1 support until they begin to feel more comfortable around others. The pupils will then begin a gradual increase in their time in school with a managed withdrawal of the 1:1 support they have hitherto received.

If there are concerns about a pupil including those who are looked after by the local authority, the teachers will discuss this with the SENDCo to try and identify what specific difficulties they are having. If the child is looked after by the local authority this process will also include the teacher who is designated to lead support for looked after children. The model of **Assess, Plan, Do, Review**

will be followed by the school to assess the child's needs, plan interventions/provisions to support them, do the actions in the plan and then review the impact.

Assess- Identifying the barriers to learning or identifying the key area of need. Parents and external support will start to be invited to this early discussion to support the identification of action.

Plan- If the review of the action taken indicates "additional to and different from" provisions needed to support the student to achieve will be carefully planned to scaffold the students learning. This may be accessible through interventions/ curriculum adaptations/ timetable amendments or additional support in and out of the classroom. At times it may be necessary for a pupil to work 1:1 and this is something we facilitate.

Do- The above support is implemented and monitored over a set period.

Review- The additional support is monitored, evaluating effectiveness and quality. Meetings are held with parent and pupil.

Some pupils who attend The Forge whose needs are significant and complex, a request will be made to the Local Authority to lead an assessment for education, health and care needs.

How will the school involve other professionals?

The Forge has an agreement with the local authority for traded services which include representatives from the Complex Communication Needs team, Educational Psychologist, Learning Support Team and Speech and Language Therapists. We use these external agencies to support staff in understanding the needs of our pupils along with observations on pupils which could be used for evidence-based for an Educational Health Care and Needs Assessment to be submitted. Parents are invited in to work with these external agencies and targets are discussed and agreed.

How will the staff support my child/ young person?

The class/subject teacher is responsible for:

- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil with SEND achieving. With personalised teaching and learning for your child as identified.
- Checking on the progress of your child and delivering any additional help they may need (targeted work or additional support)
- Ensuring that the school's SEND policy is implemented in their classroom and for the pupils they teach with SEND.
- Further discussions with the SENCo regarding any concerns.

The SENCo is responsible for:

- Collaborating with the governing board and headteacher, as part of the SLT, to determine the strategic development of the SEND policy and provision in the school.
- Coordinating the specific provision made to support individual pupils with SEND, including those with EHC plans.
- Liaise with a range of outside agencies who can offer advice and support to staff to support pupils.
- Communicate with parents regularly providing updates on their child's provision and updates on referrals.
- Support parents completing any referral documents.
- Providing professional guidance to colleagues. Providing up-to-date information on students and any diagnosis.
- Liaise with staff members, parents and other agencies
- Support teachers in the further assessment of a pupil's particular strengths and weaknesses and advising on effective implementation of support.
- Provide training opportunities for whole school training to ensure that all staff are confident in meeting the needs of pupils.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Liaising with the potential future providers of education to ensure that pupils and their parents are informed about the options, and a smooth transition is planned.
- Deployment of additional staff in lessons supporting pupils in their lessons.

SENCo Governor is responsible for:

- Liaise closely with the school SENCo.
- Regularly monitoring the school's policies and procedures, to review their impact on pupils with SEND, including on their mental health and wellbeing.
- Support the school in evaluating and developing provision for pupils with SEND.

Stephanie Bowen who is the governor with responsibility for SEND has completed the Special Educational need & Disability for Governors training. In addition to completing 2 courses on safeguarding and Adverse Child Sexual Experiences.

Contact details are stephaniebowen@gmail.com

How are children and young people with SEND enabled to engage in activities available?

All pupils are offered a curriculum which includes core subjects and non-core subjects. We strive to involve all students to be active in the whole school life. We aim to do this by:

- Having an up-to-date risk assessment which ensure risks are covered to allow access to all students.
- All students have pastoral plans which are updated regularly with information all about the pupil and what is used to support them in lessons and de-escalation strategies.

- All students have the opportunity to attend visits. Risk assessments are submitted which states whether 1:1 support is required.
- In PE adjustments can be made to support the PE curriculum.
- Specialists' equipment is available to support students in activities; laptop, writing slopes, personal workstations.

