



SEND Information Report

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To be read in conjunction with:	SEN Policy Safeguarding Policy Child Protection Policy Anti-Bullying Policy Teaching and Learning Policy Equality Policy
Lewisham Local Authority has published its own Local Offer, which can be accessed via the link: www.lewishamlocaloffer.org.uk	

SEN Information Report 2020/2021.

Forest Hill School is committed to meeting the needs of every pupil at the school. We teach a broad, balanced and enriched curriculum that helps every boy reach his potential in a healthy, happy and safe environment. Children with Special Educational Needs and Disabilities (SEND) are highly valued in our school and are supported by a team of experienced staff and a Special Educational Needs Coordinator. We work hard to make sure that a child's individual challenges are being addressed and monitored so that every child makes progress, both academically and emotionally.

Name and contact details of the SENCO	<p>Helen Sheehan – SENCO and Head of Learning Support</p> <p>Your first point-of-contact will be with your child's teacher, however if you would like to speak with the SENCO, please call on 02086999343 or email h.sheehan@foresthillschool.co.uk. In the absence of the SENCO, please contact Mr Haresign, Deputy Head for Behaviour and Inclusion i.haresign@foresthillschool.co.uk.</p>
What kinds of special educational needs that are provided for at this school?	<p>Forest Hill School is a large, mainstream, multi-cultural, inner city secondary school with children who have a diverse range of needs. The school prides itself on a collaborative, inclusive approach when meeting the needs of children.</p> <p>Forest Hill School has a highly skilled team of teachers, higher level teaching assistants (HLTAs) and individual support assistants (ISAs). We also have learning mentors, a school counsellor and an inclusion team .</p> <p>We work closely with the local authority and alongside a range of professional outside agencies including:</p> <ul style="list-style-type: none">● Speech and Language Therapist (SALT)● Drumbeat Autism Outreach● Educational Psychologists (EP)● Children and Adult Mental Health (CAMHS)● Community Paediatricians● Occupational therapists (OT) <p>Special Educational Needs can be considered as falling into four areas:</p> <ul style="list-style-type: none">● Cognition and learning (including moderate learning difficulties, specific learning difficulties, dyslexia, dyspraxia)● Communication and Interaction (including Autistic spectrum disorder, Asperger's syndrome, selective mutism, speech and language difficulties)● Social, Emotional and Mental Health (including ADHD, ADD)● Sensory, Medical and Physical (including hearing or visual impairment, sensory processing difficulties, epilepsy) <p><i>A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him. SEN provision is additional to or different from that made generally for other children of the same age (Code of Practice, 2015)</i></p>

<p>What school policies are in place for identifying children and young people with SEN and assessing their needs?</p>	<p>Forest Hill School identifies and assesses children with SEND in a variety of ways. Discussions are had around ways forward and extra provision is put in place.</p> <p>All pupils are screened on entry via the Cognitive Abilities Tests (CATs) and an age appropriate reading test. The results of these tests are considered together with information from the feeder schools and consideration given as to whether the child requires any additional support. Further consideration is given to access arrangements in Key Stage 4.</p> <p>Teachers that have concerns about a child will initially discuss this with the SENCO. Concerns will be raised with parents and ways forward will be discussed. The SENCO may carry out an observation of the child, look at work and talk with the child about their views of learning. Interventions and support will be discussed and put in place.</p> <p>Depending on the outcomes and needs of the child, further assessments may be necessary which the SENCo will carry out or the SENCo may request outside agency support with the consent of parents. The outside agencies will then advise and support the school with interventions and strategies.</p> <p>If despite this support, the child is still not making progress and the school and outside agencies feel that an Education, Health and Care plan is necessary then the school will apply for this. Parents can also apply for an EHCP.</p> <p>If a child attends our school having previously been identified as having SEND, we will endeavour to find out as much as we can about the support required from the previous setting.</p>
<p>What arrangements for consulting parents of children with SEN and involving them in their child's education do we have?</p>	<p>At Forest Hill School we acknowledge the importance of both parent and pupil voice. We know that parents are well-placed to inform teachers about the needs of their child and we value this input. The school keep parents informed of every stage of their child's education at regular times throughout the year. Parents are encouraged to share information and queries with the school. If a concern is raised by the parent or teacher, the pupil is monitored but this does not automatically place the pupil on the school's SEND register.</p> <p>At Forest Hill School we consult and involve parents in:</p> <ul style="list-style-type: none"> ● Pupil progress meetings / Academic review days ● Parent evenings ● Annual review meeting for pupils with an EHCP ● Outside agency meetings ● Parent workshops and talks happen at various points across the year targeting various areas of the curriculum ● The SENCO is available to meet with parents to discuss their child – she is available via phone, video call (TEAMS) and email <p>If you have any concerns about your child's progress, your first point-of-contact will be with your child's teacher.</p>

