



Forest Moor School SEND Information Report

2019-2021



School Offer

The kinds of SEN that are provided for:

Our school provides young people with social, emotional and mental health challenges a nurturing, inclusive and supportive learning community. We believe that our young people can and should achieve in line with their peers. Our purpose is to find a way to support students to the best of their ability. We offer small group learning underpinned by therapeutic approaches. Our values run through everything we do at Forest Moor, they inform our curriculum offer, teaching approaches and our school ethos.

We are driven by our core values in everything we do at Forest Moor:

*We embrace **challenge** to enable ourselves to become the best we can be.*

*We use **honesty** to create an open and reflective school community, we are willing to learn from our mistakes.*

*We approach learning about ourselves, each other and the world around us, with **curiosity**.*

*We celebrate the **self-reliance** that allows us to be independent and take our place in our communities.*

*We use **resourcefulness** with determination to solve our problems.*

*Our secure sense of **belonging** keeps us safe.*



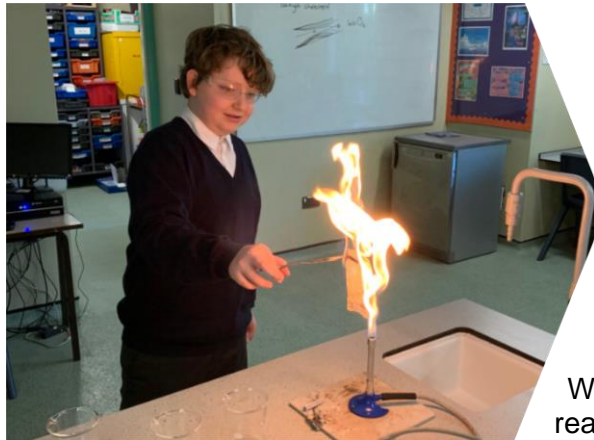
All the children and young people attending our school have an identified social, emotional or mental health need (SEMH). They already have an Education, Health and Care Plan (EHCP), or the Local Authority has agreed to an Education, Health and Care Assessment at the school. If pupils come to us on an assessment place, they may remain on the roll of their home school until their EHCP is agreed and Forest Moor is named as their new school.

Although our main focus as a school is to meet the social, emotional and mental health needs of our pupils, we always aim to identify and meet any additional special educational needs and disabilities they may have, and to provide appropriate strategies, support and resources for these as well.

Policies for identifying children and young people with SEN and assessing their needs, including the name and contact details of the SENCO:

The school's SENCO is Sarah Parker-Walton. Sarah can be contacted at the school on 01423 779232.

Prior to transition to the school, we try and find out as much as we can about every child or young person. We like to ensure that, dependent on the needs of the young person, that one or more of the following has taken place before they join us full time:



- a visit by us to meet the child or young person and their family in their home setting - so that we can talk about them and their needs and about us as a school and what we could offer;
- a visit to the school by the child or young person, their parents/carers (perhaps supported by a member of the SEND Information, Advice and Support Service (SENDIASS) - so that everyone has the chance to have a look around the school and ask any further questions;
- a visit by our staff to see the child or young person in their current educational setting/provision - so that we have the opportunity to meet with them again, and find out more from the other professionals who have been working with them;
- a range of taster/transition days in school according to the needs and circumstances of the individual - so that they, and us, have a proper chance to get to know each other.

When children and young people start at the school we spend a lot of time trying to get to know them really well and trying to build up their trust in us. Over those first few weeks and months we make sure that they have plenty of opportunity to have one to one discussions with key staff, including their tutor team, their class/subject teacher(s) and our Inclusion Manager, who is a professional therapist.

With the help of other professionals, we build up a detailed profile of each pupil's needs including aspects such as literacy and numeracy, specific learning difficulties, communication and interaction, and sensory processing. A Thrive behaviour and baseline skills assessment is completed within the first 6 weeks of starting along with a resulting action plan which prioritises the pupil's main areas for social and emotional development and support. We also work with each pupil to build up a personal 'my plan' that shows the sorts of things that cause their behaviour to escalate, and how staff can help to avoid this, or help them calm down and de-escalate challenging behaviour. This links to their Thrive action plan and also focuses on how they can further develop their own self-regulation of emotions.

We produce a SEN Support Plan for each pupil, which summarises their learning, and their social, emotional or mental health targets. This document also includes information on any additional strategies that should be used by staff to support your child and any additional and different provision or interventions we have in place to meet their needs.

Arrangements for consulting children and young people and involving them in their education:

It is really important to us that we involve our pupils in the decisions about their education. Pupils have a daily opportunity to reflect and evaluate with their tutor teams at the end of each day, which also gives children and young people the opportunity to raise issues or to contribute their ideas to curriculum planning or to wider school life in general. As part of the curriculum, PHSCE lessons allow pupils a range of ways to feed into school planning, local community, charities and global issues. Students have elected student councillors and are able to formally input into to school

decisions through these at school council meetings.

There are also opportunities for discussions on a one-to-one basis as part of our timetabled Thrive or therapy sessions. The latter is also available to pupils who have a programme of alternative provision and who therefore do not attend the main school on a regular basis. These one to one sessions provide the opportunity for your child to discuss aspects of their provision, or any personal concerns they may have, within a safe and secure environment.

At least once a year we hold an annual review of their Education, Health and Care Plan. Before this review meeting your child will meet up with a member of staff they know really well and discuss their opinions about their current situation and provision as well as their hopes and plans for the future. We also try to encourage them to attend the annual review meeting so that they have the opportunity to have their say. All of this is done in a very positive way that focuses on what is going well and how we can work together to plan for further improvements.



Arrangements for consulting parents of children with SEN and involving them in their child's education:



We are really keen to work in partnership with parents and carers. As well as more formal opportunities to meet up, we also invite you to contact the school whenever you have any information or concern you wish to share with us. Your child will be assigned to a tutor team, and these members of staff will usually phone you every week to update you on how they have got on over the week. We will also phone you any time we need to discuss something about your child with you, as it is vital that we work closely together. Or, if we feel that there is a need for us all to sit down together, we will invite you to school for a meeting, or arrange a visit to you at home.

We will also invite you, and your child, to take part in meetings to review their Education, Health and Care Plan. Your knowledge and understanding of your child's needs is essential to support the school in making the best provision for them. This should also take account of your child's hopes, personal goals and interests.

You will be invited to annual review progress meetings. A point of contact, these will allow us to explain where your child is in their learning, and to work with you to ensure the most appropriate targets are set to ensure progress.

We will always try to support your attendance at these meetings, e.g. the support of a representative from SENDIASS.

Arrangements for assessing and reviewing children and young people's progress towards outcomes. This should include the opportunities available to work with parents and young people as part of this assessment and review:

Our aim is that all of our pupils make at least expected rates of progress in line with their peers. We monitor this on a regular basis and this data is used to highlight any further interventions with the SENCo that may be required to make good progress. We produce targeted flight paths in English and maths, which show the progress your child should be making and where they are expected to be. We also monitor social and emotional

development and record this progress on an on-going basis through Thrive. The school is continuing to develop the new online system called 'Bromcom' to help us record academic progress. All of these will help us to identify next steps in learning.

The school uses SEN Support Plans to set targets, to summarise the universal and targeted provision that is given to your child and to monitor the difference this has made.

All of the above will be shared with you at EHCP annual review meetings, at interim meetings with you and your child, and informally as part of our on-going communication with you. If you would like to discuss any aspect of your child's progress towards their agreed outcomes, please contact the school via your tutor team or the SENCo.

Progress towards personal targets are discussed with the child or young person on an on-going basis and achievements monitored and recorded.

Arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society:

Our programme for annual reviews of EHCPs takes transition into account, and reviews for children and young people at the point of transition are held first, with invitations to all professionals already involved, or who may be involved in the near future.

We ask their tutor team to collect the views of the child or young person and to encourage their attendance at the transition review, or at least part of it. We also ask our specialist careers adviser to set up meetings with the young people prior to the transition review to help them to plan these next steps.

Tutor teams or other school staff, as appropriate, would always be available to support the young person in transition meetings or in preparing for their next steps including support to visit and apply to post 16 provisions.

The approach to teaching children and young people with SEN:

Because we know our pupils so well and, because our classes are small (no more than nine and almost always supported by additional adults), we are able to ensure that our planning and delivery of, and support for, learning always takes account of individual needs. We also make a lot of effort to ensure that we deliver learning opportunities that really engage our learners and that enable them to develop, and to show, their strengths. As well as trying to develop their independence as learners, we also encourage them to work collaboratively with their peers.

