



Lime Academy Forest Approach

Putting Children First

SEN Information Report

(Information about how the SEN Policy is implemented)

This SEN Information Report will be updated annually to reflect changes and plans within the school. The report states the current provision within Lime Academy Forest Approach.

What are the kinds of special educational needs for which provision is made at Lime Academy Forest Approach?

Lime Academy Forest Approach is a day special school for children aged 2 - 19 years. Children will be provided with an appropriately paced and differentiated curriculum.

Lime Academy Forest Approach is a member of Lime Academy.

In Lime Academy Forest Approach, the learners' identified needs are typically complex and significant in the area of cognition and learning (severe learning difficulties as described in the SEN Code of Practice. Learners may also have associated needs in the areas of emotional/social and communication and interaction (autistic spectrum condition and/or speech and language difficulties). In addition, learners may have sensory or physical disabilities.

The 2020-21 cohort of learners at Lime Academy Forest Approach has the following categories of needs:

- Cognition and learning
- Communication and interaction
- Social, Emotional and Mental health needs
- Physical and/or sensory

Admissions to the school are set out within the admissions policy on the website and we work closely with the local authority.



How do we identify children and young people with SEN and assess their needs?

All pupils who attend Lime Academy Forest Approach will be on an assessment place or have a statement of special educational needs or an Education Health and Care Plan (EHCP).

All pupil referrals to us come through the Local Authority (Havering) SEN department. We then consider if we can meet the needs of the pupil as outlined in their Statement/ EHCP. In addition, we invite the child and their parents/carers to visit the school and also, where possible, observe them in their current setting/home to assess whether a placement at Lime Academy Forest Approach is appropriate.

We work to the national guidelines of transferring all our learners' statements of special educational needs to Education, Health and Care Plans and work closely with the local authority on this. We are following the local LAs conversion schedule and all of our pupils will have an EHCP by the end of this academic year. All families of children that involved in this process will receive information on the process and be supported by school. Families' experience of this process is positive.

We utilise a range of assessment methods during the pupil's time in school. These include observations and checklists as well as assessment data collection systems.

We involve other professionals as appropriate such as physiotherapists, occupational therapists, speech and language therapists, health professionals and educational psychologists.

We liaise closely with parents/carers as we believe that they know their children best.

Further information on the admissions and assessment processes to our school can be found on our website.

Lime Academy Forest Approach does not have a SENCO so the main contact with regard to this is the Head Teacher: Mary Bickmore



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How do we consult parents of children with SEN and involve them in their child's education?

At Lime Academy Forest Approach, parents/carers are fully included in the process of working with their children/young people.

We welcome close communication between school and home have the following structures in place:

- Initial visits to school
- Introductory meetings
- Daily home/school book for information exchanges and key messages
- Parent/Carer and teacher meetings including updates from other professionals
- Sharing pupil termly targets and their evaluated progress
- Interactive platform - Evidence for Learning (EFL)
- Talk about books
- Weekly Newsletters
- Parents' Evenings
- Person Centred Review (PCR)/Annual Review meetings and reports
- EHC plans
- Coffee mornings
- Parent involvement in changes in school through informal and formal consultations
- Parental representation on the Strategic Advisory Board
- Parentmail
- Parent stay and learn session where parents are invited in to share in the learning experience

How do we consult young people with SEN and involve them in their education?

How do we assess and review children and young people's progress towards outcomes?

All children and young people in our school are treated with dignity and respect. We are committed to hearing 'the voice' of our young people and provide them with lots of opportunities to make choices and express preferences. This includes creative activities within the classroom, rewards, break and lunch activities as well as an active school council that enables learners to contribute and decide on aspects of school life relating to their needs. Nurture Groups are in place to support pupils with their emotional needs, where the interventions are evaluated through Boxall Profiles to provide positive outcomes for individuals.



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The curriculum is designed to provide personalised learning activities matched to their individual learning and development targets. This ensures all our pupils can access and experience success throughout their school life.

Termly, individualised targets are set for each of our young people and evaluated at the end of each term. They are then sent home to parents and shared with pupils. Targets are discussed with parents/carers at PCRs and consultation meetings.

The assessment and PCR/Annual Review process of statements of SEN and EHC Plans includes the choices and views of pupils.

Our assessment procedures include clear feedback to learners about next steps learning and our reward systems reinforce positive activity and pupil choice.

The School Council enables learners to contribute and decide on aspects of school life relating to their needs.

How do we support children and young people in moving between phases of education and in preparing them for adulthood?

All transitions are well planned for throughout the school as children and learners move from class to class and phase to phase. New pupils are invited into school prior to starting to meet their peers and teachers. Transitions are geared around the child. Many of our learners find change very difficult and so where necessary a phased transition is arranged to allow learners to settle into their new environment.

