

# SEN Report September 2019

## **Type of Special Educational Need**

All students attending The Forum School will have a Statement of Special Needs or Education, Health Care Plan and a diagnosis of autism. They may also have additional health or educational need or a dual or multiple diagnosis.

## **Information about the school's policy**

The school adopts and complies with the Cambian Special Educational Needs Policy which sets about arrangements for the identification and assessment of pupils with SEN.

## **How the school evaluates the effectiveness of its provision.**

The school has a cycle of continuous evaluation and improvement which includes:

- Termly and annual reports to the board of governors
- School Improvement partner visits
- lesson observations and learning walks
- Staff supervision and appraisal
- Self-evaluation document
- School improvement plan
- Analysis of pupil progress data (termly and annually)
- Student house meetings and whole School Council meetings
- External governance team (Cambian)
- Quality assurance cycle of audits
- Working with local authorities and hosting monitoring visits

## **How the school reviews progress of pupils with SEN**

Assessment is an important link in the cycle of planned curricular experiences. Recording achievement is a positive way of identifying student's particular strengths and weaknesses through sensitive assessment. Sensitive assessment contributes towards a positive attitude, motivation and a desire to continue making progress. We believe that effective assessment provides information to improve teaching and learning. We give our students regular feedback on their learning so that they understand what it is that they need to do better. This allows us to base our lesson plans on a detailed knowledge of each student. We give parents regular reports on their student's progress so that teachers, students and parents are all working together to raise standards for all our students.

## **The schools approach to teaching pupils with SEN**

The Forum School uses a blend of autism-specific approaches. These may include:

- TEACCH
- PECS
- Attention Autism
- Intensive Interaction
- Sensory-based learning
- Positive Behaviour Support.

### **The Forum School**

The Forum School/SEN Report This is not an exhaustive list and the school seeks to develop knowledge of new best practice but will only use methods that have an evidence base and are wholly ethical.

### **How the school adapts the curriculum**

Whatever age a child is when they join us, we look at them as an individual and adapt the curriculum and timetable to suits their needs, interests and skills.

We begin by teaching each child how to learn, which might include learning to sit, pay attention, wait, and take turns. With this foundation, our pupils can gain social skills, understand their autism, look at anger management, and build self-esteem, as well as learn academic, vocational and life skills.

Our therapists play an extremely important role in planning each child's learning. For example, we design our teaching according to your child's sensory strengths, and plan activities and approaches to help them to develop all their senses, perhaps through messy play or desensitisation work. Toileting, eating and sleeping programmes can be implemented where required and are prioritised across all settings.

All our pupils follow a differentiated National Curriculum, with a strong emphasis on communication and PSHCE in all lessons. From age 7 to age 16 we teach all subjects including, literacy, numeracy, science, history, geography, ICT, RE, PE, and a range of arts. Post-16, each student's curriculum is completely individual based around 3 Study Programmes and Learning Pathways; these are Pathway to Active Lives, Pathway to community Living and pathway to Employment.

Our curriculum is extremely flexible. Your child will learn at a level and pace to suit them, and they will be in class alongside pupils of similar abilities. All pupils in sixth form access ASDAN accreditation. Where a young person has the ability to undertake GCSE's / or other courses we would look at partnerships with other schools / colleges to facilitate this.

Some children take courses in local schools, such as Food Technology.

### **Additional support available.**

All classes have a high pupil staff to pupil ratio and where required pupils benefit from 1:1 support.

We also have a multi-disciplinary therapy team consisting of:

- Senior Clinical Psychologist
- Senior Speech and Language therapist
- Occupational therapist
- Senior Behaviour co-ordinator
- Speech and Language therapist assistant
- Occupational therapist assistant
- Consultant Child Psychiatrist
- Equine therapists
- Music therapist

### **How the school enables pupils with SEN to engage in the activities in the school together with children who do not have special educational needs.**

All pupils at The Forum have Special Educational Needs. All pupils benefit from inclusion in a wider sense, participating in class, group and whole school events and all pupils access the local community for a range of purposes on a regular basis. Some pupils may benefit from participation in a mainstream educational setting. The school has links with a local primary and secondary school. These individual schools will facilitate inclusion programmes for individual students or groups where it is able to be demonstrated that they are able to benefit from such participation, and that the mainstream setting will not be adversely affected by their presence within it.

### **Supporting emotional, mental and social development.**

The school has its own multi-disciplinary therapy team and liaises with external professionals such as CAMHS teams. Our own therapy team works closely with our teaching and care staff every day. They get to know your child well and help them build their communication, social and behavioral skills, and to learn about their autism. Our specialist team don't sit in a room apart: they work directly with pupils and the teaching staff in the classroom and throughout the school. This approach means that all staff are constantly using therapeutic techniques in their work, so your child is supported at every moment of the day.

Our therapists see children individually too, and will give a pupil particular attention if they are having a difficult time. They contribute to the pupil's assessments and reviews, looking at areas like social understanding, anger management and communication. We run groups which focus on specific skills such as communication, signing, or how to do role play. We have approaches to help your child get used to being near others, to develop sensory awareness, to help them relax and reduce anxiety.

