



Forest Way School

**The Den Bears
Student Transition
to
Secondary School
Information**



What next after The Den at Forest Way School?

This booklet has been produced with information and guidance to support you with the next steps for choosing the next learning provision after your child has completed Year 6 in The Den at Forest Way School.

Enclosed in this booklet, you will find information and contact details provided by SENA, of provisions which **may** meet the needs of your child as you choose their Secondary School provision.

You can contact the schools directly to organise visits or to ask further questions. Alternatively, if you require further information on schools in your area that are not listed, please contact SENA and they will be able to provide some assistance and guidance.

How do I apply for my chosen Secondary School Provision?

Your child has an Education, Health and Care Plan (EHCP), which states what education provision should be provided for them. The process for applying for a place at a secondary provision is managed through the annual review of the EHCP.

Forest Way School will arrange for an annual review meeting to be held early in year 6 and as part of that review, you and your child's wishes for secondary school provision will be discussed. The paperwork will be submitted to SENA and that paperwork will include details of your preferences.

SENA will then start a process of consulting with secondary provisions to find out if they can meet the needs of your child and will liaise with you regarding this until an agreement and suitable provision is found. At this point, they will reissue your child's EHCP naming their new provision.

SEN Assessment Service (SENA) – Leicestershire County Council

Phone: 0116 305 6600

Email: senaservice@leics.gov.uk

Transitioning to a Secondary School Provision

Transitioning from primary to secondary school is a particularly significant change for any child. Learning about change and how to cope with it will help them with this particular transition and prepare them for many other changes and challenges they will face in life.

Starting a new provision can be a big change for your child and this may be an anxious time for both you and your child. There are lots of ways to prepare for the transition and to support your child as they settle into Year 7 and throughout their time at their new school.

Your child's class teacher is on hand for any questions and guidance you may need and will be able to help with any questions you may have. Once we are made aware of your child's new provision we will also liaise with their new school to support transitions and will allow plenty of opportunities for your child within school to have time to prepare and process the change ahead for them. Likewise, we can support at home with any resources such as story boards to prepare them for the next steps of their learning journeys after The Den at Forest Way.

Local Authority Communication and Interaction provision:



The Fusion Academy

Moore Road
Barwell
Leicestershire
LE9 8AG

Telephone: 01455 243 689

Email: office@thefusionacademy.co.uk

Website: www.openthinkingpartnership.co.uk

Who is The Fusion Academy for?

The Fusion Academy is for young people with autism and/or communication and interaction needs who do not have a learning disability.

To come to The Fusion Academy, students must have an Education, Health and Care Plan (EHCP) that states communication and interaction and/ or autism as their primary area of need.

The Fusion Academy is not set up for young people with cognition and learning needs. It is designed for young people who, despite their difficulties around communication and interaction, have the potential to learn at an age-appropriate level and will be looking to access qualifications and potential employment in the future.

What do we do at The Fusion Academy?

The Fusion Academy merges the skills, expertise and understanding of a highly specialist provision with the breadth and opportunities available in a mainstream school. This union allows our students to have the best possible chance at reaching their academic goals in an environment where they feel safe, understood and listened to, in addition to having their wider needs met.

Class sizes are small (no more than 8-10 in a class), allowing students to get the focussed attention they need.

Student wellbeing is of paramount importance at The Fusion Academy. Our school environment is accommodating for young people with autism and/ or sensory needs and a multi-disciplinary team, including a range of therapy professionals, work together to support all areas of student need.

Young people are also be taught strategies to help manage their emotions (such as anxiety and anger) and to develop their independence skills.

Everyone around each young person works collaboratively to ensure they have every opportunity to meet their full potential.



MAPLEWELL HALL SCHOOL

Maplewell Hall School

Maplewell Hall School

Maplewell Road
Woodhouse Eaves
LE12 8QY

Telephone: 01509 890237

Maplewell Post-16

Thorpe Hill
Loughborough
LE11 4SQ

Telephone: 01509 891906

Email: admin@maplewell.leics.sch.uk

Website: www.maplewell.leics.sch.uk

At Maplewell the expectation is of high aspiration and a 'can do' approach for all starts from the moment students join Year 7. Our ethos of raised aspirations bears out our belief that all students are able to achieve to the very best of their ability.