From Year 9 onwards, learners are increasingly supported in planning for their transition from school to adult life. Staff from Prospects work with learners to advise learners and parents/carers about what is available after leaving Lime Academy Forest Approach.



What is the provision for learners with SEN at Lime Academy Forest Approach and how is it evaluated?

All learners attending Lime Academy Forest Approach an EHC Plan. There may be agreement with the LA that a child or young person is placed pending the outcome of an assessment for an EHC Plan.

Our provision is based on strong values:

- Our School is a place where everyone is treated with dignity, with respect and is of equal worth.
- Our vision is to develop a highly effective learning community.
- All staff have a responsibility to meet the needs of all the learners at Lime Academy Forest Approach
- Our key purpose is the construction, delivery and constant improvement of quality learning experiences appropriate to the needs of all our learners.

To achieve our vision, we aim to:

- Create a happy and secure learning environment where all pupil's needs are met and where achievements and success are recognised and praised.
- Ensure that the National Curriculum/statutory curriculum guidance is delivered to and/or adapted for all learners, as appropriate.
- Ensure that ICT is used as a vehicle to access and enhance the curriculum and communication for learners.
- Ensure that Safeguarding, including e-safeguarding, is at the centre of our work to ensure that all members of the school community remain safe.
- Provide all staff with training and development opportunities to enable effective practice.
- Promote the pupil's spiritual, physical and emotional well-being so that they are secure, confident and well-motivated.
- Help learners acquire the knowledge, skills and confidence which enable them to lead as full, interesting and independent lives as possible.
- Develop in pupil's personal responsibility and encourage decision making and choice, communicating through whatever means appropriate.
- Provide a wide range of age-appropriate learning experiences, which are both exciting and challenging.
- Offer opportunities of working co-operatively alongside others, developing friendships and respect for others.
- Provide learners with experiences of their own and other religious and cultural backgrounds and values.
- Foster relationships with parents and other professionals.



- We continue to highlight different parts of our provision through our 'school offer' and this develops each year.
- We ensure that staffing levels in each class reflect the needs of the learners.
- The school receives advice and assessments from a range of health professionals in order to meet the needs of the learners. We work closely with our health and social care colleagues to implement the new SEN Code of Practice.
- We evaluate our school development plan at the end of the year and monitor progress throughout the year.

How are adaptations made to the curriculum and the learning environment of children and young people with SEN?

At Lime Academy Forest Approach, we are committed to identifying and removing barriers to learning so that all our learners and young people can achieve. We want our learners to enjoy their lessons as we believe that where learning is fun and enjoyable, greater learning will take place.

All our learners have individual learning needs and our flexible curriculum approach reflects this. We adapt the curriculum and the learning environment to enable all learners to access the curriculum more easily. Where appropriate, learners may be provided with specialised equipment or resources such as ICT and/or additional adult support.

Teachers plan their lessons based on learners' individual needs. They continually review and assess learners' achievement levels and differentiate tasks and activities to ensure that every student makes progress. Personalised targets are set and evaluated for all learners each term.

In EYFS – Year 8 we adopt a cross-curricular approach to ensure that the curriculum is relevant, developmental and appropriately challenging to ensure that it meets the individual learning needs of all learners.

In Years 9-11, learners follow accredited courses matched to their personal choice and their learning needs. Learning is focussed on developing independent living and employability skills.

Learners follow 1 of 3 pathways according to their ability and needs: Explorer, Horizon or Challenger.

We believe that learning takes place in a variety of settings, not just in the classroom. Assemblies and other whole school events, break and lunchtimes and off site visits all provide opportunities for learning and developing skills for life.



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What training do staff have in relation to the needs of learners at Forest Approach Academy?

All our teachers are experienced in SEN and many have additional specialist qualifications.

Lime Academy Forest Approach, through its links to Lime, is a committed member of the Whitefield School Teaching School programme. All our teachers are experienced in SEN and many have additional specialist qualifications.

We have a strong commitment to training our own staff to become successful teachers of the future. We currently have one Teaching Assistant who has transferred onto the School Direct programme which leads to qualified teacher status.

We also support a number of Teaching Assistants without degrees to take a Foundation Degree course with the expectation that they will progress onto School Direct in the future.

All staff have clear job descriptions which detail the required qualifications for each post in school.

All staff have a core induction programme related to their work as a teaching assistant which is specifically related to the needs of children in our school and also as required by statutory guidance.

Other staff continue to gain a range of certificates to mark their commitment to courses such as Higher Level Teaching Assistant, Paediatric First Aid, Team Teach, TEACCH, Moving and Handling, BSL, Makaton, A Pastoral Lead and Nurture Groups.



