

Leicestershire's Local Offer template for educational settings



Regulation 3 Special Educational Needs and Disability (Information) Regulations (2014)

School/College Name:	Forest Way School
Address:	Warren Hills Road Coalville Leicestershire LE67 4UU
Telephone Number:	01530 831899
Name of Head teacher/Principal:	Gail Seaton
Head teacher/Principal's contact details:	As above
Website address:	www.forestway.leics.sch.uk
Facebook account details:	
School/College Specialism:	Area Special School The Den – a Communication & Interaction Unit
Age Range of students (start and finish) to include Post 14 onwards where relevant):	4 to 19 years
Date of Last Inspection:	December 2021
Outcome of last inspection:	Outstanding

Does school/college have a specialist designated unit/additional learning support department?

Yes No

Total number of students with special educational needs at college/setting:	284
Total number of students receiving additional learning support:	284

1. The kinds of special educational needs for which provision is made.

Forest Way School strives to be fully inclusive. It is a special school for pupils aged from 3 to 19 years old who have a wide range of special education needs and disabilities. All pupils have special needs in cognition and learning but may have additional needs in the areas of communication and interaction, social, emotional and mental health issues and sensory and/or physical needs.

Admissions to Forest Way School are determined by the LA through the statutory assessment process. We also have a Communication and Interaction Unit for up to 14 primary aged pupils

2. Information about policies for the identification and assessment of pupils with special educational needs.

All pupils that attend Forest Way School have an Education, Health and Care Plan (EHC).

The school works with specialist teachers and visiting professionals and agencies such as Speech and Language Therapists, Educational Psychology Service, CAMHS, Hearing Impairment Team, Visual Impairment Team, Autism Outreach, Social Care, Specialist Communication Teacher, Physiotherapists, Occupational Therapists, and Transitions.

All relevant policies can be viewed on the school website: www.forestway.leics.sch.uk

3. Information about policies for making provision for pupils with special educational needs whether or not pupils have Education Health and Care (EHC) Plans, including:

(a) How

Forest Way

evaluates the effectiveness of its provision

At Forest Way School we evaluate our provision throughout the year and the progress and achievements of our pupils are tracked by teachers who complete IEP targets – linking them to EHCP outcomes with half termly recording of progress, and small steps assessments. In Key Stages 4 and Post 16 pupils also complete Accreditation for Life and Living modules.

Curriculum leaders monitor pupils' work and moderation of teacher assessment is completed internally and externally in conjunction with other local special schools. Best utilisation of resources is consistently reviewed to ensure maximum effectiveness.

Regular reports are given to trustees on progress, achievement and behaviour. They also meet with the Leadership Team to monitor and evaluate effectiveness and ensure high standards are maintained.

The last three Ofsted inspections were outstanding and there were no areas for improvement on each occasion.

There were no action points raised from the December 2021 Inspection.

Comments made by the Inspectors included -

Children and young people flourish at Forest Way. Leaders and staff put no limits on what they wish pupils to achieve.

Pupils' highly positive attitudes to their education are a credit to the school.

(b) The arrangements for assessing and reviewing the progress of pupils with special educational needs

Pupils have Education and Health Care Plans which are reviewed annually.

Reviews are carried out in line with statutory guidance. The school, external agencies, the pupil and parent/carers provide advice for the review. Documentation is shared in advance. Pupils are encouraged to participate in their meeting.

Internal tracking systems are used to highlight progress of pupils as well as identified groups.

Progress data is available in a written format as well as face to face at parent/carers' evenings. Teachers are available to discuss individual pupil progress at any point in the academic year. A home school diary is used daily for communication with additional home visits and meetings as necessary. Tapestry also provides a method of recording and sharing achievements between home and school.

The effectiveness of our provision is measured over time for individual pupils, groups and cohorts of pupils.

The school is required to measure progress using national agreed standards and criteria. IEP yearly targets are set for each pupil, and these are linked to their EHCP outcomes. The progress towards the IEP targets is maintained and evaluated half-termly.

(c) Our approach to teaching pupils with special educational needs

The curriculum is broad, balanced and highly structured to maintain interest and provide the necessary support. Individual education programmes are developed to ensure every pupil reaches his or her potential. Pupils are prepared for life in modern Britain.

On entry pupils are grouped according to age, in mixed ability classes within key stages. Although time is spent in class groups, each pupil has an individual timetable to meet their needs. This is based on their individual education programme and will include wider needs such as therapy programmes and augmentative communication as identified on their statement or EHC plans.