What support is available for pupils' well-being for students with SEND?

Our whole school staffing and organisational structure recognises the importance of developing trusting relationships that help pupils feel confident and comfortable to be in an environment where they can feel safe, feel heard and feel supported. Our provision works closely with a mentoring and counselling service. Our other links with external agencies ensure that the social, emotional and mental health needs of our pupils are met.

If a member of staff is concerned regarding the well-being of a pupil, this will be reported to the pastoral team who will work closely in supporting the pupil. If this needs to escalate to a referral to CAHMS or for a family support worker, a member of the safeguarding team will do this along with the support from parent/carer of the pupil.

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 pupil's overall well-being. We access:

- CAMHS
- Complex Communication Needs Team
- Learning Support Team
- Speech and Language Therapists
- Social Care Support
- School Nurse
- School Sexual Health Nurse
- Medical Education Team
- Virtual School for Looked After and Adopted Children
- Educational Psychologists
- Touchstones
- Climb
- Get Safe
- More Talk More Action mentoring
- Independent Careers Advice

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

We are constantly updating our own training on current policies and procedures in education in line with our two primary and parallel tasks. Training is carefully planned to address areas of expertise that require development to support student needs and to ensure ongoing updates to

training previously covered. This may include whole staff training or to support identified groups of learners in school. 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. Training can be delivered by a variety of different people such as school and other outside professional agencies. The SENDCo has completed the National SENCo Award and attends regular meetings and conferences with colleagues from across the county to keep up to date with developments within SEND.

How accessible is the school both indoors and outdoors?

Where feasible, we make reasonable adjustments to improve the accessibility of our environment to meet individual needs. Our policy and practice adheres to the Equality Act 2010. There are designated disabled parking spots marked and located out next to reception. There is a small ramp which leads to the main school reception. Our ground floor has wheelchair access and a disabled toilet. We are unable to provide access to our upstairs classrooms for wheelchair users. This means access to the Food technology room is not available. Our core subjects can be taught downstairs, which is where the canteen area can also be found. Please see our accessibility plan via the school's website for further information.

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

We always welcome parental involvement in our school. In addition to the parent evenings, we welcome any parents who wish to come into school at any time for informal chat or to discuss concerns. We are happy to have nominations for parent governors from any parent or carer who would be willing to come onto our governors. We also listen to your views from the parent questionnaire that is shared half termly with parents. The school is beginning to organise parent workshops. These will be advertised on our website, along with a text message and an email sharing this information. These workshops aim to provide useful opportunities for parents to learn more about how to support your child's learning.

To consult parents of children with SEND, The Forge does:

- 3 parents evening throughout the academic year
- 3 reports a year for attainment and behaviour are shared with parent/carers and dual registered pupils mainstream schools.
- Provide a more detailed report at the end of the academic year with detailed comments from the form tutor and a member of the senior leadership team. Again, shared with dual registered mainstream schools.
- Parent meetings to further discuss SEN requested both by parents/carers and school.

Meetings are arranged with parents to come into The Forge to share their concerns or work closely with outside agencies. Parents are encouraged to communicate regularly with the SENCo through emails and telephone conversations. Regular meetings are also arranged with students who are on a dual registered placement every 3 weeks to discuss with the mainstream setting and

parents/carers next steps and future support on re-entry to mainstream school. Along with any assessments that have been requested to be started.

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

We take our responsibilities seriously and work hard to ensure that each pupils' special educational needs and disabilities are met. If you seek further information regarding your child. The first point of contact is your child's form tutor. If you seek any specific information regarding or have any concerns regarding Special Educational Needs or Disability please contact our SENCo.

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

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

The local offer

The local offer in Worcestershire schools is a document produced by Worcestershire Children First. It provides information about provision and services available in Worcestershire for children and young people who have 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.

Other useful links:

SENDIAS (Special Educational Needs and Disabilities Information, Advice and Support Service)

www.worcestershire.gov.uk/sendias

This service supports parents with understanding legal processes, such as Education, Health and Care plans. They also support parents who are feeling overwhelmed with documents and relationships with schools.

Autism and Complex Communication Needs

[Autism and Complex Communication Needs | Worcestershire County Council](#)