We offer a range of interventions that can be delivered on a one to one basis. These include interventions for literacy, for numeracy, for speech, language & communication as well as therapeutic and Thrive interventions to support social, emotional or mental health needs. These interventions take place during the school day at the most effective time for the students and minimising any impact on their daily curriculum where possible.

We have developed whole school provision maps that inform all staff of the strategies they should be using within mainstream lessons, and that also give detail of all the additional and different interventions and support that we can offer. If you would like to see these, please contact our SENCo at the school. The details of any specialist intervention being delivered to your child will be recorded on their SEN Support Plan and will be discussed with you prior to the intervention starting and with regular feedback during annual review meetings.



How adaptations are made to the curriculum and the learning environment:

Classroom environments and resources aim to respond to a wide range of special educational needs, for example using visual timetables, providing fidget toys and ensuring that visual distractions are kept to the minimum.

We prefer to have specialist resources readily accessible to all learners, rather than allocating specific resources to particular pupils. If we feel that it is really important that your child needs a particular adaptation to the curriculum, or access to a specific resource, we will flag this up within their SEN Support Plan so that you, they and all our staff are aware of this.

The expertise and training of staff to support children and young people with SEN, including how specialist expertise will be secured:

As a special school, all staff are trained and experienced in working with children and young people with social, emotional and mental health needs. We have weekly staff meetings which, along with dedicated training days, enable on-going staff development. Specialists visit the school to train staff in particular aspects of special educational needs such as specific learning difficulties or Thrive. These specialist professionals also support our SENCo in assessing needs and in planning individual pupil programmes.

We ensure that we have regular training updates in aspects such as safeguarding and child protection and in the use of restrictive physical intervention through Team Teach.

Evaluating the effectiveness of the provision made for children and young people with SEN:

Whilst we are not able to make within school comparisons with children and young people who do not have special educational needs, we always measure progress against national benchmarks and expectations and always strive for the best outcomes for your child. Oral and written feedback provides on going monitoring of each child's progress towards agreed academic and social and emotional targets. The Senior Leadership of the school carries out a schedule of work scrutiny, learning walks and lesson observations to monitor the effectiveness of provision. Our cycle of assess, plan, do, review, with focused discussions at annual review meetings ensures that we keep a close eye on the progress and therefore the effectiveness of provision at the individual pupil level.



How children and young people with SEN are enabled to engage in activities available with children and young people in the school who do not have SEN:

All our children and young people have special educational needs and are therefore actively included in the full range of curriculum and extra-curricular activities on offer. We place a high priority on ensuring that they have a voice not only in planning their own package of provision, but also in deciding some of the wider opportunities available via the school.

We are also keen that they have opportunities that enable them to meet with pupils from other schools, often this is through sporting events.

Support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying:



Our therapeutic provision ensures that we have a range of interventions available to support the emotional and social development of our pupils. Our qualified Thrive Practitioners deliver individualised one-to-one sessions weekly and trained staff use educational psychology techniques in sessions such as emotion coaching and motivational interviewing. Each is able to deliver learning opportunities related to emotional literacy and realistic goal setting with a Thrive focus.

All pupils are assigned a tutor team, who provide additional one-to-one support for the pupil and their family.

Social and Emotional Aspects of Learning (SEAL) feature as a part of the PHSCE curriculum and social and emotional opportunities for development is a planned aspect of every lesson. We use restorative approaches to repair any incidents as well as any fall-outs between individuals or to address issues such as bullying. We value teaching young people to learn from their mistakes. Thrive further enhances this aspect of our work.

How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families:

We work closely with the Local Authority to ensure that we access the support and guidance of the full range of specialist support and outreach services available to us. On-going liaison with, and monitoring of provision at, our alternative providers ensures that these external learning opportunities remain targeted appropriately at need and deliver viable outcomes.

Staff, especially our Inclusion Manager, attend planning and review meetings called by other agencies, so as to ensure that education maintains a high priority in any young person's personalised package of provision.

We will make sure that we discuss any additional support for your child with you.

Arrangements for handling complaints from parents of children with SEN about the provision made at the school:

If you have a concern about special educational needs provision at the school, please raise this with the SENCo or the Headteacher. If, however, you wish to make a formal complaint you should address this in writing to the Chair of the Governing Body. A copy of the school's complaints policy is available on request.

The North Yorkshire local offer can be found at: <http://www.northyorks.gov.uk/article/23542/SEND---local-offer>