We are always seeking to broaden students' horizons in order to inspire and foster a deep-seated sense of self-belief, which will aid them in becoming lifelong learners

About – Maplewell Hall School

We exist to help every student take the steps they need to take to progress along their individual pathway towards Further Education, employment and independent adult life.

Ethos and Values

We believe that every one of our students has the right to an education that provides the very best preparation for adulthood and helps them lead happy, healthy and fulfilling lives as valued members of their community.

This pathway begins in Year 7. Along the journey, students will begin to believe in themselves, become more resilient, and learn that their special educational needs and disabilities are challenges to overcome and not barriers that stand in their way.

Every student leaves Maplewell with qualifications to help them access Further Education; with employability skills to enter into the world of work, and the personal skills and qualities to fulfil his or her potential and go on to be as independent as possible.



Rawlins A Church of England Academy

Loughborough Road
Quorn
Loughborough
LE12 8DY

Phone: 01509 622800

Email: enquiries@rawlinsacademy.org.uk

Website: www.rawlinsacademy.org.uk

SPECIALIST PROVISIONS: Skills for Learning and The Base

Skills for Learning

We are proud to be the only secondary school in Leicestershire where students with moderate learning difficulties are given specialist support. Skills for Learning (SFL) offers a special school experience within a mainstream setting as it combines tailored support for individual student needs with the life skills benefit of being part a mainstream environment. Rawlins has over 30 years' experience helping pupils with MLD to become independent using a Preparation to Adulthood approach. We provide a successful all-round educational experience that helps our young people grow. We want our pupils to feel safe and secure, whilst building confidence

"Students achieve well because they work together as a group on well-considered activities with good help and guidance." Ofsted, 2013

The Base

Following the success of SFL, we launched The Base in 2018 to meet the needs of high functioning ASD pupils, so that these pupils could achieve their potential by receiving specialist, tailored support, whilst accessing mainstream lessons, and often a full curriculum.

Admissions

Please be aware that the Admissions process for Skills for Learning and The Base is different to the Admissions process for mainstream Rawlins. To gain a place in either Skills for Learning or The Base, your child must have an EHCP that states that a special provision is needed to meet the needs of your child. You will be contacted by SENA to discuss which school you would like your child to attend.

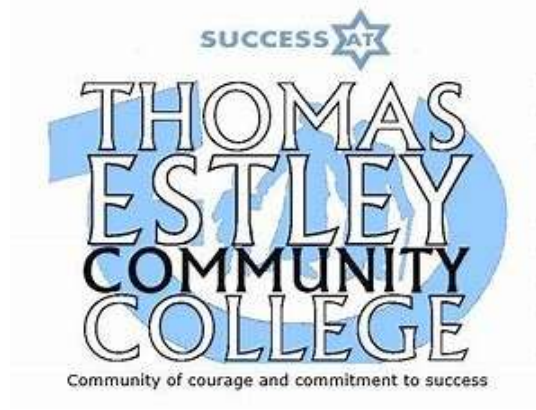
If your child has a special educational need or disability but does not have an EHCP, you will need to apply for a school through the normal Admissions procedures. Unfortunately, your child will not be eligible for a place in Skills for Learning or The Base.

If your child has a special educational need or disability and has an EHCP, but it doesn't not state that specialist provision is needed, unfortunately, your child will not be eligible for a place in Skills for Learning or The Base.

Curriculum

Pupils in both SFL and The Base have a broad and balanced curriculum that follows the pathway of their mainstream peers. Pupils in The Base will either follow the full mainstream curriculum pathway OR follow an adapted mainstream timetable OR follow the Skills For Learning pathway. The curriculum pathway decision is made in the best interests of the pupil in collaboration with the pupil and parent. Pupils in SFL follow an adapted curriculum to allow for bespoke and tailored interventions designed to meet the needs of the individual EHCP.

