

Special educational needs (SEN) information report

Forwards Centre

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Dear parents and carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works in our school.

If you want to know more about our arrangements for SEND, please read our SEND policy.

You can find it on our website [Policies | Bolton Impact Trust](#)

You can ask a member of staff to send the policy via email or in the post.

Note: If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

1. What types of SEN does the school provide for?

Our school provides for pupils with the following needs:

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
	Severe learning difficulties
Social, emotional and mental health	Attention deficit hyperactive disorder (ADHD)
	Attention deficit disorder (ADD)
Sensory and/or physical	Multi-sensory impairment
	Physical impairment
	Hearing impairments

2. Which staff will support my child, and what training have they had?

Our special educational needs co-ordinator, or SENCO

Our SENCO is Nicola Berry. She has over 3 years' experience in this role, has worked as a SEMH teacher and practitioner for over a decade and is a qualified teacher.

Mrs Berry achieved the National Award in Special Education Needs Co-ordination in 2013.

Teachers and Learning Mentors

All of our teachers receive in-house SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN.

Our staff are all experts at working in an SEMH school. Our SEN coordinator has several years' experience of working in a range of both specialist and mainstream educational settings as a primary school teacher. We have a team of at least 14 Learning Mentors who are all trained in de-escalation and positive behaviour approaches. In the 2022-2023 academic year, staff received training in:

- Metacognition- recall and the retention of knowledge
- How to support learning effectively
- Trauma and Trauma informed approaches and PACE
- My feelings and me
- Mind set and wellbeing
- Neurodiversity- ADHD, ODD, ASD
- Phonics and the approaches to support learners with early reading
- Stem sentences in maths
- CPI Safety Intervention training
- Keeping Children Safe in Education
- Prevent
- Online safety

The SENCO delivers a range of in house training and The Forwards Centre works very closely with our Educational Psychologist to enable a strategic approach to identifying the training need and embedding the knowledge to improve the outcomes for our pupils. We use specialist staff for assessing social communication difficulties, dyslexia, dyscalculia and sensory needs, as well as assessing cognitive needs. Specialist staff from the speech and language team and occupational therapy team support interventions for those pupils who require them.

In 2023-2024 we intend to further enhance our Staff knowledge and understanding including:

- The importance of trauma and developing a trauma informed approach
- Dyslexia, Irlen and Dyscalculia
- SLCN and cognition and Learning

These will all be delivered in house by the SENCO, supported by the Educational Psychologist. All staff also have access to additional optional CPD in SEN throughout the year.

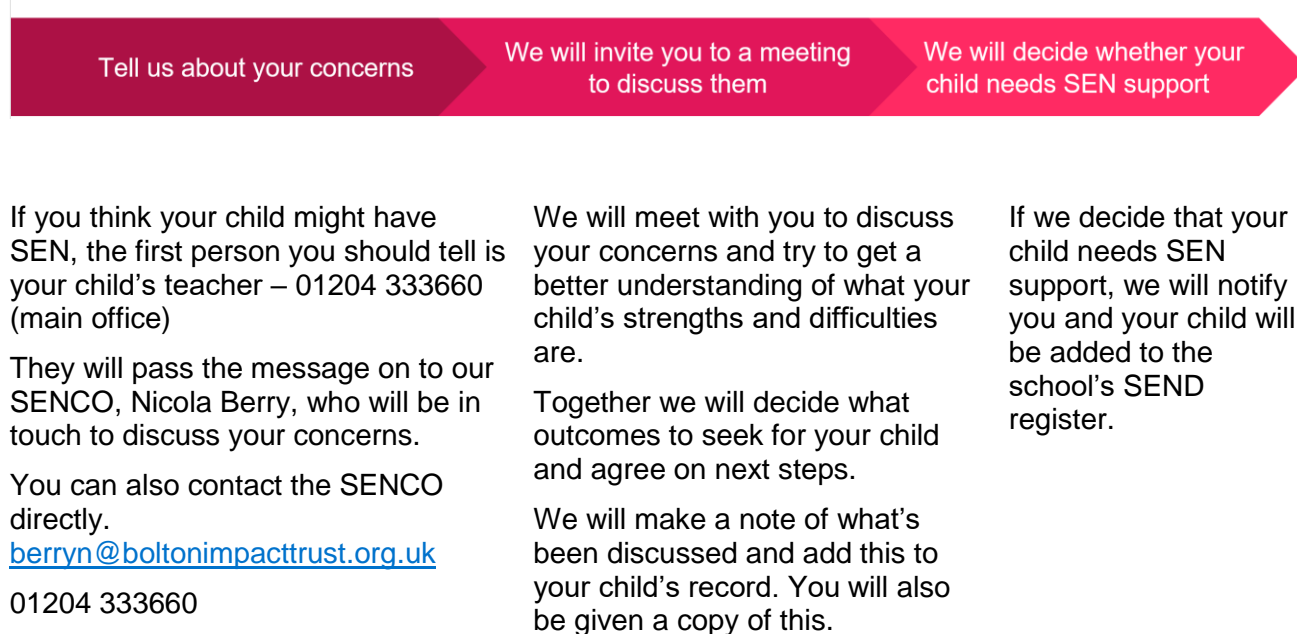
External agencies and experts

Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

- Speech and language therapists
- Educational psychologists

- Occupational therapists
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Social services and other LA-provided support services
- Voluntary sector organisations

3. What should I do if I think my child has SEN?



4. How will the school know if my child needs SEN support?

All our teachers are aware of SEN and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or socially. This might include communicating using inappropriate behaviour, difficulties in academic learning, social interactions and/or communication skills.