Pupils are placed into groups according to receptive language levels for approximately two thirds of the time. Provision is made for whole class, small group and individual teaching according to the need of pupils.

Teachers and support staff have access to regular training to keep up to date with SEN requirements and areas related to the School Improvement Plan. The provision for pupils is related to their specific needs by Individual Education Plans, a specialist building/equipment and resources which include the Life Skills Apartment, The Croft and outdoor learning areas. There are high staffing levels in classes and groups to ensure differentiation, appropriate marking and moderation. There is individual withdrawal for tailored programmes to meet specific needs of pupils, maths and English interventions, support from outside agencies, coaching and mentoring and the Post 16 pupils' curriculum includes accreditation – life and living skills modules.

(d) How we will adapt the curriculum and learning environment for pupils with special educational needs

Forest Way School's learning environment is purpose built to meet the needs of children with Special Educational Needs and Disabilities (SEND). In January 2009 we moved into a brand new purpose built school which we know is one of the best buildings in the country. This was supported in June 2009 when the school won the TES Best New Building Award. Staff, governors, parents, carers and pupils were closely involved at all stages of the design and the local community contributed unprecedented support to provide extra facilities and resources. These include state of the art sensory rooms, a swimming pool and exciting outdoor equipment. There are also specialist rooms for Science, Food Technology, Art, Drama/Music and a Life Skills Apartment. We have recently developed a large bungalow, The Croft, next to the school which is being used by our Post 16 students. We also have a classroom base at Castle Rock School on our campus.

We are aware of the need to introduce and reintroduce concepts with our pupils, and this has been taken account of in our timing of themes and content of the curriculum. In planning our cycle of themes, we ensure we cover a broad and balanced curriculum. We have developed a recording system which aims to ensure continuity and progression throughout the school. There is a great emphasis on the development of social and self-help skills to encourage every pupil to be as independent as possible.

(e) How we will provide additional support for learning that is available to pupils with special educational needs

On entry to Forest Way School pupils are assessed on a small steps baseline. Individual Education Plans (IEPs) are set, and curriculum tracker targets are written within the first six weeks. This enables a smooth transition and differentiation and support to be put in place quickly to enable our pupils to settle well into learning and to progress.

Forest Way School provides targeted support for individual needs. This ranges from the provision of differentiation in planning and teaching to individual teaching time. This is related specifically to pupils' needs and learning styles.

For pupils in receipt of Pupil Premium we identify their barriers to learning and social challenges. We then address these using a number of strategies to impact on the progress of the pupil.

The funding has helped to provide training for specific interventions such as Attention Autism and ELSA (Emotional Literacy Support Assistant) to support the pupils holistically as well as academically to overcome their barriers.

Other strategies include:

- Play partner work
- ELSA
- Extra SALT
- Aromatherapy
- Music therapy
- Eye Gaze
- 1:1 sensory interaction
- Specific phonics work
- Reading opportunities
- Equipment and resources specifically for the pupil

(f) Activities that are available for pupils with special educational needs in addition to those available in accordance with the curriculum

Extra-curricular activities are available to our pupils. There is a Student Council which is regularly consulted to see if the activities provided are what the pupils want. There are lunch time activities including computing, soft play in a purpose-built room, dance and drama in the studio, choir and rock skills. Sports Leaders run various activities and games and there are opportunities to play football, basketball, cricket and join in with athletics.

There are after school Athletics, Drama, Forest Schools, Play and Cricket Clubs which are very successful, and pupils, parents and staff have attended weekend events including National Mencap Athletics Championships and National DSE Athletics Championships. We also hold an after-school swim club to which parents can swim with their child/children who attend Forest Way.

There are opportunities for pupils to go on residential visits. Currently we are using the Wingate Centre near Nantwich, which is purpose built and specialises in gymnastics. All pupils, whatever their abilities, are encouraged to take part in these experiences.

(g) Support that is available for improving the emotional and social development of pupils with special educational needs.

The pastoral system:

All pupils have a class teacher and a team of support staff who monitor the pupil's well-being, attendance and behaviour. Each department has a Deputy or Assistant Head Teacher who has pastoral responsibility. They will coordinate pastoral response to concerns about emotional and social needs and ensure the support is put in place for individual pupils as required. If necessary, after consultation with parent/carers external agencies and professionals may be called into school to support the pupil.