<p>What arrangements are there for assessing and reviewing children and young people's progress towards outcomes, including the opportunities available to work with parents and young people as part of this assessment and review?</p>	<p>Teachers continually assess the progress children have made in their class. This includes questioning, observing and marking. This assessment informs future planning and ensures children are reaching their full potential.</p> <ul style="list-style-type: none"> ● Baseline assessments take place in lessons at the start of Year 7 ● Teachers update our in-house tracker assessment every term ● Progress is reviewed through annual Academic Review days, target setting and end of year reports ● Progress is reviewed through regular meetings and reviews with outside agencies, the parent and the child ● Annual review meeting for pupils with an EHCP ● Where necessary we may use a range of further assessments to assess reading/spelling age, dyslexia, speech and language, social and emotional difficulties and mathematical difficulties
<p>What arrangements for supporting children and young people in moving between phases of education do we have?</p>	<p><i>In secondary this includes transition from year 6 into year 7 and year 11 into sixth form/F.E/apprenticeships.</i></p> <p>Year 6 – Secondary School Transfer</p> <ul style="list-style-type: none"> ● Meetings with the SENCO, primary school SENCO, parents and outside agencies takes place to receive transition information ● Visits may be arranged for the child to visit with their TA to familiarise themselves with the school ● The SENCO attends the Lewisham information sharing day which all the SENCOs from the primary schools attend and information is shared about the children with SEND ● Files are received from Primary schools over the summer break <p>Year 11 – Sixth form/F.E/Apprenticeships Transfer</p> <ul style="list-style-type: none"> ● EHCP transition plans are drawn up in accordance to parental, pupil and staff views during the annual review meeting
<p>How do we help our children and young people prepare for adulthood?</p>	<p>All EHCP annual reviews from Year 9 will focus on preparing for adulthood. As young people prepare for adulthood outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society.</p>
<p>What is our approach to teaching children and young people with SEN?</p>	<p>Forest Hill School is an inclusive school. Every teacher at Forest Hill School is committed to providing a creative, differentiated and interesting curriculum contributing to a philosophy of accomplishment and achievement.</p> <p>All pupils receive 'quality first teaching' and a differentiated curriculum to meet the variety of needs within the classroom. Pupils with an EHCP may receive additional in-class support.</p>

