

# The Forge Secondary Short Stay School



## SEND Information Report 2024-2025

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 additional 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 SEND. 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 for SEN and for disability from the SEND Code of Practice (2014). This states:

- **Special Educational Needs:** A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.
- A learning difficulty or disability that is a significantly greater difficulty in learning than the majority of others of the same age
- Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting.
- **Disability:** Many children and young people who have SEN may have a disability under the Equality Act 2010- that is 'a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.' This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer

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.
- To make reasonable modifications for those with a disability by taking action to increase access to the curriculum and to the environment.
- To secure special educational provision for pupils for whom this is required, that is “additional to and different from” that is provided within the differentiated curriculum.
- To request, monitor and respond to parent/carers’ and pupils’ views in order to evidence high levels of confidence and strong partnerships.
- To make reasonable adjustments for Year 11 students during their exams.
- To ensure a high level of staff expertise which is supporting meeting the needs of the pupils, through well-targeted professional development.

### **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. This is done through a Thrive profile which is completed on arrival and then reassessed every half term.
- 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:

- Assess our pupils learning levels on arrival by the pupils completing baseline assessments. Students engage in assessments each half term and each term for some of them. They provide a percentile rank which identifies a percentage compared to students' levels nationally.
- If initial assessments identify a learning need or a low score, interventions are organized with the assistant SENCo, and further assessments are put in place (see SEN policy) with classroom teachers and external support.
- Students are assessed throughout the year and are entered for exams. (Functional skill/Entry levels and GCSE at the end of Year 11).
- Students within Year 11 are presented opportunities throughout the year to attend events which discuss and explore careers and courses post 16.

### **How will the school prepare and support my child to join the school?**

Young people are referred to the school by the local authority or mainstream settings have requested the support from the Forge when working with their students. If the young person has been referred by the local authority, an initial meeting will happen with parent/ carer and child. If a mainstream school has referred a pupil, a meeting will occur with The Forge, main setting, parent/ carer and child all in attendance. Within these meetings, key information is collected to provide a better understanding of the needs of the young person and how The Forge will best meet and support those needs. If external agencies are supporting the young person, contact is made with them to share the young persons current placement and ask for relevant information. Any students who have a diagnosis, the services are provided with an update on placement for the young person and a request is sent for clinic letters to be forwarded to the school. The school will contact previous or current setting to request all relevant paperwork that will be beneficial for staff to have an awareness of the needs of the pupil. Students are invited for a tour of the school to meet key staff members who will be supporting them during their time at the school. Baselines assessments in the form of cognitive abilities tests and reading 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 their provision on a gradual entry and are supported in class by a member of the pastoral team.

### **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 high quality teaching that is adapted to meet the needs of all learners. The quality of

classroom teaching provided to pupils with SEND is monitored through a number of processes which include:

- Classroom observations by the assistant head teacher/ quality of education lead, SENDCo, assistant 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' attainment is tracked and used to inform teaching and might form the basis for more targeted intervention.

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
- Classroom observations and work scrutinizes
- 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 education experience. Pupils arrive at our provision disengaged from mainstream education and or education overall, 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 the interim Deputy head/ SENCo and the schools Family Support Worker. 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 - any missed assessments are identified with referrals to external agencies for support. Along with supporting mainstream settings with any referrals they may complete and being actively involved with being part of the assess plan do review cycle for potential students they are completing an EHCNA for. Students who have been permanently excluded and whom also may need an EHCP being completed for them, this will be their pathway. With the Forge and support from external services providing the main evidence.
- Support- We work very closely with mainstream settings in supporting young people who are disengaged from their learning and who are at risk of their placement breaking down. Depending on places available, the young person requiring support may come to us or full outreach is offered to the school. The programme is a 12-week package where any

additional support that the mainstream cannot offer will be offered; support with social care referrals, behavioural strategies, SEN needs and more. The outreach team works very closely with mainstream settings in communicating regularly with updates, 3 weekly reviews and then a start to a phase supported return to their mainstream setting. Reports are regularly shared with the settings on classroom observations on both the young person but also staff working with the young person.

- Next Steps- start to support our students in transitioning to a settings post 16. Providing students with information regarding different courses offered in different settings. Along with supporting students with their applications and accompanying students to interviews with the providers.
- Transition- supporting a young person in transitioning to a return to mainstream education or to a specialist provision.

A pupil can be on more than 1 pathway at any given time, and these will change as they move through our provision.