A medical room with a part time school nurse and two grade 8 senior teaching assistants is overseen by the Deputy Head Teacher to ensure safe administration of medication is provided in accordance with the new guidance. All pupils' medical needs can be met - this may require additional training for staff. The treatment of minor cuts and bruises may be carried out by a delegated person. Severe injuries will be reported to the LA and where necessary to the Health and Safety Executive. A parent or carer will be required to attend hospital if such treatment is necessary.

If a health care professional wishes to see your child in school, you will be given notice of the appointment.

Attendance is monitored and support offered if needed. Any pupils spending periods of time in hospital are educated by the Hospital School with close liaison with school to ensure the pupil has opportunities to continue with their targets and IEP.

Forest Way School has a clear Behaviour Policy. It aims to encourage appropriate behaviour by ensuring all staff are trained in EDR positive behaviour management. There is early intervention and adaptation to the curriculum to meet the individual needs of the pupils.

Bullying and racism is not tolerated, and everybody has a shared responsibility in preventing and responding to it. The school works hard to promote British values encouraging mutual respect and tolerance for others.

The safety of our pupils is of paramount importance. All of the staff have received training in safeguarding and e-safety.

Pupils have a very active Student Council to enable them to contribute the views of their peers and help to make decisions about what happens in school.

4. The name of and contact details of SEN Co-ordinator / Manager of Special Educational Needs or Disabilities (SEND) / Additional Learning Support

Department:

Any concerns relating to the education of your child can be made by contacting the head teacher:

Gail Seaton

Forest Way School

Warren Hills Road

Coalville

Leicestershire

LE67 4UU

Phone: 01530 831899

5. Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.

Forest Way School was one of the first 100 schools in the country to become a Teaching School. We are totally committed to the continuing professional development (CPD) of all our staff and relevant high quality training is regularly provided for our staff and other schools. We are fortunate to have trained people on the staff who can deliver specific training such as Moving and Handling, EDR, Makaton, Safeguarding and i Can. Some teachers have taken the opportunity to complete a Master's Degree in Special Education.

Throughout the year there has been an ongoing training programme in place for relevant staff which has included the following areas:

- Communication, Makaton, phonics knowledge and skills and reading
- Makaton tutor
- Autistic Spectrum Disorder
- ICT/Computing drop in for all staff and effective use of ICT/Computing across the curriculum including use of communication devices and ICT equipment
- Teachers and Grade 8 – medical and updates
- Departmental work sampling
- Eating and drinking with speech and language therapists (SALT)
- Child protection and safeguarding
- Health and safety
- Curriculum areas – updates and monitoring
- EDR for new staff and refresher courses as required
- Moving and handling
- First Aid
- Curriculum Leader Training
- Swimming – National Rescue Award
- Minibus/car tests
- Designated Senior Lead (DSL) refresher
- Early Years and Foundation Stage (EYFS) Schools' update network
- ELSA (Emotional Literacy Support Assistant)
- Foundation Learning
- Pool plant operators
- Newly qualified teacher (NQT) mentoring
- Early Career teacher (ECT) mentoring
- Attention Autism
- Phonics and reading
- Annotation, target setting, moderating and work sampling
- Self-help for students
- Forest Schools' Level 3 training
- Inclusive PE
- Lego Therapy
- Whole school PE

Forest Way staff also have access to courses through the FW TSA including:

SEND

- Dyspraxia
- Speech and language and communication
- Speech sounds
- Accredited ASD course (AET)
- Foetal Alcohol Syndrome
- Dyslexia
- County SENCO net
- Annual SENCO / SEN Teachers conference
- Makaton
- ELSA

Staff also attend primary subject leaders' networks in Early Years, English, IT/computing, Maths and PE.

Research and Development

The records for continuing professional development for all staff in school have continued to be recorded electronically to enable ease of access to an individual's records of training. This will continue to be used to evaluate effectiveness and impact on teaching and learning in performance management meetings and inform future CPD requirements for staff.

School to school support

School staff continue to support other schools through our Outreach provision.

All new teachers and support staff have a comprehensive induction to ensure they have an awareness of the policies, procedures and ethos of the school.

Liaison with nurseries, schools and colleges and outside agencies is an essential part of the preparation and transition at Forest Way School. In addition to the expertise within school there is access to other services which offer support including:

- Speech and Language Therapy
- Educational Psychology Service
- CAMHS
- Hearing Impairment Team
- Visual Impairment Team
- Autism Outreach
- Social Services including the Transitions Team
- Specialist Teacher in Communication
- Physiotherapists
- Occupational Therapists

6. Information about how equipment and facilities to support children and young people with special educational needs will be secured.

