

THE FOREST SCHOOL

The Local Offer will provide information about:

Our setting will:

Our aims:

A Communication and Interaction Specialist College

A place of friendship, respect and excellence

Welcome to our school. Thank you for taking the time to look at what we do to support the learning of pupils with a Statement of Special Educational Needs from Early Years to Year 11 (3-16 year olds).

Pupils join our school with a wide range of challenges in their lives.

No two individuals are the same and at our school we make no judgements about the young people we work with. We invite them to come on a learning journey with us. We help them to arrive at a place where they are more comfortable with themselves, they are happy at home and society understands them and their needs.

Our aim is that the pupils become confident as individuals, responsible as citizens and successful as learners.

	<p>The school is a Specialist College for Communication and Interaction and this is a key aspect of the work we do.</p> <p>We provide for pupils during both the Primary and Secondary phases of their educational career. The younger children can be recognised as wearing red jerseys and are taught by the same teacher all week. The older pupils, in blue jerseys, follow a typical secondary style timetable moving around the school to be taught by specialists in subject specific rooms.</p> <p>Some pupils in the secondary part of the school benefit from spending mornings with the same teacher all week and only having specialist lessons in the afternoon.</p> <p>We create a family type atmosphere in which everyone knows, respects and is tolerant of everyone else. Friendship, respect and excellence are at the heart of all that we do. We help young people to develop lasting friendships with their peers whilst sharing their learning journeys. We encourage all of our pupils to respect themselves and others as they strive for excellence in all that they do both academically and personally.</p> <p>Who knows what our children and young people may achieve in the future, but what is certain is that the school will do all that it can to enable everyone to reach their full potential.</p>
	<p>At The Forest School we ensure that there is the highest quality provision for our children and young people by:</p> <ul style="list-style-type: none"> • Creating a learning environment that fosters excellence in all that we do and that is happy, safe, stimulating and always offers opportunities to succeed. We talk about what we can do and not what we can't do. • Creating a true centre of excellence that impacts upon Special Educational Needs provision throughout the locality. • Creating a learning pathway that enables children and young people to achieve their full potential

	<p>academically, socially and personally.</p> <ul style="list-style-type: none"> • Creating a highly skilled, dedicated and talented professional team that produces total wrap around support for children and families. • Creating a sharing and close working partnership with the Local Authority and a local group of schools (the Harrogate and Rural Teaching Alliance) across North Yorkshire and beyond, with the aim of making ours one of the best schools to go to in the country. <p style="text-align: center;">All of this demonstrates our commitment to achieving the very best outcomes for our children and young people.</p>
<p><i>Identifying the particular special educational needs of a child or young person;</i></p>	<p>Presently in our school we have children with ...</p> <ul style="list-style-type: none"> • Moderate Learning Difficulties • Severe Learning Difficulties • Autism • Down’s Syndrome • Attention Deficit Disorder • Attention Deficit Hyperactivity Disorder • Complex medical difficulties <p>... and 94% of our school population have Speech, Language and Communication Needs.</p>
<p><i>Consulting/working in partnership with parents of children with special educational needs and with young people with special educational needs;</i></p>	<p>At our school we consult and work with parents /carers through:</p> <ul style="list-style-type: none"> • The annual Review Process. Parents/Carers along with all agencies involved with the child discuss progress made through the year and determine targets for the coming year. It is a child centred process which is not just about a child but, where appropriate, includes them and their opinions. • Home – School diary. • Weekly learning summation. Parents are sent a brief outline of the weeks learning on a Friday

	<p>through the diary or e-mail.</p> <ul style="list-style-type: none"> • Multi-agency meetings. • Twice yearly Parents Evenings (in school and in the locality close to home if needed). • 'Next Steps' Post 16 provision event for all secondary pupils and parents/carers.
<p><i>Securing the services, provision and equipment required by children and young people with special educational needs;</i></p>	<p>The other agencies that we work closely alongside to provide a total wrap around provision for our children and young people include:</p> <ul style="list-style-type: none"> • Speech and Language Therapy • Health • Nursing team • Physiotherapy • Occupational Therapy • Feeding advice/programmes • Educational Psychologist • Specialist teachers for vision and hearing impairment • Transitions from children's to adult services • Independent Advice and Guidance (IAG) from specialist careers adviser • Manual Handling advisers for risk assessment and use of hoists and slings • Children's Social Care • Disability Social Workers • Family Support Workers • Occupational Health <p>Regular out of school activities:</p> <ul style="list-style-type: none"> • After school PE clubs and Youth Club run by school staff • Fuse Theatre Group supported by school staff

<p><i>Supporting children and young people with special educational needs in moving between phases of education, and in preparing for adulthood;</i></p>	<p>We provide a seamless transition between educational phases:</p> <ul style="list-style-type: none"> • Children and young people are visited in their existing provision by a senior member of staff prior to transition commencing to our school. • Movement from our Primary to Secondary departments is supported and facilitated through taster sessions on 'Moving Up' days. • Statutory Annual Reviews which inform/consider the best possible placement for the next phase for children and young people. From Year 9 onwards an Independent Advice and Guidance (IAG) adviser offers specialist careers advice at these meetings. This supports the young person, their parents/carers and the school in planning for future post 16 provision. • Strong links with local Post 16 providers supports transition visits by staff, families and young people.
<p><i>The [school/setting's] approach to teaching/ learning and development of children and young people with special educational needs;</i></p>	<p>At The Forest School pupils are all provided with learning pathways that include:</p> <p style="text-align: center;">Curriculum</p> <ul style="list-style-type: none"> • Primary pupils are taught by the same teacher all week while secondary pupils follow a typical secondary style timetable with the full range of subjects taught by subject specialists in specialist rooms. • Small class groups with specialist support staff across the whole school. • Differentiated curriculum throughout the school.