Unit attached to mainstream school



Thomas Estley Community College Unit – The Oaks

Station Road
Broughton Astley
Leicester
LE9 6PT

Phone: 01455 283263

Email: PAtothePrincipal@thomasestley.org.uk

Website: www.thomasestley.org.uk

The Oaks ASD provision at Thomas Estley Community College provides specialist support for pupils aged 11 to 16 years (years 7 – 11), with significant, complex and high-functioning autism, but of mainstream ability, who require highly specialised individual arrangements which cannot be practicably or reasonably put in place by a mainstream school through normal provision. Pupils are expected to attend mainstream lessons within school and as part of their timetable and will remain part of the Oaks provision throughout secondary school.

The Oaks at Thomas Estley

The Oaks at Thomas Estley is an Enhanced Resource Provision for children with autism. Children who are admitted to the provision must be in receipt of an Education and Health Care Plan (EHCP) and best suited to a mainly but not solely mainstream provision. The Local Authority and College will only admit children who reside in Leicestershire and admission is limited to no more than three students per year group, to best target support around individual needs.

The Oaks provision is based at Thomas Estley Community College. It provides specialist support for both boys and girls aged 11 to 16 years (years 7 – 11), with significant, complex and high-functioning autism, but of mainstream ability, who require highly specialised individual arrangements which cannot be practicably or reasonably put in place by a mainstream school through normal provision. Students are expected to attend mainstream lessons within school and as part of their timetable, and students will remain part of the Oaks provision throughout secondary school.

Students are taught curriculum subjects in mainstream lessons appropriate to their age, but also access The Oaks for part of each day. Here, students take part in group and one to one lessons, based around their individual needs and personalised to the student. Their individuality is encouraged, as is their independence. All students are challenged to learn, aspire and achieve alongside their mainstream peers, in order to reach their full potential. The Oaks curriculum fosters independence, social interaction skills, social communication skills, life skills and emotional literacy. The Oaks provision is also available for homework, coursework and times when students cannot access the mainstream school.

At The Oaks, we recognise the needs of each individual and endeavour to ensure that the learning opportunities provided for them, and the targets set, reflect and address these needs. Programmes and timetables are student centred and designed for individual students, so they have significant differences to those of a mainstream timetable. Access to mainstream lessons in school is dependent on the student's ability to cope with the demands of the subject or environment, so we are able to adapt timetables according to student's needs. We aim to provide a mainstream experience, with autism specific support, also providing firm expectations and clear boundaries for our students.

Students are expected to wear the appropriate school uniform and the target for all is to access between 60 – 80% of the mainstream curriculum. This includes most students having time in school to complete homework, as this can be a specific area of difficulty for students with autism who like to have clearly defined boundaries between school and home. All students are supported throughout their school day by a Teaching Assistant and consistency of staffing helps to allow continuity and security. However, all students work with at least two staff to avoid issues around dependence. If you wish to enquire about places available, discuss admission or arrange a visit, please contact Miss Plumb.

Unit attached to mainstream school/Communication and Interaction Unit



Iveshead College

Forest Street
Shepshed
Loughborough
LE12 9DB

Phone: 01509 602156

Email: info@ivesheadschoo.org

Website: ivesheadschoo.org

Special Educational Needs and Disability

We are very proud of our academic track record and excellent progress that all our students make during their time with us. We believe that the teaching and support that we offer is of the highest quality and this plays a major role in the continued success of our school.

We have an established and excellent reputation for inclusive education. Our Enhanced Resource Provision for students with autism is based on campus and is widely recognised for the outstanding work it does and the remarkable levels of support it gives to our autistic students.

Our 'Choices' curriculum offers flexibility for those students who require some specialised and individual arrangements alongside the mainstream curriculum. Students are supported throughout their school journey by a highly professional and experienced team.

Unit attached to mainstream school/Communication and Interaction Unit



Wreake Valley Academy

Parkstone Road
Syston
Leicester
LE7 1LY

Phone: 0116 264 1080

Email: admin@wreake.bepschools.org

Website: www.wreake.bepschools.org

Wreake Valley is a unique school with a single-minded commitment to serve every member of our community.

Our core purpose is to prepare our young people to enter the world as confident, well rounded and highly educated individuals. Our secondary school campus includes first class sports facilities as well as Bradgate Sixth Form and our Enhanced Provision for young people with additional needs for Communication & Interaction.

The school is a vibrant place where pupils, staff and the wider community are able to flourish, regardless of their starting point or focus.