Forest Way School is purpose built to cater for the range of special educational needs our pupils have. (See question 3d for a further description of the building and provision.) The school is set in amazing grounds which are accessible to wheelchair users enabling them to access Forest Schools activities. Forest Schools activities are tailored to meet individual children's needs and are set within safe and secure environments which enable the children to have freedom to explore and take appropriate risks through self-initiated and fun activities. Forest Way School has a wide variety of outdoor spaces including outdoor classrooms, a geodesic dome, willow sculpture, timber play equipment, soft landscaping and planting. This is all on site and the children are able to access all of the facilities.

There are disabled parking bays and designated parking spaces to make it easier for parents to drop off their children safely. Special consideration was made when the building was designed and built to ensure the acoustics and aesthetics were suitable for different disabilities. There are hoists in the classrooms to ensure that moving and handling and changes of position and use of individual equipment is possible for pupils with specific physical needs. There are changing facilities and toilets specifically designed for easy access and use. There are different sized toilets to meet the needs of the pupils' ages and sizes. Regular contact with Occupational Therapists and Physiotherapists provision ensures equipment and physiotherapy programmes are available for individual pupils.

We have weekly access to a specialist teacher of communication who is able to assess our pupils alongside the Speech and Language Therapists to determine if alternative and augmentative communication devices need to be provided.

We have a fantastic pool with underwater lights, music and a jacuzzi. The pool features mosaic tiles made by our pupils. There are two hoists and private changing bed areas at the side of the pool along with the shower and changing rooms. The facilities support swimming teaching for all abilities including sensory sessions.

The primary department, Acorns, have playground areas outside their classrooms with appropriate play and sports equipment. The large playgrounds have also been carefully planned to meet the needs of all pupils. There is a variety of low level apparatus to encourage different ways of moving as well as outdoor musical and sound equipment. There is a large ball court equipped with basketball posts which can also be used for football and other team games.

Forest Way has expertise and specialist equipment to meet the needs of pupils with multi-sensory impairment and those who require alternative augmentative communication (AAC). The adaptations for visual impairment include the layout of the school, including the 'river' in the main corridor and the contrasting door frames, a multi-sensory playroom and sensory areas throughout the school including well equipped white and dark rooms for multi-sensory programmes.

7. The arrangements for consulting parents/carers of children with special educational needs about, and involving such parents/carers in, the education of their child.

EHC plans are reviewed on an annual basis in line with statutory guidance. Progress of pupils is monitored half termly and internal systems are used to highlight progress of individual pupils and groups.

Progress data is shared with staff and parent/carers in a written format as well as at parent/carers' evenings and Annual Review meetings.

Teachers, the Senior Leadership Team and the Head Teacher are available to speak to and there is an open door policy within school. To ensure privacy and confidentiality appointments can be made to discuss individual pupils if required. Daily diaries are used in conjunction with telephone calls, e-mails and home visits to ensure excellent liaison between home and school.

There is a parent/carers' group which meets in school and out of school when they arrange social events. There may be speakers, training or events arranged but often they meet simply for coffee and mutual support. As well as the regular meetings, parent/carers can meet for coffee and a chat on an ad hoc basis using their own on-site room.

There are termly social events at school which staff, parent/carers and pupils attend in large numbers. At the end of the academic year a family event is held to celebrate the achievements of the pupils leaving school.

Throughout the year there are opportunities for parents to see their children perform in events like the Harvest Festival and Christmas celebrations. These events are always well attended and supported by our parent/carers and their extended families.

8. The arrangements for consulting young people with special educational needs about, and involving them in, their education.

All our pupils are asked for their views as part of the Annual Review process. Progress, achievements and next step targets are regularly discussed with pupils in their lessons and through monitored annotation.

The school has an active Student Council who are involved in making decisions in school and represent the views of their peers. Any suggestions for improvements are taken seriously.

Pupils and parent/carers are asked to fill in a questionnaire about school, their learning and well-being on an annual basis.

Pupils with behaviour plans are encouraged to learn to manage their own behaviour and regular opportunities are put in place for them to discuss any issues or concerns to help them work towards achieving this.

There are other agencies and visiting professionals, as well as the experienced staff who are available to talk to and support pupils and parent/carers at Forest Way School.

9. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents and carers of pupils with special educational needs concerning the provision made at the setting.

We try to ensure through our positive relationships with families that complaints rarely occur; however, any complaints about the school should be made initially to the pupil's teacher. If this does not solve the problem, then the head teacher will be consulted and then the governors. The school has a Complaints Policy which outlines this process, and which can be found in the Academies information section on the school website. www.forestway.leics.sch.uk

10. How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils.

Forest Way School involves a variety of other bodies, agencies and visiting professionals as well as the expertise of experienced and qualified staff in school in meeting the needs of the pupils at our school. These include the School Nurse, Speech and Language Therapists, Educational Psychology Service, CAMHS, Hearing Impairment Team, Visual Impairment Team, Autism Outreach, Social Care, Specialist Communication Teacher, Physiotherapists and Occupational Therapists.

11. The contact details of support services for the parents and carers of pupils with special educational needs, including those for arrangements made in accordance with clause 32.

The SEND Information, Advice and Support Service exists to support the parents and carers of children who have special needs in school or pre-school settings. They used to be known as the Parent Partnership Service.

They can be contacted on: 0116 257 5027

or write to:

SEND Information, Advice and Support Service

Voluntary Action Leicester

9 Newarke Street

Leicester

LE1 5SN

or email: sue.w@valonline.org.uk

Autism Outreach Service	County	0116 305 9400
	City	0116 225 4800
Chair of Governors	Roy Cafferty	Through school
Child Development Centre (L.R.I.)		0116 258 5767
Leicester City Council	Main switchboard	0116 254 9922
City Special Needs Teaching Service		0116 225 4800
Coalville Hospital		01530 510510
County Hall (Leicestershire County Council)	Main switchboard	0116 232 3232
Educational Psychology Service	County	0116 305 5100
	City	0116 221 1200
Glenfield Project (Respite Care)		0116 232 0021
Marlene Reid Centre		01530 510515
Occupational Therapist		Through school
Physiotherapist		Through school
Resource Centre		01530 814020
Special Educational Needs Assessment Service	County	0116 305 6600
	City	0116 252 7807
Speech and Language Therapist		Through school
Transport – Parent Helpline	County Pupils	0116 305 0002
	City Pupils	0116 2211451

If you are a parent or carer considering your child joining Forest Way School you are welcome to contact the Head Teacher, Gail Seaton, at Forest Way School

Phone number: 01530 831899

E-mail: forestway@forestway.leics.sch.uk

Advice on SEN support across Leicestershire can be found in the “Local Offer” at:

[Special educational needs and disability | Leicestershire County Council](#)

12.The arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparing for adulthood and independent living.

Forest Way School works closely with nurseries, schools and colleges to facilitate a smooth transition for our pupils. Information is shared between schools/placements and any other professional involved in the transition process. Additional visits can be arranged for identified pupils. We liaise with colleges and the Transition Team at Social Care to ensure all involved are aware of the needs of pupils who may be joining them from Forest Way School.

Pupils are supported in a variety of work experience placements suited to their interests.

Pupils are given support in the curriculum to develop their life skills in order to help them work towards as independent life as possible in adulthood.

Accreditation for Life and Living Skills modules are completed from year 10 to year 14 whereby pupils are able to accrue credits to gain accredited modules which may be further developed at college when they leave Forest Way School.

13. Information on our contribution to the publication of the local authority's local offer.

Leicestershire County Council, along with all other Local Authorities are required to publish information about services they expect to be available in their area for children and young people from birth to 25 years of age who have special educational needs.

This is known as the "Local Offer".

The Local Offer outlines all services and support available across health, education, social services and leisure services.

Leicestershire County Council's Local Offer can be found at:

[Special educational needs and disability | Leicestershire County Council](#)

Leicester City Council's Local Offer can be found at:

[Family Information | SEND Local Offer \(leicester.gov.uk\)](#)

Derbyshire County Council's Local Offer can be found at:

<https://localoffer.derbyshire.gov.uk/#!/directory>

Derby City Council's Local Offer can be found at:

[Derby's SEND Local Offer | Derby City Council](#)

Nottinghamshire County Council's Local Offer can be found at:

[SEND Local Offer | Notts Help Yourself](#)

Warwickshire County Council's Local Offer can be found at:

[Special educational needs and disabilities \(SEND\) – Warwickshire County Council](#)