### **Staff expertise and training.**

The professional development of all staff is ongoing and continuous. A wide range of training opportunities related to care, education and developing expertise in the area of Autism are provided both in induction and beyond. These include:

- Skill sharing and the demonstration of teaching techniques and strategies organised within the school

- Extensive access to on line training.
- Whole school INSET days
- Team specific tailored face to face training.
- Professional development sessions and one-off sessions on relevant subjects provided by SEN specialists
- Attendance at courses offered by external providers, accredited and non-accredited, as part of the school's Performance Management process
- Other courses which are relevant to the work being undertaken. This can be generated by staff interest or can be undertaken at the request of the school.

### **The learning environment**

Our school is purpose-built for children with autism. It is the ideal place for your child to learn, be supported and feel safe. Our primary, secondary and post-16 departments are on one site, as are some of our homes, so everyone here feels part of a close-knit school community. The departments The Forum School The Forum School/SEN Report are clearly separated within the school, however, so that children of the same age learn and play together in a suitable environment.

Classrooms are designed to take into account an understanding of autism and individual needs. Some classrooms have individual workstations and many classrooms are divided into two enabling pupils to have two large spaces that can be used flexibly.

All our young people have access to our extensive facilities which include a range of playgrounds, indoor swimming pool, educational sensory trail, go kart track and horticulture area. We are also extremely fortunate to have a number of horses which are used both for horse therapy and to enable some of our pupils to study the very beneficial equine therapy. Students are also able to access work experience opportunities in the stables and gain accreditation in 'Stable management' and 'Animal Care'. Alongside the stables we have indoor and outdoor arenas.

At the entrance of the school is our main theatre and gym areas, where we gather for assembly, do indoor PE and gym, climb the traversing wall, trampoline, and hold our shows.

We have a number of specialist rooms including living skills room, Occupational therapy suite, mathematics / science and art / technology rooms.

### **Arrangements for consulting parents**

All parents and carers are considered to be our partners. They will be supported so as to be able and empowered to:

- recognise and fulfil their responsibilities as parents and play an active and valued role in their child's education
- have knowledge of their child's entitlement
- make their views known about how their child is educated
- have access to information, advice and support during assessment and any related decisionmaking processes about special educational provision.

To make communications effective staff will:

- acknowledge and draw on parental knowledge and expertise in relation to their child
- focus on the student's strengths as well as areas of additional need
- recognise the personal and emotional investment of parents and be aware of their feelings

- ensure that parents understand procedures, are aware of how to access support in preparing their contributions, and are given documents to be discussed well before meetings
- respect the validity of differing perspectives and seek constructive ways of reconciling different viewpoints

### **Arrangements for consulting young people**

The student's views will always be ascertained, but this may not be through direct discussion with the pupil. Students will be enabled/encouraged to participate in all decision-making processes in education, including the setting of learning targets and contributing to personal plans, contributions to the assessment of their needs and termly reviews and transition meetings. They need to be part of the process, to know that they are listened to and that their views are valued

### **Complaints**

The Forum School/SEN Report Any complaints from parents concerning the provision made at the school should be made through the school's complaints procedures as set out on the school's website.

### **Liaison with external bodies**

We liaise with all professionals working with our students such as; child health services, social services and educational welfare services collectively we are therefore able to plan the best support for our students during the time they attend The Forum and when they transition to their next step.

### **Contact details of support services**

IPSEA (Independent Parental Special Educational Advice): 08000184016 <http://www.ipsea.org.uk/>

Parent partnership services <http://www.parentpartnership.org.uk/>

Contact a Family's SEN National Advice Service 0808 808 3555 <http://www.cafamily.org.uk/>

Mencap 0808 808 1111 <http://www.mencap.org.uk/>

National Autistic Society Helpline: 08008004104 <http://www.autism.org.uk/>

National Autistic Society Education rights help line: 08008004102

National Autistic Society Parent to Parent helpline: 08008004106

National Autistic Society Information centre: 02079033599

### **Transition arrangements**

We help our students to start planning for their future adult life as early as possible, and by Year 9 at the latest. Our aim is to support our students to go on to achieve the best possible outcomes in employment, independent living and participating in society. This could include, for example:

- Including preparation for adulthood in the planning meetings with students and parents at an early stage (and particularly from Year 9)
- Ensuring that career advice and information provides high aspirations and a wide range of options for students; and

- Helping students and parents understand and explore how the support they receive in school will change as they move into different settings, and what support they are likely to need to achieve their ambitions.

We have specific duties to prepare young people with EHC Plans for the transition to adulthood, as set out in Chapter 7 of the SEN Code of Practice. The review of an EHC Plan in Year 9 builds on previous reviews and existing plans. It will allow time for the commissioning of any necessary provision and support to take place. Planning will build on action that has already been agreed with the student and will inform decisions about the next stage of education - specifically choices about what GCSEs or other relevant qualifications the child will be studying, the range of post-16 options which may be available and the longer term outcomes that the child wants to achieve in their adult life.

### **Local offer**

The school accepts pupils from all local authorities. The Forum School The Forum School/SEN Report Current local authorities include :

- LB Redbridge
- Hampshire
- Oxfordshire
- Hertfordshire
- LB Ealing
- Wiltshire
- Buckinghamshire
- Bath & NE Somerset
- Somerset
- Dorset
- Wokingham
- West Berkshire
- Norfolk
- Poole
- Bournemouth
- Portsmouth
- Devon
- LB Camden