- Communication and Interaction supportive strategies used in every classroom e.g. Makaton, PECS and the use of low/high tech aids.
- Early Years and KS1 pupils have weekly Donkey riding sessions and all pupils up to and including KS3 swim once a week.
- The school has two minibuses and a people carrier. Classroom learning is enhanced through regular curricular visits within the local community.
- KS 2, 3 and 4 pupils have daily reading sessions in differentiated groups first thing each morning during prime learning time.
- Specialised workshops in PSHE support the learning of challenging concepts for our young people including separate Boys and Girls groups for Sex and Relationship Education.
- KS4 provision includes work related learning and where appropriate, work experience opportunities, in Years 10 and 11. Community and Life Skills learning, along with preparation for Further Education Post 16, supports young people in becoming as independent as possible.
- Pupils, for whom it is appropriate, are entered for national external accreditation across a range of subjects. Presently we teach in Science and Art to GCSE level. Opportunities for accreditation in Functional English and Maths skills are available at Entry Level and Level 1. Pupils also have opportunities to complete discrete units in Science, D&T, Food Tech, ICT, Horticulture and PE which when combined may lead to the Entry Pathways accreditation in Preparation for Work, Independent Living or Healthy Living.
- Religious Education is delivered during two full days each term. The KS2, 3 and 4 timetables are collapsed and all staff and pupils study aspects of the major world religions through specific themes such as places of worship, icons, fellowship etc.

Enrichment

- **Residentials:** As a school we recognise the importance and huge value of residential trips and support all pupils in taking part in such events. Presently, KS2 pupils go to Scarborough for a week at the seaside, KS3 go to the Yorkshire Dales for Outdoor and adventurous activities and also Bamburgh on the Northumberland coast. KS 4 go to London for a week and become typical tourists in the capital. **This has** included meeting up with our local MP for a tour around the House of Commons. Also, some Year 11 pupils crewed a tall ship on the North Sea.
- Pupils of all years take part in numerous one day visits throughout the year. These trips are often in support of specific curriculum learning. It is important to learn about money in the classroom, but there is no better place to embed that learning than at the local supermarket. Other visits include to the theatre, cinema, churches, Harrogate Gymnastics Club and many sporting events where they compete alongside their peers from other schools.
- Visitors to the school include artists in residence, sculptors, paralympians, poets and authors, theatre in education groups, musicians, music and dance specialists.
- The school has its own allotment in the town and pupils can learn science for life through the up keep, nurture and harvest of a range of fruit and vegetables grown there.
- The Woodland Adventure programme is delivered from KS2 upwards throughout the school. For half-termly blocks pupils go walking for a morning with subject trained staff. They explore the local countryside learning about nature, themselves and how to live harmoniously together.
- The Duke of Edinburgh's Award Scheme is open to all in KS4 and pupils follow the Bronze Award

	<p>including learning new skills, supporting others in the community and expeditions. They walk and camp locally and in the North Yorkshire Moors and also go on a residential to the Lake District.</p> <ul style="list-style-type: none"> • The school choir meets every Monday afternoon for singing and signing sessions and contribute to whole school events such as our Carol Service and the annual Musical production. • Physical Education <p>Teaching in a wide variety of sports is delivered in a manner that includes all pupils regardless of their needs. Activities pupils take part in include:</p> <table border="0" data-bbox="629 627 1697 699"> <tr> <td>Basketball</td> <td>Badminton</td> <td>Football</td> <td>Cricket</td> <td>Gymnastics</td> </tr> <tr> <td>Athletics</td> <td>Boccia</td> <td>Swimming</td> <td>Yoga</td> <td>Dance</td> </tr> </table> <p>Accommodation</p> <ul style="list-style-type: none"> • Sensory room • Quiet room • KS3/4 subject specialist rooms • Multi-functional rooms e.g. Physiotherapy, Speech and Language Therapy etc. • Library containing books, story sacks, CDs and DVDs • Dedicated Early Years provision with outdoor learning area • Play equipment adapted for all SEND including wheelchairs • Outdoor classroom • Playgrounds and school field • School Kitchen providing on-site cooked meals 	Basketball	Badminton	Football	Cricket	Gymnastics	Athletics	Boccia	Swimming	Yoga	Dance
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<p><i>How [the school/setting] adapt the curriculum/provision and</i></p>	<p>The use of the latest technology such as I-pads, laptops and touch screens with specialist programmes including:</p>										

