

The Forge **Secondary Short Stay**
School
SEND Information Report
2025-2026

The Forge is a Secondary Short Stay School for Key Stage (KS) 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 (2015). 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 SEND code of practice’ 2015 states that there are four main areas which cover Special Educational Needs. A pupil may have difficulties that fit clearly into these areas. However, there may be pupils that have difficulties across two or more areas. There are 4 broad areas of SEND:

Communication and Interaction

A child may have a delay or disorder in one or more of the following:

- Attention/ interaction skills
- Understanding/receptive language
- Speech/expressive language
- Autistic Spectrum Disorders

Cognition and learning

A child may have a significant difficulty, delay or disorder affecting the skills needed for effective learning. This can include:

- Moderate Learning Difficulties
- Specific Learning Difficulties (including dyslexia, dyscalculia or dyspraxia.
- Memory and Reasoning
- Problem Solving and Concept Development Skills

Social, mental and emotional health

A child may have difficulties with their social and emotional development which may include:

- Depression
- Anxiety
- Attachment disorders

Sensory and/or physical

A child may have a medical or genetic condition that could impair their access to the curriculum without adaptation or consideration, which may include:

- Physical
- Medical
- Visual
- Hearing

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 pupils 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 pupils 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 through baseline assessments. Pupils engage in assessments each half term and each term for some of them. They provide a percentile rank which identifies a percentage compared to pupils’ levels nationally.

- If initial assessments identify a learning need or a low score, interventions are implemented for that pupil. Either group or individual
- Pupils are assessed throughout the year and are entered for exams. (Entry Levels/Functional skills and GCSEs.
- Pupils 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 after a permanent exclusion. An initial meeting will be arranged to visit the school for yourself and your child. The schools SENCo will lead this induction, where key information is collected to provide a better understanding of the needs of your child and how The Forge will best meet and support their needs. If external agencies are already supporting, contact is made with them to request information. If any child who arrives at The Forge have a medical diagnosis, the relevant services are contacted and made aware of the change of school setting. A request is then put in for further clinical letters to be *forwarded* to the school. The SENCo will contact their previous setting to request all paperwork that will support staff with supporting the needs of your child.

Pupils 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 are completed on arrival. These assessments are designed to pinpoint specific learning and behavioural difficulties which, unidentified, may limit the potential to learn. Further assessments are also completed to identify reading ages and current attainment levels. All pupils start their provision at The Forge on a gradual entry and are supported in class by a member of the pastoral team once assessments have been completed.

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 several processes which include:

- Classroom observations by the head teacher, SENDCo and school external visitors.
- 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. On arrival into The Forge an appropriate 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.

Assessment - any missed assessments are identified with referrals to external services for assessments and strategies. There is a possibility this will lead to the SENCo completing a referral for an EHCNA and a possibility of finding a suitable educational placement.

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. Outreach is offered in the form of support through observations, 1-1, group work, further assessments if required

Transition- supporting a young person in transitioning to a return to mainstream education setting or to a specialist provision.

The 4 different pathways are:

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

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.

We offer pupils an adjusted mode of curriculum, this is known as the links programme. A link is a mode of curriculum delivered to support our pupils who are in transitional phases. Some of our pupils endure significant anxiety levels and find it very difficult to access the school at its busier times. Some of our pupils 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 pupils on 1:1 basis until they begin to feel more comfortable around others or secure with their learning. The pupils will then have a gradual entry into the school and into their form groups. During these 1:1 session, pupils will work alongside key adults. Creating the opportunity to build positive connections.

If a learner is identified as having SEND, we will provide support that is 'additional to' or 'different from' the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching intended to overcome the barrier to their learning. This support is set out in the Local Authority document 'The Graduated Response', which can be found here

[The SEND Graduated Response | Worcestershire County Council](#)

When providing support that is 'additional to' or 'different from' we follow the 'Graduated Approach' for supporting children with SEND. Through the '**assess, plan, do review**' cycle we ensure we are identifying the best way of ensuring we meet the needs of all of our learners.

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 pupil 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 pupil 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.

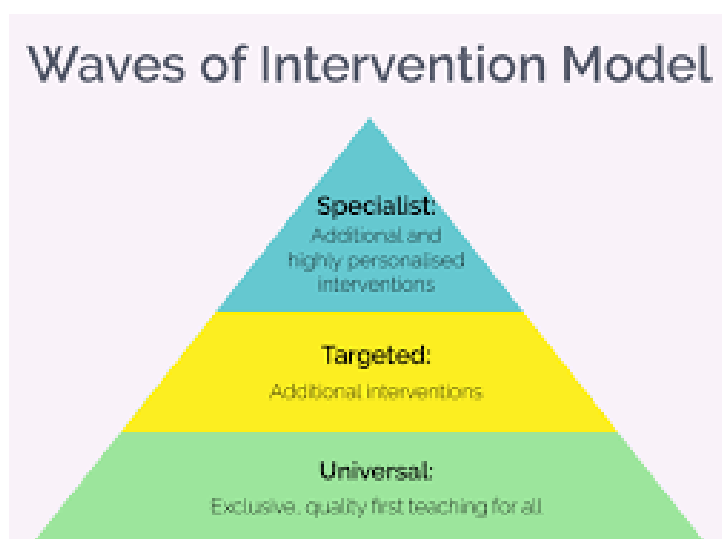
Do- The above SEND support is implemented, recorded and monitored over a set period. A date will be made for reviewing the attainment.