How will equipment and facilities be provided to support learners at Forest Approach Academy?

Lime Academy Forest Approach is fully accessible for wheelchair users and all classrooms are on one level.

We are continually reviewing and updating our equipment, particularly in the area of ICT.

We have reviewed and enhanced curriculum resources in response to the new curriculum.

We continually review our resources for learners and the annual review (PCR) meetings are a regular forum for discussing individual needs.

Our SEN policy can be found on our website and is reviewed annually.

How do we support the emotional and social development of learners and listen to their views? How do we prevent bullying?

Lime Academy Forest Approach provides a nurturing environment where learners tell us they feel safe but we are always looking at ways to improve emotional and social development of our children and young people.

The small classes provide a welcoming and supportive forum where emotional and social development is delivered as part of the learners' personalised curriculum. The teachers and TAs are with their classes throughout the day so know their learners well and are able to develop good relationships and support them in all aspects of learning, social and personal development.

Circle Time is a regular feature of many classes which enables learners to express their feelings and concerns. Our PSED lessons cover topics such as friendship and bullying, some classes use 'emotion' charts with learners and we have a programme of daily collective worship.

We invite outside agencies to provide more specific sessions depending upon the need and nature of the learners; for example, some learners may be encountering relationship difficulties, struggling to build appropriate friendships with their peers and so targeted sessions can be organised to support them in dealing with these matters.

We are also keen to become involved with various community projects where learners would become engaged in different activities that help to build the community and contribute to its well-being.



How does the Strategic Advisory Board involve others - including health, social services, local authority services and voluntary organisations - in meeting the needs of learners at Forest Approach Academy and in supporting their families?

The HAT Directors and the Strategic Advisory Board are aware of the wide range of staff working together within the school to support the children, young people and their families. Some staff are employed directly by the school, others have different lines of management as can be seen below. The Strategic Advisory Board ensures that there is a consistent monitoring of practice through meetings and reports to ensure that children and family's needs are met.

Classroom staff are employed directly by the school. This includes teachers, teaching assistants and lunchtime supervisors. Admin staff are also school employees.

School Nurses, Speech and Language Therapists, Physiotherapists, Occupational Therapists, CAMHS are employees of NELFT (North East London Foundation Trust). All these professionals work closely with the school to offer support, advice and training to staff. They work with children and families as and when necessary.

Educational Psychologists are employed by the Local Authority. The Ed Psych has a strong working relationship with the school and supports the learners, parents and staff in managing behaviours. The Ed Psych also completes reports for EHCP conversion and provides training for staff.

Specialist Teachers, including those for visually impaired and hearing impaired, provide staff training and advice on individual children's needs, and work for different agencies.

Transport to school is arranged and managed by the Local Authority - not the school. Transport staff are employed by the transport companies.

There are Social Workers for children/young people with disabilities who are Local Authority employees and are based within the Children Specialist Services.

If families have a query relating to these areas it is best to contact the professionals directly. This ensures that any message/queries/concerns from families are dealt with in the most efficient way.



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What arrangements are in place for handling complaints from parents/carers of children with SEN (including Looked After Children with SEN) about the provision made at the school?

The process for all complaints is explained in the Complaints Policy which is available on the Lime Academy Forest Approach website or by contacting the main school office: Tel: 01708 343649

Where can you find the SEN Policy?

The Lime Academy Forest Approach SEN Policy can be found at:

www.limeacademyforestapproach.london

Who can we contact for more information or in situations where young people or parents have concerns?

Please contact the Head Teacher if there are any issues you wish to discuss.

Where is the information on Havering's local offer published?

There is further detail on our website on our own school offer and this links to the Havering Local Offer for children with Special Educational Needs and Disabilities and their families on: <https://www.haveringfsd.co.uk/localoffer/>



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Where can I find further information and advice about SENDIASS – Special Educational Needs and Disability Information, Advice and Support Service?

Parents in Partnership - Special Educational Needs (SEN) and Disability Information, Advice and Support Service provide legally based, impartial, confidential and accessible information, advice and support to parents/carers, children and young people on matters relating to education and schools.

All SEN and Disability Information, Advice and Support Services are required to provide an 'arms length' service from the Local Authority. Part of these arrangements includes a multi-agency steering group that meets termly and oversees service direction. It is chaired by a parent of a child with special educational needs.

For further details on these arrangements, please refer to the following:

<https://www.havering.gov.uk/Documents/Education/PIPS/pips-policies-guidelines.pdf>

For more information about Parents in Partnership please follow the link below:

<https://www.havering.gov.uk/Pages/ServiceChild/Parents-in-partnership-service.aspx>