

## **Lime Academy Forest Approach**

### **SEN Information Report 2022-2023**

(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?**

Lime Academy Forest Approach is a day special school for children aged 2 - 19 years.

We offer provision for 130 Children and young adults (2 to 19) who have an Education Health Care Plan, who have complex or moderate cognition and communication needs.

Children will be provided with an appropriately paced and differentiated curriculum.

Lime Academy Forest Approach is a member of the Lime Trust.

Lime Academy Forest Approach includes Early Years, Key Stages 1 & 2 (Primary), Key Stage 3, and Key Stage 4 & 5. In our school we cater for students with different degrees of learning difficulties, profound and complex learning difficulties and medical needs in a safe, enabling and inclusive environment. At Lime Academy Forest Approach, the pupils' identified needs are typically complex and significant in the area of cognition and learning (severe learning difficulties or profound and multiple learning difficulties) as described in the SEN Code of Practice. Students may also have associated needs in the areas of communication and interaction (autistic spectrum disorder and/or speech and language difficulties). In addition, students may have sensory or physical disabilities.

The 2022-23 cohort of students at Lime Academy Forest Approach has the following categories of needs:

- Cognition and learning
- Emotional/Communication and interaction
- Physical and/or sensory

Admissions to the school are managed by the local authority, who will liaise with Lime Academy Forest Approach.

<https://familyserviceshub.havering.gov.uk/kb5/havering/directory/home.page>

## **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 to assess whether a placement at Lime Academy Forest Approach is appropriate.

We work to the national guidelines of transferring all our pupils' 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 LA's 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 and our admission lead Assistant Head.

## **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/ admission meetings
- Home/school emails for information exchanges and key messages via Arbor and Evidence for Learning
- Parent/Carer and teacher meetings including updates from other professionals
- Sharing pupil targets during EHCP reviews and their evaluated progress
- Newsletters
- Parents' Evenings and open days
- EHCP reviews are carried out yearly
- EHC plans
- Parent involvement in changes in school through informal and formal consultations
- Parental representation on the Strategic Advisory Board

**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.

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.

Targets are discussed with parents/carers at EHCP reviews and consultation meetings. The assessment and review of the targets is provided to parents during the EHCP review.

The assessment and the 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.

**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 students 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 pupils find change very difficult and so where necessary a phased transition is arranged to allow pupils to settle into their new environment.

From Year 9 onwards, students are increasingly supported in planning for their transition from school to adult life. Staff from Prospects as well as our Trust provided careers adviser work with students to advise pupils and parents/carers about what is available after leaving Lime Academy Forest Approach

## **What is the provision for pupils/students with SEN at Lime Academy Forest Approach and how is it evaluated?**

All pupils/students attending Lime Academy Forest Approach will have a Statement of SEN or 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 pupils/students at the school
- Our key purpose is the construction, delivery and constant improvement of quality
- Learning experiences appropriate to the needs of all our pupils

### **To achieve our vision, we aim to:**

- Create a happy and secure learning environment where all pupils' 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 pupils, as appropriate
- Ensure that ICT is used as a vehicle to access and enhance the curriculum and communication for pupils
- 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 pupils' spiritual, physical and emotional well-being so that they are secure, confident and well-motivated
- Help pupils 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 pupils with experiences of their own and other religious and cultural backgrounds and value

### **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 pupils
- The school receives advice and assessments from a range of health professionals in order to meet the needs of the pupils.
- 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 pupils and young people can achieve. We want our students to enjoy their lessons as we believe that where learning is fun and enjoyable, greater learning will take place.

All our pupils 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, students may be provided with specialised equipment or resources such as ICT and/or additional adult support.

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

In Early Years to Key Stage 3, we adopt a Topic base cross-curricular approach to ensure that the curriculum provides extended opportunities for learning. Our curriculum is differentiated for the different levels of ability, is relevant, developmental and appropriately challenging to ensure that it meets the individual learning needs of all pupils.

Key Stages 4 and 5 students, follow accredited courses matched to their personal choice and their learning needs through bespoke timetables. Learning is focussed on developing independent living and employability skills.

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.

## **What training do staff have in relation to the needs of pupils/students at Lime Academy Forest Approach?**

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

Lime Academy Forest Approach, through its link to The Lime Trust, 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 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 and Makaton.

### **How will equipment and facilities be provided to support pupils/students at Lime Academy Forest Approach?**

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 and AAC (Augmentative and Accessible Communication) resources.

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

We continually review our resources for pupils/students and the annual EHCP review 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 students and listen to their views? How do we prevent bullying?**

Lime Academy Forest Approach provides a nurturing environment where students 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 students' personalised curriculum. The teachers and TAs are with their classes throughout the day so know their students 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 students to express their feelings and concerns. Our PSED lessons cover topics such as friendship and bullying, some classes use 'emotion' charts with students and we have a programme of daily collective worship. Zones of Regulation are being implemented in all classes with support of our behaviour lead and Havering Educational Psychologist.

We invite outside agencies such as CAMHS behaviour specialists or counselling services, to provide more specific sessions depending upon the need and nature of the students; for example, some students 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 students would become engaged in different activities that help to build the community and contribute to its well-being.

All students take part in extracurricular activities like participation in disability sports aimed at building their resilience. The school, its families and young people also benefit from the support of the CAMHS Service, through advice and guidance from the Educational Psychologist.

Lime Academy Forest Approach is a part of Safer School Partnership. That means that the local school police officer supports the school to address issues but also to support delivering lessons and workshops to learners in the areas of concerns such as bullying or online safety.

#### **How does the Local Governing Body involve others - including health, social services, local authority services and voluntary organisations - in meeting the needs of pupils/students at Lime Academy Forest Approach and in supporting their families?**

The Lime Trust Directors and the Local Governing Body 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 Local Governing Body 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 Educational Psychologist has a strong working relationship with the school and supports the pupils, parents and staff in managing behaviours. The Educational Psychologist 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.

**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 Trust 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:

<http://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.

Telephone Number: 01708 343649

**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://familyserviceshub.havering.gov.uk/kb5/havering/directory/home.page>



**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.haverling.gov.uk/Documents/Education/PIPS/pips-policies-guidelines.pdf>

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

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