

Forest Oak School

SEND INFORMATION REPORT

VISION STATEMENT:

“Working Together ... releasing potential”

Under section 65(3) (a) of the Children and Families Act 2014, a school must publish its report containing SEN Information and make it available on the school website. The report will be updated annually to reflect changes and plans within the school. This report describes the current provision at Forest Oak.

ETHOS and VALUES:

We aim to create a happy and secure learning environment where all pupils' needs are met and success is recognised and praised

- The holistic needs of pupils will be paramount to the organisation of their education and care. Every effort is made to ensure that they benefit from a dynamic, innovative and safe environment that is responsive to their changing needs and to the advancements of knowledge and understanding within the education and care of pupils with special educational needs.
- Equality of opportunity is regarded as the cornerstone of the school's organisation regardless of ethnicity, gender, sexuality, disability or social standing. The school community fosters an ethos in which honesty; sharing, caring and trust are central to the conduct of members of the community and actively encourage a sense of individual and collective responsibility towards that end. The contributions and qualities of pupils are recognised and celebrated. There is a staff code of conduct in place to support this.
- Differentiated teaching and learning is in place ensuring access to an inclusive and stimulating curriculum, appropriate to their level of understanding. Pupils are treated with dignity and respect and are

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involved in the implementation of their care and education as much as possible. They are encouraged to develop personal and social qualities to support them access the community and post school placements.

- The school promotes a pro-active relationship with families to encourage mutual respect and, in doing so; strive to establish a genuine collaborative relationship to the benefit of all concerned.

Identifying the particular special educational needs of a child or young person:

All pupils attending Forest Oak School already have an Education, Health and Care Plan / Statement of SEN.

The school is described as admitting pupils aged 4-18 with moderate learning disabilities. Learning is influenced by Autism, Sensory Impairment, Physical Disability, Communication Difficulties and Challenging Behaviours.

The school offers full time education from Reception to Year 13.

Students in key stage 4 and 5 may participate in Work Related or Work Experience activities within school or in community settings such as the Retirement homes, charity shops, local farms and local nurseries

Consulting/working in partnership with parents of children with special educational needs and with young people with special educational needs:

Consultation with parents/carers is achieved through:

- An Annual Education, Health and Care Plan Review held to which parents / carers and all agencies involved with the pupil are invited to attend. These reviews are person centred and include the views of the young person.
- Two further parent's meetings during the school year
- Our Child & Family Support Worker regularly contacts parents and carers, organising coffee mornings and SEN workshops, Citizen

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- Advise Bureau clinics, Parents Evening “Market Place” of providers and services.
- Home visits by the EYFS team, coffee mornings, school visits etc as a precursor to pupils starting at Forest Oak. Transition planning by SLT/ Class staff
- Home school diaries.
Regular opportunities for meetings with the class staff at Annual Reviews, Parents Evening, and Transition Meetings to discuss pupil progress.
- Multi-agency meetings held on site.
- Stakeholder Questionnaires.
- Annual Reports to Parents.
- Appointments with medical professionals and therapists.
- Curriculum workshops

Services that are provided within the school include:

- ***By Health:***
 - Access to NHS nursing Team.
 - Speech and Language Therapy / Occupational Therapy and Physiotherapy.
 - EP support
 - Clinics with Consultant Paediatricians.
 - Community Learning Difficulties Team.
 - Community Dental.
- ***By Local Educational Authority:***
 - Educational Psychologist for assessment.
 - Specialist teachers for Vision and Hearing Impairment.
 - Solihull Improvement Advisor.
 - Home/School Transport.
 - Independent travel training team.
- ***By Social Care:***

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- Disability Social Work Team – children's.
- All Age Disability Adult Social Care.