At The Forwards Centre pupils often arrive with gaps in their learning. Using an adaptive teaching style to address gaps in learning we find pupils who don't have SEN usually make progress quickly.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENCO, and will contact you to discuss the possibility that your child has SEN.

The SENCO will observe the pupil inside and outside of the classroom to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SENCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

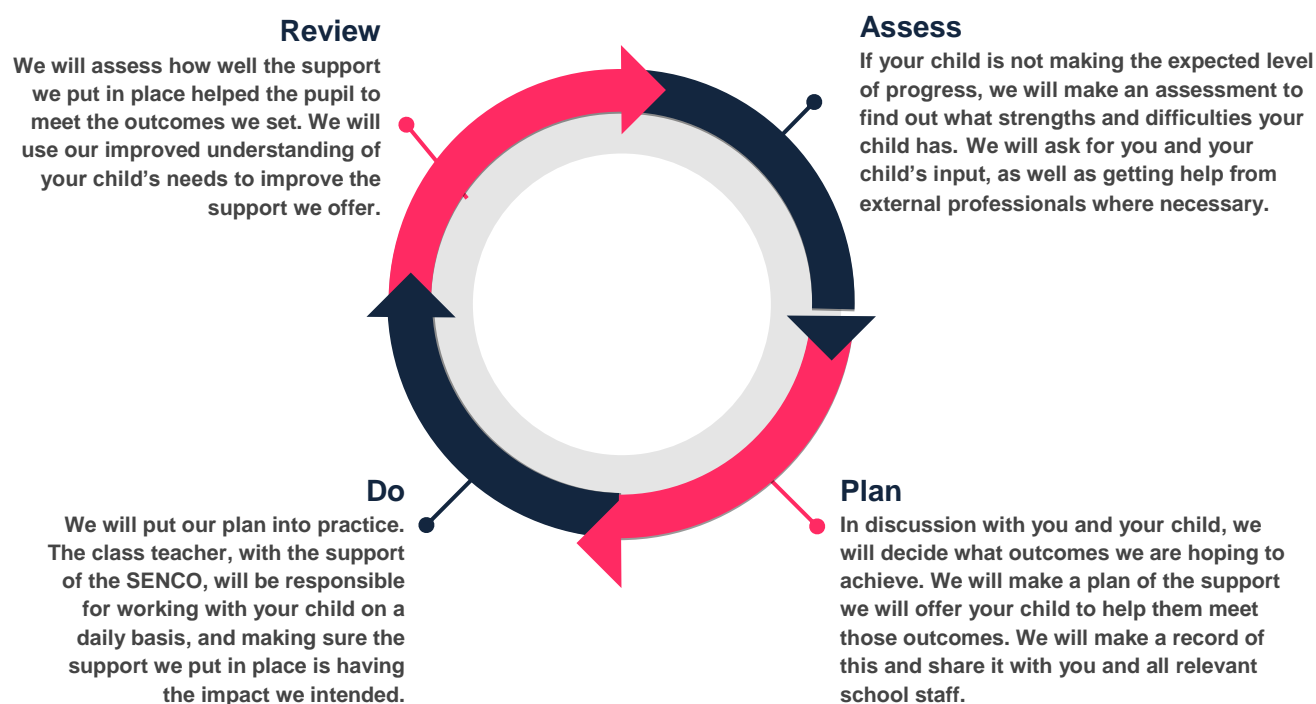
Based on all of this information, the SENCO will decide whether your child needs SEN support. You will be told the outcome of the decision.

If your child does need SEN support, their name will be added to the school's SEN register, and the SENCO will work with you to decide on next steps and appropriate support.

5. How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEN needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

6. How will I be involved in decisions made about my child's education?

We will provide annual reports on your child's progress

Your child's teacher or mentor will discuss with you:

- The outcomes for your child's progress

- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENCO may also be involved in these conversations to provide extra support.

We know that you're the expert when it comes to your child's needs and aspirations. So we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

If you have concerns that arise between these meetings, please contact your child's teacher on the main office number 01204 333660

7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age, and level of competence. We recognise that no two children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey

8. How will the school adapt its teaching for my child?

Your child's teacher is responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad, balanced and adaptive curriculum in every year they are at our school.

We will adapt how we teach to suit the way the pupil works best. There is no 'one size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations may include:

- Adapting our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.

- Learning mentors to support pupils on a 1-to-1 basis
- Learning mentors to support pupils in small groups
- Small class sizes (maximum of 9 pupils and 3 adults in a class)

These interventions are part of our contribution to Bolton's local offer.

9. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term
- Reviewing the impact of interventions on a termly basis
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding an annual review (if they have an education, health and care EHCP)

10. How will the school resources be secured for my child?

As an alternative provision The Forwards Centre receives base funding per child plus a daily top up rate as agreed locally with the local authority. For pupils who are referred to us directly from schools or other local authorities a daily rate is in applies.

The above funding allows us to provide increased support for pupils including reduced pupil to staffing ratio's, highly trained staff and small classroom environments.

If any additional funding is needed beyond the above we will seek support from the local authority or the mainstream school.

11. How will the school make sure my child is included in activities alongside pupils who don't have SEND?

All of our extra-curricular activities and school visits are available to all our pupils, including rewards trips.

All pupils are encouraged to take part in enrichment activities and school trips when available.

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included.

12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?

The Forwards Centre is an alternative provision for pupils who have a range of needs or have been excluded from mainstream school or are at risk of exclusion. The majority of places are commissioned by Bolton Local Authority. We work closely with the LA to ensure pupils regardless of their SEN status receive the right provision at the right time for the right amount of time.

13. How does the school support pupils with disabilities

At The Forwards Centre, we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for lifelong learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally. We are committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

Our accessibility policy which can be found on our website using the following link [Policies | Bolton Impact Trust](#) outlines the steps we are taking to prevent disabled pupils from being treated less favorably than other pupils, the facilities we have available to help disabled pupils access the school, how we are planning to increase the extent disabled pupils can participate in the curriculum, how we are improving the physical environment and improving the availability of accessible information to disabled pupils.

14. How will the school support my child's mental health and emotional and social development?

As an SEMH alternative provision, our SEMH principles underpin everything that we do and they support pupils to progress in their emotional and social development. Alongside these we create a culture that will help our pupils thrive by making them feel:

- Safe - We try never to put children in a situation where they feel unsafe, anxious or distressed
- Secure - We help all children to build secure relationships and long lasting friendships.
- Successful - We provide opportunities for all children to experience success and go home each day with [a new set of positive, happy memories](#)
- We provide key workers for listening to the views of pupils with SEN
- We have a 'zero tolerance' approach to bullying.

15. What support will be available for my child as they transition between classes or settings?

The Forwards Centre admits pupils throughout the year into different year groups and the aim is, where appropriate, to successfully transition pupils back into mainstream school or into more specialist provision. We ensure we support all pupils to successfully manage these transitions, and transitions into secondary provisions by adopting the following approaches:

- Coordinating meetings with new schools, pupils and parents to share relevant information to ensure pupils receive the right support and key strategies are shared
- Regular review meetings with mainstream schools when pupils remain on roll with them
- Arranging visits to new provisions where appropriate
- Using the early help process where appropriate to ensure a coordinate approach to support
- Meetings between SENCO's or Safeguarding Lead as appropriate to share key information and strategies
- If appropriate supporting visits to new provisions and arranging follow up visits

16. What support is in place for looked-after and previously looked-after children with SEN?

Our designated teacher for looked after and previously looked after children is Damien Mills.

Mr Mills will work with Mrs Berry, our SENCO, to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

17. What should I do if I have a complaint about my child's SEN support?

Our Trust complaint policy can be found on our website by using the following link [Trust Wide Policies | Bolton Impact Trust](#)

Complaints about SEN provision in our school should be made to the **SENCO** in the first instance. They will then be referred to the school's complaints policy.

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

The disagreement resolution service can be accessed through the Bolton Information and Advisory Service, which helps to resolve disagreements or to prevent them from escalating further. For contact information, please see <https://iasbolton.com/> or telephone 01204 848 722.

18. What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at Bolton's local offer. Bolton Local authority publishes information about the local offer on their website:

[Home – SEND Local Offer \(bolton.gov.uk\)](#)

[SEND Local Offer \(wigan.gov.uk\)](#)

Our local special educational needs and disabilities information advice and support services (SENDIASS) organisations are:

[Bolton Information and Advisory Service \(Previously Bolton Parent Partnership Service\) - Local Directory of services, activities and events in Bolton \(mylifeinbolton.org.uk\)](#)

[Early years support services – SEND Local Offer \(bolton.gov.uk\)](#)

Local charities that offer information and support to families of children with SEND are:

[SEND and Inclusion – Bolton Start Well](#)

[Bolton support services for parents - Family Connected - Raise the Youth Foundation](#)

[Charity - Bolton Together Charity \(bolton-together.org.uk\)](#)

National charities that offer information and support to families of children with SEND are:

- [IPSEA](#)
- [SEND family support](#)
- [NSPCC](#)
- [Family Action](#)
- [Special Needs Jungle](#)

19. Glossary

- **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- **CAMHS** – child and adolescent mental health services
- **Differentiation** – when teachers adapt how they teach in response to a pupil's needs
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.
- **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND
- **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area

- **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SENCO** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- **SEN support** – special educational provision which meets the needs of pupils with SEN
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages