



**FORGE
VALLEY
SCHOOL**
& SIXTH FORM

SEND INFORMATION REPORT

The following report provides information on how Forge Valley School caters for the needs of those pupils identified as having Special Educational Needs/Disabilities (SEND). For further details please refer to the school's SEN Policy.

How does school know if pupils need extra help?

At the heart of every class is a continuous cycle of planning, teaching and assessing which takes account of the wide range of abilities and interests of pupils. The majority of pupils will learn and make progress within these arrangements. Those pupils whose overall attainments or attainment in specific subjects or other areas of development, fall significantly outside the expected range, may have SEN.

There is an emphasis placed on the experience and expertise of the subject teacher and SENCO (Special Educational Needs Co-Ordinator) in identifying pupils with SEN through their observations. A range of assessment tools are used to help school identify pupils who may have may have SEN. Schools also receive information from parents, Primary settings and other professional agencies which help us identify pupils who may need additional support at school. Information from parents also provide school with a vital in-sight into the child's strengths and difficulties.

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

A parent with any concerns about their child's learning or social, emotional development should not hesitate to arrange a meeting with the subject teacher or Form Tutor. If possible, the SENCO will attend this initial meeting. If not, the teacher will pass the concerns on to the SENCO who will contact the parents to discuss the concerns further. An appropriate plan will then be discussed.

What kind of SEN does the school cater for?

Forge Valley School caters for a wide range of SEN. This includes:

- pupils with specific learning difficulties such as dyslexia and numeracy difficulties (sometimes known as dyscalculia), motor skills difficulties (sometimes known as dyspraxia or DCD-developmental co-ordination disorder)
- pupils with more general learning difficulties
- pupils with speech and language difficulties
- pupils with social and communication needs (this may include pupils on the Autism Spectrum)
- pupils with social, emotional or mental health needs (this may include pupils with attention difficulties)
- pupils with sensory and/or physical needs (this may include mild visual impairment and moderate hearing impairment)
- An Integrated Resource provides support for some pupils with Social Communication Difficulties/Autism. These places are allocated by the SEN Team at the Local Authority for pupils with a significant level of need, detailed in an Education, Health Care Plan.

How will I know that the school will support my child?

School follows the requirements in the Special Educational Needs and Disability Code of Practice (2014) to use our best endeavors to make sure that a child with SEN gets the support they need. We have a designated teacher (SENCO) who is responsible for coordinating the SEN provision. This is Kate Heaton. The SENCO and all teaching and non-teaching staff will communicate with parents to ensure they are fully involved in discussions about support for their child.

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

SEN support in our school is matched carefully to the needs of each child. High quality teaching in the classroom means that activities and tasks can be adjusted by the class teacher to ensure they are matched to the child's needs. This is known as adaptive teaching. We also use a wide range of interventions and programmes devised to support pupils' learning. These are taught in a range of settings; in small groups or one-to-one, in the classroom or sometimes in learning areas outside the classroom, such as the Integrated Resource area. These are delivered by well-trained teaching assistants who are guided, supported and monitored by the SENCO and the IR Head.

A small number of Year 7 pupils are identified as working significantly below expected levels and so benefit from our Foundation Learning Class. This provides a smaller learning environment in which the pupils participate in a curriculum at an appropriate level and pace. They spend some lessons in the foundation Learning Class (Maths, English, and Topic) and then re-join their Form Groups for other areas of the curriculum. This provision is in place for identified Year 7 pupils.

The IR Department within the main school building is a specialist provision for pupils with ASD and/or Speech, Language and Communication Need. Pupils receiving an IR place access the majority of mainstream lessons within the school with T.A support in some of these lessons. This T.A support is usually on a group basis within the classroom. Some pupils with an IR place access the IR Base at break times and lunchtimes as they feel it is a familiar, quieter space.

Interventions take place within the IR for support in areas such as Maths, Literacy, Speech and Language, social skills and emotional development. These take place in 1:1 or small group settings.

At this current time there is a Foundation Learning Year 7 Class. This small class is taught by a lead teacher who teaches an adapted curriculum for Maths, English, Science, Humanities, PHSE. The pupils are part of a mainstream Form Class and integrate to be taught by Subject Specialist teachers for D.T, P/E, Performing Arts and Art. Integration is flexible according to need. These pupils also access a range of interventions e.g. phonics, Speech and Language.

How will I know how my child is doing?

The progress of pupils with SEND is reported through the school's usual reporting systems, as well as through SEN Reviews and meetings, phone calls, emails, letters and Parents' Evenings. In addition, open communication is encouraged and parents are always welcome to make an appointment with the SENCO via phone call or email, as and when the need arises.

How will you help me to support my child's learning?