	<p>Teachers at Forest Hill School:</p> <ul style="list-style-type: none"> ● Adapt and vary their teaching to meet the different needs in the classroom ● Have high expectations of all the children in their class ● Will teach based on your child’s prior knowledge and what they can do and understand ● Apply different approaches to teaching and learning so that your child is fully engaged in all of their lessons – this may include a more practical approach to teaching and learning where your child will use concrete materials and resources to support them ● Put in place specific strategies (usually suggested by the SENCO or external agencies) to enable your child to access the learning task ● Follow the recommendations where a SEND Pupil Portrait is in place <p>In addition to this, small-group interventions provide extra support to those children who may need a more specific and targeted approach. Current intervention groups are personalised and include:</p> <ul style="list-style-type: none"> ● KS3 Social Skills: Lego Therapy ● KS3 Social Skills: Boys2men (personal hygiene) ● KS3 Reading ● KS4 Study Skills ● Homework club <p>Within the SEND register, a provision map is used to record these interventions with progress monitored and evaluated by the course leader every half-term.</p> <p>In years 7-9, pupils may be placed in Accelerated, Core or Explorer academic groupings based on data available at the start of their schooling. This is reviewed at the end of each term and movement is possible depending on progress.</p> <p>Specialist Groups – SEN Code of Practice, 2015: These will be run by outside agencies. This means a pupil has been identified by the SENCO or class teacher as needing some extra specialist support in school from a professional outside the school. This may be from:</p> <ul style="list-style-type: none"> ● Debbie Symonds from the ASD outreach team, Pat McCarthy from the New Woodlands outreach team, Sensory Support, Occupational Health, etc. ● Outside agencies such as Speech & Language Therapy and Educational Psychology Service (EPS)
<p>How are adaptations made to the curriculum and the learning environment of</p>	<p>At Forest Hill School we endeavour to make all classrooms SEND friendly:</p> <ul style="list-style-type: none"> ● Every classroom is inclusive and supports a wide range of needs ● A wide range of visuals and wall displays are used to support children’s learning ● Children are positioned strategically in the classroom e.g. if they have

<p>children and young people with SEN?</p>	<p>a hearing or visual impairment they will be placed at the front of the class</p> <ul style="list-style-type: none"> ● Teachers plan lessons according to the needs of the children in their class and will ensure that the child's needs are met ● Alternative recording methods may be used (scribing, use of a laptop, mind mapping, etc). ● SEND support staff under the direction of the SENCO and class teachers can adapt planning, resources, homework and support to meet the needs of your child. ● The curriculum is scaffolded and differentiated to meet the needs of all the children in the class. <p>The Forest Hill School building complies with all relevant accessibility requirements. The building provides wheelchair access, disabled toilets with hoist and personal care facilities and lifts.</p> <p>SEND children in KS4 will have their assessment needs met by determining which access arrangements best suit the needs of the child.</p> <p>This may include:</p> <ul style="list-style-type: none"> ● Using a different space ● 25% additional time ● Having a scribe ● The use of a computer or laptop ● Supervised rest breaks ● Enlarged print ● Prompt ● Help with reading ● Specific individual arrangements in liaison with the exam board
<p>How do we ensure the expertise and training of staff to support children and young people with SEN, incl. specialist expertise, will be secured?</p>	<p>The SENCO, Helen Sheehan, has a BA (Hons) in Education, a Post Graduate Diploma in Specific Learning Difficulties and a Masters in Special Educational Needs. Additionally, she is qualified as a Lead Practitioner in SEN, is registered as an Associate Member of the British Dyslexia Association and is a professional member of the Professional Association for Teachers and Assessors of Students with Specific Learning Difficulties (PATOSS).</p> <p>Colleagues in the SEND team have accessed outside training from the Speech and Language team, Occupational Therapy, Educational Psychology, CAMHS, Drumbeat and the sensory services (hearing and visual impairment). We take advantage of training opportunities as provided by the local authority.</p> <p>Forest Hill School has a highly trained and talented staff with a great deal of expertise. The school has a school development plan which provides training and support to enable all staff to improve the teaching and learning for all children, including those with SEND.</p>
<p>How do we evaluate the effectiveness of the provision made for</p>	<p>Every teacher at Forest Hill School is committed to the achievement of each child through excellent quality first teaching, allowing children to fulfil their potential. Your child's progress is continually monitored by their class teacher. The SENCO oversees the SEND provisions and interventions and monitors their</p>