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- - ***Equipment:***
 - Wheelchair Services.
 - Occupational Health for accessibility equipment.
 - Specialised equipment and hoists to support toileting needs of all pupils.
 - Sensory Room.
 - Hydrotherapy pool on site.
 - Sensory Garden.
 - IT suite.
 - Art room
 - Music room
 - Cookery room
 - Life skills room
 - ***Out of school activities:***
 - After School Clubs
 - Breakfast club • Residential Visits.
 - Duke of Edinburgh expeditions
 - Community visits.
 - Creative Arts and Leisure activities.
 - Summer School on site linked with SOLO – local charity.
 - National Citizenship programme

If you have a query relating to these areas, it is best to contact the professionals directly. This will ensure that your message/queries/concerns are dealt with in the most efficient way.
Solihull Early Help 0121 788 4478
Solihull SENDIASS 0121 516 5173

Transition between phases or provision in education is accomplished through:

- A comprehensive induction programme from other schools that includes schools visits, home visits, coffee mornings and staff exchanges.
- Part time placements, if required, for pupils joining.

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Support from our Independent Careers Advisor.

- Transition meetings with Social Care, colleges and commissioned services.
- Professionals from post 18 colleges visit Key Stage 5 students to undertake assessments for placement.
- Our CFSW and Learning Mentor support parents in a wide variety of ways.
- Transition from school to colleges is supported by assessments in school / taster days at college / induction programme
- Attendance at open days at local colleges
- Careers events in school and attending local careers events

Learning Pathways at Forest Oak:

Themed and Core Curriculum:

- Pupils participate in a Themed Curriculum that addresses Foundation Subjects. Core subjects are taught discretely.
- Themed days including British Values, Anti-Bullying, Wellbeing day (SMILE)
- Annual Creative Arts week with campus schools Merstone and Smith's Wood Academy
- Lesson planning addresses personal needs to ensure inclusion.
- Post 16 provision includes work experience, work related learning, community and life skills, and preparation for further education which supports students in achieving a variety of accreditations
- Enrichment activities includes theatre trips, science days, visiting poets, history days, music specialists, art workshops with visiting artists and cultural dance days.
- Staff identify learning opportunities based on individual student need.

Accredited Curriculum:

- Accreditation programme for all Key Stage 4 and 5 students.
- Key Stage 3 students follow an accredited in ICT, English and Maths
- Enterprise programme or work related learning.
- Work Experience activities.

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Enrichment:

- Residential visits.
- Animal care.
- Swimming
- Car maintenance
- Local sports centre.
- Enterprise activities.
- Local community visits.
- Physical Education A large number of sports / leisure activities are offered which engage and include students with a variety of special needs, such as: ○ Boccia ○ Golf ○ Tennis ○ Rock climbing ○ Swimming ○ Cycling ○ Competitive sports with other special schools.

We use ICT Technology such as ipads, touch screens with specialist programmes such as:

- Drawing & painting.
- Communication apps for students with specific speech and language needs.
- Specialist designed programmes e.g. Communicate in Print that creates and adapts curriculum materials for students who need symbols.
- Laptops, interactive whiteboards and iPads for students' curriculum use.

Communication is supported by:

- A Makaton Regional Tutor on site (Merstone School).
- Total Communication environment.
- Sign and Symbols timetables and lesson prompts.
- Music cues.

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Sensory Impairment is supported by:

- Specialist teachers of the visual and hearing impaired.
- Technology and aids.

Students demonstrating challenging behaviour are supported by:

- Praise and celebration
- Positive re-enforcement.
- Individual Behaviour Support programmes.
- Behaviour plans, positive handling
- Mindfulness programme
- Team Teach intervention – all staff trained.
- Restorative practice programme
- Team Teach 2 staff co-ordinators (4 in total on school site).
- Community Learning Disabilities Team.

Additional personalised support:

- Individual timetables.
- 1:1 staffing resource where appropriate and the result of assessment.
- Pet therapy.
- Music therapy
- Lego therapy (being introduced 2017-2018)
- Play therapy
- Drawing & Talking therapy
- Aromatherapy, rest and relax

The additional learning support available to children and young people with special educational needs are:

- The appropriate staffing to student ratios enables engagement and access for pupils to progress their learning. Other professionals also provide advice and guidance to support this personalised learning including:
 - The specialist advisory teachers for Visual and Hearing Impaired.
 - Music specialists.
 - Creative Art specialists.
 - Sports partnership specialist coaches.

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- 1:1 intervention provision.
- School dog 'Benji' – registered as a Pets As Therapy dog.