Unit attached to mainstream school/Communication and Interaction Unit



Cleveland House (part of Dorothy Goodman)

Butt Lane
Hinckley
Leicestershire
LE10 1LE

Phone: 01455 638 012

Email: office@dorothygoodman.leics.sch.uk

Website: www.openthinkingpartnership.co.uk

Cleveland House is a resource provision for students aged 11-19 with a diagnosis of Autism Spectrum Disorder (ASD).

All pupils have an Education Health and Care Plan (EHCP) unless they are attending an assessment place. The pupils who attend have needs which cannot be fully met in a mainstream environment.

Cleveland House is a separate building within The Hinckley School site that ensures young people have a safe space but can also access mainstream provision easily.

Students have the opportunity to work 1-1 and in small groups within the resource provision. When attending lessons in the mainstream part of the school students are part of classes with support from Cleveland House learning or teaching assistant, this enables students to access GCSE, BTEC or A Level curriculums.

Cleveland House has excellent links with a range of therapists. We work closely with other professionals to ensure we meet the needs of the students on our role.

Unit attached to mainstream school/Communication and Interaction Unit



Wigston Academy – The Excel Base

Station Road,
Wigston,
Leicestershire,
LE18 2DT

Phone: 0116 2881228

Email: admin@wigstonacademy.org

Website: www.wigstonacademy.org

The Excel Base – Enhanced Resource Provision for Children with Autism

The Excel Centre is an Enhanced Resource Provision (ERP) for children with autism. Children who are agreed to be admitted to the provision must be in receipt of a statement of Special Educational Needs (SEN) or and Education and Health Care Plan (EHCP). The Excel provision is run jointly between the school, Autism Outreach, the Special Educational Needs Assessment (SENA) service and the Leicestershire Local Authority (LA). Therefore, admission to the provision is a joint decision between those parties. The Local Authority and school will only admit children who reside in Leicestershire and there will only be two places available for any one year group.

The Excel provision is based on the campus of Wigston Academy (Site A) and Wigston College. It provides specialist support for both boys and girls aged 11 to 19 years (years 7 – 13), with significant, complex and high-functioning autism, but of mainstream ability, who require highly specialised and individual arrangements which cannot be practicably or reasonably put in place by a mainstream school and who may also have challenging behaviour as a result of their communication difficulties and a lack of social understanding. Transfer between the school and the college is expected and, having received a place, students will remain part of the Excel provision throughout secondary school, and college (if they select the college as their preferred post 16 destination).

Students are taught curriculum subjects in mainstream lessons appropriate to their age, but also access Excel for additional lessons. Here pupils take part in group and individual lessons, based on their individual needs. Each young person is viewed as an individual with, specific needs. Their individuality is encouraged, as is their independence. All students are challenged to learn, aspire and achieve alongside their mainstream peers, in order reach their full potential. Due to this, lessons in Excel have been developed to foster their independence, social interaction skills, social communication skills, life skills and emotional literacy of each student. Excel is also available for homework, coursework, examinations and assessment, and any other time when students are unable to access the mainstream school or college.

At Wigston Academy, we recognise the needs of each individual and endeavour to ensure that the learning opportunities provided for them, and the targets set, reflect and address these needs. Consequently, each student has individualised targets and plans. These are regularly reviewed to ensure their needs are being met and that they continually progress. Programmes and timetables are student centred and designed for individual students, so they have significant differences to those of a mainstream timetable. Access to mainstream lessons in school is dependent on the student's ability to cope with the demands of the subject or environment, so we are able to adapt timetables according to student's needs. We aim to provide a mainstream experience, with autism specific support, in order to reduce anxiety. However, we also provide firm expectations and clear boundaries for our students.

Students are expected to wear the appropriate school uniform and the target for all is to access between 60 – 80% of the mainstream curriculum. This includes most students having time in school to complete homework, as this is a specific area of difficulty for students with autism who like to have clearly defined boundaries between school and often struggle to complete school work at home.

All students are supported throughout their school day by a Teaching Assistant and consistency of staffing helps to allow continuity and security. However, all students work with at least two staff to avoid issues around dependence.

If you wish to enquire about places available, discuss admission or arrange a visit to the provision, please contact Mr Paul, School SENCO.