We offer students an adjusted mode of curriculum, this is known as the links programme, A link is a mode of curriculum delivered to support our young people who are in transitional phases off their programmes. Some of our students endure significant anxiety levels and find it very difficult to access the school at its busier times. Some of our students have unfortunately had a substantial amount of time absent from any educational establishment through no fault of their own. Therefore, sessions are available to support students on 1:1 basis until they begin to feel more comfortable around others or secure with their learning. The students will then have a gradual entry into the school and into their form groups. The induction programme which has been implemented encourages a positive welcome to all students into our setting

Pupils' attainment is tracked and used to inform teaching and might form the basis for more targeted intervention. Discussions are held between class/subject teacher, quality of education lead and the SENCo. If there is a concern about a child who is currently being looked after, the designated lead will also be involved in these discussions. Where it is decided during these discussions that special educational provision is required to support progression in student learning, parents/ carers will be informed of how this will be implemented.

Any action relating to SEND support for a pupil will follow the model of **Assess, Plan, Do, Review**. Initially assessing the child's needs, plan interventions/provisions to support them, do the actions in the plan and then review the impact.

**Assess**- Raw data on the pupil held by the school (could be from previous setting or current setting) will be collated by class/ subject teacher, SENDCo to make an accurate assessment of the pupil's needs. Identifying the barriers to learning or identifying the key area of need.

**Plan**- If review of the action taken indicates "additional to and different from" provisions needed to support the student to achieve. Then the views of all, including the young person and parents will be gathered and appropriate evidence-based strategies will be carefully planned to scaffold the student 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 SEND support is implemented, recorded and monitored over a set period. A date will be made for reviewing the attainment.

**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 and the SEND support required to meet their needs cannot be provided from within the school's own resources; a request will be made to the Local Authority to lead an assessment of education, health and care needs. This may result in an Education, Health and Care (EHC) plan being put in place.

### **How are adaptations made to the curriculum for pupils with SEND?**

At The Forge Short Stay School, differentiation is critical to providing quality first teaching that caters for all children. The curriculum is adapted to accommodate for and develop all children with SEND. We have developed a map which states the provision that is available for students in each of the different areas of need. The provision for each need is split into 3 sections: all students, targeted students with additional needs and students with significant and/ or complex needs. Our staff provide quality first teaching that supports all students in the school. The curriculum may be adapted by:

- Differentiated resources and teaching styles
- Additional adult support
- Appropriate choices of text to suit the learner

Teachers are encouraged to share observations that relates to students requiring access arrangements for exams through demonstrating that the normal way of working has been adapted to ensure that students are able to feel comfortable and relaxed as best as possible in exam conditions. The SEND department will identify, with the support of other agencies and referrals from teachers, students who are eligible for additional support in exams through assessments.

### **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. Reports are produced, which are then shared with all staff and parents. The targets are included in the reports and during termly meetings with the external services the targets are reviewed.

### **How will the school/ 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. This to be implemented through personalised teaching and learning for your child as identified.
- Checking on the progress of your child (baseline assessments) and identifying, planning and delivering any additional help your child may need (targeted work or additional support) and keeping the SENDCo updated.
- Ensuring that the school's SEND policy is implemented in their classroom and for all the pupils they teach with any SEND.

**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.
- Write the SEND Information report, which must be published on the website of the setting and updated yearly.
- 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.
- Monitor the progress and effectiveness of the provision with the quality of education lead.
  - Support parents completing any referral documents.
    - Providing professional guidance to colleagues
  - Providing up-to-date information on students and any diagnosis. Any reports from external agencies or clinic letters.
    - 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.
- Arranging the deployment of additional staff in lessons supporting pupils in their lessons.

Special Educational Needs Coordinator (SENCO)

Mrs Rachel Jordan

Assistant SENCO

Mrs Zoe Newman

**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.

**Governor with responsibility for SEND:**

**Stephanie Bowen**

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.

**How are pupils supported through exams?**

To support students with their exams, the SENCo works closely with teachers in observing any concerns in relation to students needing that additional support through their exams. Staff complete referral sheets and the SEND team will then observe students in their lessons. Students will also be able to share their views on what support they would like. If further assessments are required, the learning support team will be invited in to complete this assessment. A form 8 is completed by the SENCo and shared with the Learning Support Team. The assessment will happen and then a report will be completed. If additional support is highlighted, an online application is submitted. Before the application is submitted online, a personal data consent form is signed by the candidate. Students and parents/ carers are kept updated with additional support. Students' normal way of working is taken into consideration to ensure that students can access their exams. If a student has a medical diagnosis which is impeding on how much they can access, a form 9 is completed stating additional support is required.