<p><i>additional learning support available to children and young people with special educational needs;</i></p>	<ul style="list-style-type: none"> • Cause and effect programmes • Communication apps for pupils with specific speech and language needs • Specialist designed programmes e.g. communicate in print, that create and adapt curriculum materials for pupils who need symbols <p>Specialised sensory curriculum for appropriate classes.</p>
<p><i>The additional learning support available to children and young people with special educational needs;</i></p>	<p>A high staff to pupil ratio enables access to learning for all pupils, both in and out of the classroom. Specialist professional advisers provide support and guidance to enable pupils with specific challenges to engage with the learning opportunities we provide e.g. our Hearing Impairment Specialist Teacher not only trains staff in the best way to teach pupils with a hearing impairment but also ensures that the pupils have the most suitable aids that brings their hearing up to the level of everyone else so that we can then be in the best position to concentrate on cognition and learning needs.</p>
<p><i>How the progress towards any of the outcomes identified for children and young people with special educational needs will be assessed and reviewed, including information about how those children, their parents and young people will take part in any assessment and review;</i></p>	<p>Assessment at our school is both relevant and rigorous. It includes:</p> <ul style="list-style-type: none"> • Formative and Summative assessment as part of best classroom practice across all ages and subjects. Formative assessment is on-going and informs planning for future teaching and learning. • Summative assessment determines where each child’s learning is over time in relation to starting points and set targets. This is done twice yearly through the CASPA (Comparison and Analysis of Special Pupil Attainment) data programme. The information produced gives an accurate indication of pupil, specific group and whole school progress. CASPA sets yearly targets for pupils against which progress is measured. • Formal Annual Reviews/Education, Health and Care Plans and reviews of Individual Education Plans with parents and pupils. • Those pupils who are able to, review their targets weekly and evaluate how well they have done. Others will have their progress towards targets evidenced on learning walls within the classroom. This includes celebration of ‘Golden Moments’ of learning.

	<ul style="list-style-type: none"> • Pupils are assessed in all subjects using P Levels and National Curriculum levels.
<p><i>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;</i></p>	<ul style="list-style-type: none"> • Parents and pupils (where possible) are fully involved in the statutory Annual Review of progress through EHCP's or Person Centred Reviews. Their views are shared, recorded and are an integral part of any future planning for learning. • Parents take part in an annual questionnaire as do visiting professionals. Their views are greatly welcomed and inform future practice.
<p><i>How facilities that are available can be accessed by children and young people with special educational needs;</i></p>	<p>Our school adheres fully to the principles of inclusion at all times by providing all pupils with an education that enables them to succeed, achieve and be happy.</p> <p>Equality of opportunity means that physical barriers are removed or adjustments are made so that pupils with disabilities such as being in a wheelchair, sight or hearing impairments, ASD or other special needs can be supported to access opportunities and activities as fully as possible.</p> <p>High staff to pupil ratios enable children to access a full range of activities and facilities.</p> <p>The school has two minibuses with wheelchair access. Staff who drive these vehicles are MIDAS trained.</p>
<p><i>What activities are available for children and young people with special educational needs in addition to the curriculum;</i></p>	<ul style="list-style-type: none"> • As outlined earlier, enrichment activity opportunities are wide and varied. • The school and its local community are used as environments to learn in. • After school clubs are open to all, regardless of SEND and home locality.

	<ul style="list-style-type: none"> • All classes are represented on the thriving School Council which gives pupils a clear platform to affect decisions about their school life.
<i>What support is available for children and young people with special educational needs;</i>	<ul style="list-style-type: none"> • Our school has a staff team of highly experienced and skilled professionals. • Staff have continuing professional development throughout the year that is directly linked to the School Development Plan. • Some staff are themselves 'trainers' in specialised fields such as Communication and Interaction, Makaton signing and Team-Teach. They have qualifications in specific areas and train all school staff to a high level of competence. • The school provides an Outreach Service to local Primary schools that is commissioned by the Local Authority. Four staff are led by an Assistant Head.
<i>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.</i>	<ul style="list-style-type: none"> • All staff take part in Induction Training upon joining our school. • All staff take part in annual Performance Management. • Continuing Professional Development is monitored by the Deputy Head and targeted at identified areas of specific need taking account of Performance Management outcomes and the School Development Plan. • All staff attend weekly development meetings and or training on Friday afternoons. The focus is always on pupil outcomes. • Regular training up-dates are given on Safeguarding, Medical and Health & Safety issues.
<i>How the emotional and social development of children and young people</i>	<ul style="list-style-type: none"> • Appropriate curriculum content, provision and school values/ethos underpin the social and emotional wellbeing of the pupils.

<p><i>with special educational needs will be supported and improved.</i></p>	<ul style="list-style-type: none">• Nurture work is carried out to support pupils and families who lack confidence or have social and emotional difficulties.• PSHE is a subject with a high profile throughout the whole school.• The school employs a 'Teen-Relate' counsellor who comes in for the whole of every Monday morning. She works with and supports a broad cross section of pupils of all ages, using a range of therapies to help them come to terms with themselves, their families and their learning.• A number of staff are trained in 'Bereavement Counselling' and also run 'Talk-time' sessions.
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