Review- involves measuring the impact of support provided and considering whether changes to that support need to be made. All of those involved – learner, their parents or carer, teacher and SENDCO – contribute to this review. This stage then informs the next cycle, if necessary.

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 Plan (EHCP) being put in place.

How do we adapt the curriculum and learning environment?

At The Forge Short Stay School, we ensure that our teaching and learning for all pupils reflects the LA's 'Graduated Response' document. Differentiation is critical to providing quality first teaching that caters for all pupils. The curriculum is adapted to accommodate for and ensure progression for all pupils. The 'Waves of Intervention' model describes how different levels of intervention are used to support pupils at The Forge.



Universal is good quality inclusive teaching which considers the learning needs of all the pupils. This includes differentiated resources and creating an inclusive teaching environment.

Targeted outlines specific, additional and time-limited interventions provided for some pupils who are falling behind age expected level.

Specialist is targeted provision for pupils who require a high level of additional support/ specialised provision to address their needs.

What support will my child have in school from staff?

Class teachers	Each teacher is responsible for: -Adapting and refining the curriculum to respond to strengths and needs of all pupils
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	-Checking on the progress of your child and identifying, planning and delivering any additional support. -Applying the school's SEND policy.
SENDCo Rachel Jordan	The school's SENDCo is responsible for: -Collaborating with the governing board and the headteacher, as part of the SLT, to determine the strategic development of the SEND policy and provision in school. -Coordinate the specific provision made to support individual pupils with SEND, including those with an EHCP. -Liaise with a range of agencies outside of school who can offer advice and support to help pupils overcome any difficulties. -Communicate with parents regularly providing updates on their child's provision and updates on referrals. -Monitor the progress and effectiveness of the provision. -Support parents completing any referral documents -Providing professional guidance to colleagues -Support teachers in the further assessment of a pupil's strengths and weaknesses and advising on effective implementation of support. -Provide specialist advice and facilitate training to ensure that all staff are skills and confident about meeting a range of needs within the school. -Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively. -Liaise with potential future providers of education to ensure that pupils and their parents are informed about the options, and a smooth transition is planned. -Arrange the deployment of additional staff in lessons
Headteacher Daniel Smith	Is responsible for: -The day-to-day management of all aspects of the school, including the provision made for pupils with SEND.
SEN Governor Stephanie Bowen	-Liaise closely with the school SENDCo. -Regularly monitor 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 quality and impact of provision for pupils with SEND across the school.

How are pupils supported through exams?

A pupil's normal way of working is taken into consideration to ensure that pupils can access their exams. To ensure that pupils receive entitled support for their exams in the form of exam access arrangements (EAA), the SEND team works very closely with class teachers who initially will complete referral sheets. The SENDCo will then complete an observation for further evidence that is required for further assessments to happen. Parents will be contacted to discuss assessments. A Form 8 will be completed by the SENDCo, along with a referral to the Learning Support Team. If

additional support is highlighted from the assessment, an online application is submitted using the Learning Support Team report as evidence.

Before the application is submitted online, a personal data consent form is signed by the candidate. If a pupil has a medical diagnosis which is impeding on their learning, a form 9 is completed stating additional support is required.

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 pupils.
- All pupils have SEND plans which are updated regularly with information that is relevant for staff to have an awareness of.
- Pupils complete SEND passports with their teaching assistant. This is pupil led, including the pupils voice.
- All pupils can 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 pupils 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 pupils by:

- We have a school council who meets regularly. A pupil is elected by fellow pupils to be school ambassador.
- Our pastoral team work very closely with pupils throughout the school and are readily available for pupils when needed.
- Alternative spaces are available for pupils when they are needing space and time away from peers.
- Small group work present opportunities for pupils to develop their social interaction skills.
- Thrive sessions are offered to pupils 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.

- Restorative approach to dealing with conflict and resolution.

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.

As a school we have a very positive approach to all types of behaviour with a clear reward system that is followed by all staff and pupils. Meetings are arranged if there is an escalation of behavioural incidents. Our Engagement In Learning Support Co-Ordinator leads these meetings with a member of SLT joining too.

At The Forge, incidents of negative behaviour are dealt with in a fair, respectful and appropriate way. With the key focus on individuals taking responsibility for their behaviour, repairing any harm done, rebuilding and restoring relationships. The key principle when dealing with issues is to give all the people involved a chance to have their say and become actively involved in the process.

