



Forest House Education Centre SEND Information Report

Date of Implementation: September 2014

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Date for review: September 2022

What kinds of Special Educational needs does Forest House Education Centre make provision for?

- Forest House Education Centre is a foundation special school for pupils with learning difficulties. Many pupils have additional complex needs including autistic spectrum disorders, epilepsy, physical and sensory impairments. Many need regular medical intervention. The school caters for pupils with
 - Speech and language difficulties
 - Physical disabilities
 - Social, emotional and mental health needs
 - A specific syndrome or disorder
 - Social communication difficulties
 - Autistic Spectrum Disorder
 - Moderate Learning disabilities

How would Forest House Education Centre identify and assess my child's Special Educational Needs?

- Every pupil attending Forest House Education Centre has an Education, Health and Care Plan (EHCP). These are written based on statutory assessment. This is a detailed assessment to find out exactly what a pupil's special educational needs are and what special help they need. These are reviewed and updated annually with aims and outcomes set accordingly. Occasionally, in agreement with the Local Authority, a pupil will come to school on an assessment place while the assessment process is completed.
- Assessment of and for learning is essentially ongoing, and is seen as an integral part of an interactive learning process. The main purpose of assessing a pupil is to enable him/her to make the best possible progress in the development of skills, knowledge and understanding and overcome barriers to learning. We use a basket of assessment tools in order to track and celebrate learning. Reviewing aims and outcomes on a regular basis ensures that teaching is targeted to enable the pupils to make the best possible progress. We measure progress of pupils towards meeting their EHCP objectives and outcomes.
- Every pupil has an initial assessment and a programme of learning in conjunction with the young person's named mainstream/ special provision is collaborated. Pupils are regularly assessed so that we can monitor the rate of progress each pupil is making. Pupil Progress meetings are held termly - each class teacher meets with the Head of School and other Leaders to discuss the progress of pupils in their class and determine interventions/ programmes of study/ additional support.
- These provide a further opportunity to identify any necessary changes in provision in order to continue to meet the needs of each pupil. Formal assessments take place termly and

reported to parents face-to-face in our Tutorial Days, annual reports and annual EHCP reviews.

- Staff are skilled at identifying pupils' needs and use a wide range of tools and specialist assessments as appropriate to each pupil. These include ongoing assessment of communication, cognition, physical needs and skills, social and emotional development, vision, hearing, functional sensory assessments of capabilities and sensitivities, behaviour and anxiety.
- The school works closely with parents, carers, therapists and external agencies to identify and monitor the holistic needs of every pupil.

How does the school evaluate the effectiveness of provision for pupils with Special Educational Needs?

- We use the Ofsted framework as a basis for a robust system of self-evaluation to regularly review our provision.
- We identify through our framework of provision, working streams that enable focused and targeted progress, interrogation and analysis of our provision to identify the impact on pupils' provision and progress in learning.
- We also review our provision against the aims of the school and through staff and parent surveys.
- Our school Self Evaluation report is available on our school website along with a Summary Self Evaluation Report.
- Governors are involved in this process and receive regular reports through full governing body meetings and focused project work.

Every year we review and re-write our School Development Plan. We identify our effectiveness through:

- What and How we teach
- Quality of teaching and learning
- Safeguarding
- Assessing pupils' learning
- Quality of outcomes
- Quality of leadership
- Spiritual, Moral, Social and Cultural guidance

Each of these sections is closely monitored by the Governing Body and in this way the governors are able to hold the school to account.

- Any interventions are identified and tracked to ensure the impact is effective.

- We also welcome external evaluations such as those conducted by the Local Authority. We currently have the Young Enterprise Centre of Excellence, LOtC Silver mark, Dyslexia Accreditation and we are NAS Accredited.

How will I know how well my child is doing at school?

- Assessment arrangements are outlined in section 2 above. In addition to this we meet with you as parents/carers every term, through telephone and face-to-face meetings, where we talk about progress and targets for your child.

How will the staff support my child? How will the curriculum be matched to my child's needs?

- Forest House Education Centre is a fully inclusive school where all classes cover a diverse range of needs. The class sizes vary according to the needs of the students, though we tend to have two or three groups operating at once.
- Pupils are taught individually, in small groups (ability based or mixed) or whole class depending upon the activity. Lessons are highly differentiated and staff use a range of teaching strategies as appropriate in order to meet the needs of each individual pupil. At times we need to look beyond Forest House Education Centre in order to meet all the needs of individuals, particularly through close work and contact with their mainstream or special school. We have very good links with a wide range of other schools (both mainstream and special) and our pupils participate in integration links as appropriate either individually or in a small group, supported by a member of staff.
- We sometimes involve specialist staff for curriculum areas outside the classroom and also support work experience placements and Supported Internships in close connection with college and the students' on roll schools.
- Every student with an EHCP has their own individual Learning Pathway which identifies long term aims and short term outcomes linked to their EHCP.

How do you adapt the curriculum?

- The curriculum has been reviewed and developed and is now very much based on a 'person centred' approach, functional learning and preparation for adulthood. We fit the curriculum around the young person, focused on their individual needs, with the student very much at the heart of what we do. Our aim is to provide a 'destination led' curriculum that is relevant, broad and balanced, and helps each individual student to become as functionally literate, numerate, communicative and as independent as possible – in accordance with their EHCP Outcomes and school's priorities.

How is the decision made about the level of support my child receives?

- Your child will initially have their needs identified through their EHC plan. We constantly review this and using our expertise and experience will identify when and where additional support may be needed. This may, for example, include having regular access to a sensory environment and input from our partner schools and external advisors.

- All students will have individual attention as part of their small group work throughout the day. One to one support is targeted, though is not a whole school day provision as we are not funded to support this.
- Exceptionally this approach may be needed, based on the identification of individual needs – typically for pupils who have exceptional medical needs or challenging behaviour requiring constant monitoring and intervention. The support will be reviewed regularly as one of the aims of intensive support is to help the pupils develop more independence.

How will my child be included in activities outside the school curriculum including trips?

- At Forest House Education Centre, every young person has the opportunity to access appropriate trips including residential trips. However not all the activities we provide are appropriate for all students. In providing school trips we try to provide a range of activities which will benefit all people over time.
- Provision is again highly differentiated and if for example an activity is not deemed appropriate alternative activities are organised. Whilst no young person is excluded from activities at Forest House Education Centre, we always consider the needs of the individual including the likes/dislikes, comfort and health of the young person. For example a wheelchair user may not be able to manage a long trip away from the centre and not all pupils with autism enjoy being taken to crowded noisy venues. We take all this into consideration when planning our range of extra-curricular activities and ensure that we provide a range of activities for all children tailored to meet their individual needs and interests.

What support is there for my child's overall well-being?

- We have extremely robust safeguarding and child protection policies and procedures in place. We have a Designated Senior Person and Deputy DSLs who lead on Safeguarding and Child Protection and work in connection with external services. There is also a designated teacher for Children Looked After who is responsible for overseeing the education and well-being of pupils who are looked after by the Local Authority.
- Pupils' health and well-being is paramount and the young people in residential care have onsite acute medical support. Personal Care is conducted discreetly and with dignity, fostering independence whenever possible. If a pupil shows distress, withdrawal, or any level of emotion that is not the usual staff will notice this and will act on it. Pupils will be given time to talk or encouraged through the use of pictures, symbols, toys or books to indicate what is troubling them. We will always liaise with parents if we have any concerns over the mental well-being of our pupils.
- We work closely with medical practitioners if your child has a health need who will discuss with you a Health Care Plan and administration of prescribed medication. We also work closely with a range of professionals including social services and the children with disabilities team; and with CAMHS, child and adolescent mental health services, if your child needs that level of support.
- We support pupils' mental health through trained clinical practitioners who work in the school, across Forest House Education Centre, Collett and St Lukes' School.

What specialist expertise is available at the school?

- Access to trained SEND teachers at St Luke's School and The Collett School
- Mental Health expertise in the NHS unit and on the school staff team
- Expertise of teaching to A'Level and beyond in core and other subject areas
- Specific knowledge and training in SEND and mental health areas, leading to expertise

What training is provided for staff supporting children and young people with SEND?

- Teaching pupils with SEND is our core purpose and all our staff training has this focus. We have a range of expert individuals and teams who are there to provide in house training advice and support.

School Expertise:

- Mental health knowledge and application of teaching and support skills for the individual and group teaching
- Subject knowledge of GCSE and A'Level
- School expertise in working closely with Connexions for post-16 destinations
- Expertise of working with young people in and leaving care

Moving and Handling

- The school has Moving and Handling trained staff who ensure training in correct procedures, produce Moving and Handling plans for pupils and ensure the school has the correct and sufficient equipment
- Pupils with ASD have individual plans to help them manage their autism in a way appropriate for them. This will include an Anxiety Plan. Whilst we base our autism practice on the principles of TEACCH, providing boundaries, routines and visual support, we have an eclectic approach, looking to suit individual needs, rather than promoting a specific philosophy. Pupils with ASD have common characteristics but are individuals with different needs. Teachers analyse these needs and prepare a plan for the strategies required. This could include the use of a work station, the provision of a quiet space, visual support or a now and next timetable. All pupils with ASD will have their work devised and presented to take account of their specific related needs.

Behaviour Support

- All members of the school are qualified Herts Steps trainers to manage the behaviour of children who present challenges to the class or danger to themselves. They help to prepare Behaviour Support Plans and provide training for all staff in behaviour management. Members of the team attend class team meetings to discuss specific pupils as necessary.

Work Related Learning

- Our work related learning focus includes specialists in Gatsby Profile achievements and engage pupils in a holistic programme of work-related learning and work experience.

Training:

- Whilst teaching teams are primarily employed to teach the children they are increasingly required to provide other functions linked to the holistic needs of the pupils.
- Physiotherapy programmes are delivered by class staff where relevant.

Speech Therapy

- The school has access to speech and language therapy where required.

Occupational Therapy

- The school has access to Occupational Therapy, where required.
- Further help and advice can be sought from the Special Educational Needs and Disability Information Advice and Support Service (SENDIASS) formerly known as Parent Partnership 01992 555847 sendiass@hertfordshire.gov.uk

All of our teachers are qualified and have undertaken specialist further professional development. This includes Autism specific training, training in hearing and visual impairments, communication training and other training as relevant to the needs of the pupils in their class.

This is not an exclusive list and ongoing professional development is key to ensuring ALL staff remain updated and skilled.

How accessible is the school both indoors and outdoors?

- Our school is accessible, with plans for further improvement. The school has embarked on a forward-thinking and progressive range of fundraising to tackle some of the issues with the building design.

How do Parents/carers and children get involved in their education?

- We aim to work in partnership with our families, working together to achieve the best for our pupils. We have an 'open door' policy and you are welcome to contact the school at any time to make an appointment to see any member of staff.

- The support of parents/carers is extremely important in ensuring that we can work in partnership to support the learning and education of your child.

What do I do if I have a concern about the school provision?

- We have adopted the Herts Complaints Policy and procedures.
- In the first instance please contact the Head of School
- In the unlikely event that your concern is not resolved then please contact our Executive Headteacher and/or the Chair of Governors. If necessary a formal panel of governors will be established to deal with your complaint.
- Ultimately parents/carers have recourse to the Secretary of State at the time if the situation still cannot be resolved.

What specialist services and expertise are accessed by the school?

- The school takes a holistic approach to the education of pupils and recognises that their personal development goes far beyond simply academic achievement. To this end we work closely with a variety of professionals.

We work closely with the following to support your child's needs:

- Forest House Adolescent Unit for Young People with Complex Mental Health (Tier 4 CAMHS) Therapy services including Physiotherapy, Occupational Therapy and Speech and Language Therapy. Health Service – school nurse providers. Specialist services including Hearing impairment, Visual impairment and the Educational Psychology services, CAMHS – Child and Adolescent Mental Health Services, Social Services – children with disabilities team.

How do you prepare my child for working at FHEC?

- You will be invited in to meet with the Head of School to discuss transition for your child and to look around the school. We have a flexible approach to pupils starting at the school and what is most important is that the transition into the school is appropriate to the individual young person.
- A multi-disciplinary approach is used – with input from therapists and your child's mainstream or special school, as relevant. Parents are included in decisions around teaching content, support and the wellbeing of the individual.
- Our Careers Education and Guidance programme develops skills for transition to adulthood and the Connexions PA is involved as appropriate.
- When the time comes for your son/daughter to move on from school we will liaise with the receiving school/college and discuss the transition process with them as well as the Adolescent Unit staff to form a comprehensive programme. We will enhance this with, for example, social stories and extra visits if necessary depending on individual needs. We liaise closely with colleges and other post-school providers and each student has a well-structured period of transition, suited to their needs.

When can I get further information about services for my child?

- The information in this report forms a part of Hertfordshire's local offer which can be accessed on the Herts Direct website at:
<http://www.hertsdirect.org/services/healthsoc/childfam/specialneeds/>
- Or via: <http://directory.hertsdirect.org/kb5/hertfordshire/directory/localoffer.page>
- This will give access to all the services available in Herts to support the education of children and young people.