**How are pupils with medical needs supported?**

Pupils with medical needs will be provided with a detailed Health and Care plan. This will be completed in partnership with parents and the pupil themselves if appropriate. Staff who administer and supervise medications, complete formal training. All procedures adhere to the LA policy and DfE guidelines.

**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 be a fully inclusive school and to ensure we are meeting the needs of all our pupils. 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 SEND plans which are updated regularly with information that is relevant for staff to have an awareness of.



- Students complete SEND passports with the assistant SENCo which are the pupils voice as to what they need in lessons.
- All students have the opportunity to attend visits and risk assessments are submitted ensuring that where 1-1 support is required is stated in the documents.
- 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, writing equipment.

### **What support is available for improving the social, emotional and mental health of pupils 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. We promote the social and emotional development of all students by:

- We have a school council who are presented with opportunities to speak on behalf of students.
- Our pastoral and behavioral support team work very closely with students throughout the school are readily available for students when needed.
- Alternative spaces are available for students when they are finding being with other peers difficult.
- Small group work present opportunities for students to develop their social interaction skills.
- Thrive sessions are offered to students both 1-1 and in small groups. We have staff members who are licensed practitioners. The Thrive approach has been embedded throughout the school to support with pupils' development.

**Our lead Thrive Practitioner is Mrs Zoe Newman**

- To support our parents, our family support worker liaises with parents to inform of services that are available for them to access. Along with completing referrals and paperwork with parents/carers.

**Our Family Support worker is Mrs Clare Hurley**

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.

### **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
- Respect Programme
- More Talk More Action mentoring
- Independent Careers Advice
- Creative Psychotherapist and Therapy Dog Handler

### **What training have the staff had in relation to young people with SEND?**

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. The school works very closely with a range of outside agencies to support students and their families. The Forge has built close links with health services, social care and education services. The Forge works very closely with a local authority allocated Engagement Officer who is closely supported by the school's Family Support Worker to create further opportunities for support from other agencies both known and unknown to the school. The support from the Family Support Worker in identifying these additional sources of support have been invaluable for the families accessing them. All staff are frequently involved in whole staff INSET and the feedback from staff when the training has a SEND specific can be reflective in staff practice.

All staff are given safeguarding, child protection and Prevent training annually and are fully aware of the safeguarding procedures. **Ms Caroline Northway is the designated senior leader** in the school for safeguarding.

Staff have training on positive handling techniques annually which covers the basic and advanced for staff.

- SENDCo has completed National SENCo Award Qualification
- Individual training (Assistant SENCo) WAM (Worcestershire Autism Mentor) Qualification
- Individual training SEND TA Apprenticeship
- Specialist expertise engaged from external services- Learning Support Team; Complex Communication Needs: Team Teach: Educational Psychologist Support; Speech and Language Team.
- Exam Access Arrangements update/ refresher

The SENDCo attends 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.

- Designated disabled parking spots marked and located next to reception.
- A small ramp which leads to the main school reception.
- Our ground floor has wheelchair access
- Toilets are available to ensure accessibility for visitors with a disability.

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 arrangements made for consulting parents/ carers of children with SEND in the education their child?**

We always welcome parental involvement in our school. 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 termly with parents at our parents' evenings. 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. If a pupil is on our support pathway, reports are shared with the mainstream school the young person is on role with as a main base.
- Provide parents with a more detailed report at the end of the academic year with comments from the form tutor and a member of the senior leadership team. Again, shared with mainstream schools.

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. If a pupil has been successful in acquiring an EHC plan, parents/ carers are invited into school to firstly check they approve of the EHC plan and then to discuss potential placements for their child. Discussing provisions and what is available for them

## **What should a parent/ carer do if they think their child may have educational needs**

We take our responsibilities seriously and work hard to ensure that each pupils' special educational needs and disabilities are met. If parents/carers have concerns relating to their child's learning or inclusion in the school, then initially discussions with your child's form tutor occurs first. 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: [rjordan@theforge.worcs.sch.uk](mailto:rjordan@theforge.worcs.sch.uk)

## **How can I access the school's SEND policy?**

Click here to access our SEND policy

In addition, the following policies are attached for information about The Forge Short Stay School:

- Safeguarding and child protection policy
- Equality Policy and Accessibility plan
- Behaviour policy
- Anti-bullying policy.

## **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](http://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](#)