Assessment at Forest Oak is relevant and rigorous. It includes:

- Assessment tool established across all subjects taking into account the new curriculum requirements and also the P levels – 'Development Walls'
- Daily assessment against curriculum and EHCP targets
- Formative Assessment for Learning remains a high priority for all staff.
- Students included in self and peer assessment utilising an appropriate strategy.
- Termly Summative Assessment completed with the aid of SOLAR software.
- Pupils are assessed in subject areas using development walls. Attainment recorded on SOLAR. Reporting student progress against targets.
- The school commits to internal and external moderation programmes hosts the regional moderation processes
- Key Stage 3,4 &5 students assessed against Entry Levels, Level 1 & 2, GCSE's and ASDAN criteria as appropriate.
- Key Stage4 & 5 modules moderated internally and externally.

How the effectiveness of special educational provision will be assessed and evaluated, including information about how children, their parents and young people will take part in any assessment and evaluation:

- Parents and students are fully involved in the annual review of EHC Plan, recording and sharing their views within the meeting.
- All parents invited to participate in at least 3 conversations per year.
- Senior Leaders and Governors undertake termly review of School Improvement Plan progress.

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- Self-Evaluation Form updated termly with governors.
Solihull Improvement Partner visits to monitor improvement.
- All staff included in Performance Management to maintain focus on school vision.
- Active Student School Council and Eco-committee.

How facilities that are available can be accessed by children and young people with special educational needs:

Forest Oak School pursues the principles of inclusion at all times by providing all pupils with an education that allows for them to achieve and make progress.

Teachers and Learning Support Assistants apply a very personalised approach to ensure inclusion and seek the input of specialist provision and advice to provide an holistic environment.

Staffing ratios enable access to a wide range of appropriate activities and facilities. Details of staffing are available on the school website. Adapted minibus enables extensive use made of community settings to the benefit of all students.

What activities are available for children and young people with special educational needs in addition to the curriculum?

- Breakfast club.
- Daily Lunchtime Clubs.
- Holiday playschemes.
- Integrated after school clubs with Merstone School.

What support is available for children and young people with special educational needs?

- High classroom staffing ratio.
- Child & Family Support Worker.

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- Wide range of Health, Social Care and Educational specialists.
- Staff have continuing professional development in areas of teaching students with special needs
Specialised training in physical intervention, first aid, water therapy, physiotherapy etc.
- 1:1 staffing for Work Experience, intervention and community visits as appropriate.

How expertise in supporting children and young people with special educational needs is secured for teaching staff and others working with those children and young people:

- Annual CPD (Continuing Professional Development) programme.
- Teacher and LSA Performance management programme.
- 38 hours twilight training during academic year for all class based staff.
- Specialised training for minibuss driving, lifesaving, Team Teach intervention, Manual Handling, medical competencies.
- Whole staff training is organised for training days to progress School Improvement priorities.
- Individual professional development priorities.
- Forest Oak is a strategic partner of the Hazel Oak Teaching School Network to manage professional development.

How the emotional and social development of children and young people with special educational needs will be supported and improved:

- Appropriate curriculum and provision underpins the social and emotional wellbeing of the students.
- Behaviour & well-being team in school
- CFSW and Learning Mentor
- The school has three Mental Health First Aiders to support pupils with preventative strategies and also for crisis support
- Implementation of SMILE – 5 areas from NHS Well- Being •
Positive support plans are drawn up to support individual students.
- Specific focus for EHC plans.

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- Social, Moral, Cultural, Spiritual activities are identified on Medium Term Planning for each subject.
- PHSE is a subject with a high profile throughout the whole school.
- Life skills lessons

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- Achievement and success is regularly celebrated including Weekly 'proud leaves' for progress tree to celebrate successes, Termly awards assembly
- Access to Solar mental health professionals
- Weekly kindness awards for staff and pupils
- Interventions to support pupils – behaviour plans, Music therapy, Aromatherapy/ Rest & Relax, Play therapy, Mindfulness strategies.

Where is the information on the Solihull's local offer published?

Further details about Solihull's Local Offer can be found at:

<http://socialsolihull.org.uk/localoffer/education/>