Parents are invited to attend Review Meetings and Parents' Evenings where they can gain information as to how they can best support their child's learning. The SENCO is able to signpost parents to other sources of information and support e.g. the Local Offer, Sheffield Parent Carer Forum, voluntary agencies. The SENCO has information for parents on a range of different SEN. Parents are welcome to contact subject teachers for advice on supporting learning in specific areas of the curriculum.

What support will there be to support my child's overall well-being?

At Forge Valley School we recognise that pupils learn best when they feel happy and secure. With this in mind, all staff work hard to raise pupils' self-esteem. We are particularly aware that pupils with SEN may be more vulnerable to low self-esteem and staff use a range of strategies to try and balance against this e.g. giving roles of responsibility, reward systems, verbal praise and encouragement, highlighting their strengths and talents including those outside of the school curriculum. We also have interventions which offer a more direct, targeted response if a child's low self-esteem is persistent and impacting on the child's learning e.g. Flower 125 Programme, Friendship Clubs. Forge Valley School offers a wide range of after school extra-curricular activities which are open to all pupils and aim to develop their skills in a wide range of areas.

How is the SEND Provision at Forge Valley School evaluated?

The school SENCO, in conjunction with teaching staff and the Senior Leadership Team, is responsible for monitoring the provision of SEND. We will regularly review the impact of the work we do through data monitoring, observations, feedback from staff and pupils and self-evaluation processes.

What specialist services are accessed by the school?

School can access expertise and advice from other professionals such as Educational Psychologist, Speech and Language Therapists, Autism Service, links with Specialist Schools and voluntary agencies. If a child is receiving care from an NHS service such as Ryegate Pupil Centre or CAMHS the SENCO will liaise with other professionals involved to provide the best support for the child. The SENCO will endeavour to accompany parents to appointments such as at Ryegate if parents feel that it would be helpful. School also works with MAST and Social Care Workers.

What training have staff supporting pupils with SEN had or are receiving?

Teachers have received training in a range of SEN including dyslexia, Autism Spectrum Disorder, ADHD, emotional social and mental health needs. Teaching assistants are trained to deliver a wide range of interventions. Training is provided by Local Authority courses, external professional agencies, voluntary agencies and also through in-school training. Members of our Teaching Assistant team have additional training and skills in specific areas including; Social Communication Difficulties, including Autism, Speech and Language interventions, dyslexia, Numeracy, social skills, and emotional and social development. A regular audit of staff knowledge and confidence in different areas of SEN is useful for planning future training needs. The SENCO is a qualified teacher who specialises in the learning of pupils with SEN.

How will my child be included in activities outside the classroom?

School will do its up-most to enable all pupils to access activities outside the classroom. This may mean providing additional adult support for a child whilst on a trip or activity. All pupils are encouraged to take part in extra-curricular activities.

How accessible is the school environment?

The school has a lift in place. The fire escape routes are suitable for all and Personal Emergency Evacuation Plans are in place to ensure all disabled pupils can be safely evacuated in an emergency. Please refer to the school Accessibility Policy for details.

How will the school support my child in starting Secondary school and moving on?

The Additional Educational Needs (AEN) Team and the SENCO will communicate with primary school settings and parents prior to the child starting Forge Valley School to ensure any useful and relevant information is shared prior to starting school. If any SEN have already been identified, the primary school setting will often invite the school SENCO and/or AEN staff to attend a review in the summer term prior to them starting school.

How will the school support my child in starting Secondary school and moving on?

We have a Transition Programme for the pupils in Year 6 as they move to Forge Valley School. Extra visits are planned for pupils with SEN in addition to the usual induction days. This enables them to become more familiar with the new school and meet staff who may be supporting them. They can take photographs of the school to build up familiarity and take part in some taster lessons.

When pupils are in Year 11 they receive advice and support to help them make decisions regarding their move to Post 16 provision. Forge Valley School has good links with local colleges and works to ensure a smooth transition. Pupils can take part in additional transition visits and all information is passed on to the receiving provision to ensure they have a full picture of the pupil's strengths and difficulties.

How are decisions made about how much support my child will receive?

Decisions about the level of support a child should receive are made on the basis of need. Information is gathered about the needs of pupils with SEN throughout the school and the SENCO draws up a Provision Map which allows school to allocate the available resources and support appropriately. The SENCO works closely with the Headteacher to make the most efficient use of the available funding for SEN in the school.

Who can parents contact for further information?

Please feel free to contact the school's Executive SENCO, Mrs Kate Heaton or the Associate SENCO, Miss Benson, for further details of how Forge Valley School works hard to meet the needs of pupils with SEN in our school community. The school SEN Governor is Ann Duckworth.