How are pupils with medical needs supported?

Pupils with medical needs will be provided with a detailed 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 annually. All procedures adhere to the LA policy and DfE guidelines.

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

Where difficulties persist despite high quality interventions and appropriate adjustments, advice and support may be requested from other professionals, with the parent's consent. The Forge works in a collaborative partnership with many different agencies. This means that your child may receive specialist and targeted support to meet their needs both in and out of school. The class teacher, DSL and/or SENDCo will discuss this with you and will gain your consent before any referrals are made. Listed below are some of the outside agencies with whom we work collaboratively:

- 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

- Catch 22
- Get Safe
- Respect Programme
- More Talk More Action mentoring
- Independent Careers Advice {SENDIASS}
- Creative Psychotherapist and Therapy Dog Handler
- Empowering Girls Independence

How do we involve other organisations in meeting the needs of pupils with SEN and supporting their families?

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 external agencies that are supporting their child 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. In these meetings too is a chance to reflect on the support we are receiving and if additional is required to best meet the needs of the pupils.

What expertise and training do our staff have to support pupils with SEN?

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 pupil needs and to ensure ongoing updates to training previously covered. The school works very closely with a range of outside agencies to support pupils and their families. The Forge has built close links with health services, social care and education services. The Forge works very closely with a member of the local authority whose role is the allocated Engagement Officer for The Forge. This individual creates further opportunities for support from other agencies both known and unknown to the school. 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 practices.

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 safeguarding lead for The Forge Secondary.

Allocated staff members have training on positive handling techniques annually which covers the basic and advanced for staff. All staff have attended:

- Specialist expertise engaged from external services- Learning Support Team; Complex Communication Needs: Team Teach: Educational Psychologist Support; Speech and Language Team.

Individual:

- SENDCo has completed National SENCo Award Qualification
- Individual training SEND TA Apprenticeship
- SEND governor has completed the Special Educational need & Disability for Governors training. In addition to completing 2 courses on safeguarding and Adverse Child Sexual Experiences.
- SENDCO/ Head of exams have completed Exam Access Arrangements updates/ refresher

The SENDCo also attends meetings and conferences with colleagues from across the county to keep up to date with developments within SEND and to have access to relevant resources.

How will we secure facilities to support pupils with SEN?

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 at the top of the school.
- A small ramp which leads to the main school reception.
- Our ground floor has wheelchair access
- Toilets are available on the ground floor 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 do we consult parents of pupils with SEN and involve them in their child's education?

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 join our governing board. There is an opportunity termly for parents/carers to share their views via a parent questionnaire. However, this does not intend to limit parents/carers views which are welcomed yearly. 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. Also providing space and time for parents/carers to meet with specialists in

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

- parents evenings throughout the academic year
- reports attainment and behaviour during the year 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 pupils who are on a dual registered placement every 3 weeks to discuss with the mainstream setting and parents/carers the next steps and future support on re-entry to their mainstream school.

If a pupil has been successful in acquiring an EHCP, parents/ carers are invited into school to firstly check through the EHCP and if they are happy with the document. Then to discuss potential placements for their child if successful in acquiring specialist provision.

Who can young people and parents contact if they have concerns/complaints?

We take our responsibilities seriously and work hard to ensure that each pupil's special educational needs and disabilities are met. If you have concerns relating to your child's learning or inclusion in the school, initially, discussions with the form tutor will be the first contact. You may also consider contacting the headteacher Daniel Smith.

If specific information is requested or there are concerns relating to SEND, the SENDCo must be contacted to discuss further.

Our SENDCO is Rachel Jordan who is available on Tel: (01527) 597936

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

How can I access the school's SEND policy?

The Forge Information report for SEND has been written with close regard to the following:

- SEND Policy
- Inclusion Policy
- Behaviour Policy
- Anti-Bullying Policy
- Safeguarding and child protection policy
- Attendance policy
- Admission policy
- Equal Opportunities and accessibility plan

All policies can be found on the schools' website: www.theforge.worcs.sch.uk

How can I access the local offer?

The local offer in Worcestershire schools is a document produced by Worcestershire County Council. It provides information about provisions families can expect to be available across education, health and social care for children and young people who have a Special Educational Need (SEN) or are disabled, including those who do not have Education, Health and Care (EHC) plans in Worcestershire.

It is available from <https://www.worcestershire.gov.uk/sendlocaloffer>

What support services are available to parents/carers?

Below are some useful links to services which support families:

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

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. Their service is impartial and confidential.

www.worcestershire.gov.uk/sendiass

- Schools, education and learning page on the Worcestershire County Council website.

This page has several links to further sections about education in Worcestershire.

www.worcestershire.gov.uk/council-services/schools-education-and-learning

- Inclusion support information for parents and carers.

This page allows parents/carers to explore and become more familiar with the teams which are involved with the inclusion support service.

www.worcestershire.gov.uk/council-services/schools-education-and-learning/inclusion-support-information-parents-and-carers