<p>children and young people with SEND?</p>	<p>success.</p> <p>We evaluate the effectiveness of SEND provision through:</p> <ul style="list-style-type: none"> ● Provision Maps - We now include provision mapping within the central SEND register document. We may evaluate the effectiveness of SEND provision by tracking the outcomes of the interventions, improvement of attendance, increased progress levels and reduction of behaviour incidents. At the beginning of the intervention an assessment to ascertain entry-data is carried out. After approximately 6 - 12 weeks the same assessment is carried out and the exit-data provided. The intervention may be adapted to ensure that the children are making significant progress. The provision maps are regularly monitored and updated by the SENCo. ● Data Analysis – All the children are assessed on a termly basis. This data is analysed by Faculty Leaders and every child is individually tracked. It is immediately highlighted if any child is underachieving or not reaching their full potential and the class teacher will utilise a range of strategies to boost their progress, collaborating with the SENCo for further guidance where appropriate. <p>Where necessary children will have targets set by outside agencies specific to their needs. Targets will be designed to accelerate learning and close the gap so that children are working towards meeting their age-related expectation where possible. Progress against these targets will be reviewed regularly, evidence for judgements will be looked at and future targets will be set. The progress of children with an EHCP is formally reviewed (in addition to the above) at an annual review with all the adults involved with the child’s education invited.</p>
	<p>Reasonable adjustments to provision are made for pupils with SEND so that they can be included in all activities (where possible) offered to those children without SEND and all teachers differentiate their lesson planning.</p> <p>The school runs after-school clubs and children with SEND are encouraged to attend.</p> <p>We share information with staff on how to manage a pupil’s needs to enable maximum progress within the classroom: info is shared via a ‘quick note’ on SIMS and all SEND pupils have a detailed Pupil Portrait with a range of tailored strategies that is reviewed and updated throughout the year. These are now available on SIMS enabling staff further access.</p> <p>Specific strategies to support may include use of coloured overlays, allowing extra thinking time, or position on the seating plan.</p>
<p>What support for improving emotional and social development do we offer? This should include</p>	<p>We recognise that some children have additional social and emotional needs that need to be developed and nurtured. These needs can manifest themselves in many ways i.e. behavioural issues, anxiousness, withdrawn, isolated etc. It is important that we work with these children and support them in developing their social, emotional and mental wellbeing.</p>

<p>extra pastoral support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying?</p>	<p>Every member of staff has responsibility for the pastoral care of every child and we follow the school's policy on anti-bullying.</p> <p>The views of the children with SEND are recorded at review meetings and they also have opportunities throughout the day to share any concerns with their teacher/teaching assistant. Staff include PSHE topics across the curriculum and these are also targeted during assemblies</p> <ul style="list-style-type: none"> ● Pupils may need 1:1 or small group work to address emotional needs with a member of the pastoral team ● We work with Core Asset (formerly known as Targeted Family Support) to support emotional well-being of the children ● We run social skills groups ● We have access to a school counsellor and mentors ● Staff are in the playground during break times to support relationships and the senior leadership at the school applies an open-door policy for all children, especially in cases of suspected bullying ● Room 21 provides targeted support for SEN students who are vulnerable or who have additional social communication needs often associated with a diagnosis of autism - this may include use of social stories or a time-out card for cooling off ● We may recommend a referral for external professional help when needed from CAMHS or an Educational Psychologist
<p>How does the school involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families?</p>	<p>The school works closely with a wide range of organisations in meeting student needs. Coordination occurs with services including:</p> <ul style="list-style-type: none"> ● XLP volunteering ● Social workers ● CAMHS ● Family Engagement workers ● Paediatric consultants ● Occupational therapists ● SENDIASS ● IPSEA <p>Where students are receiving support from a health worker, it is common practice that health workers inform the school in writing of any investigations or diagnoses. Please liaise with your child's tutor.</p>

<p>How do we support children and young people looked after by the local authority who have SEN and how the curriculum has been made accessible?</p>	<p>Students who are looked after by the local authority are automatically registered with the Virtual School who maintain close communication with Forest Hill School in monitoring their progress and support. http://lewishamvirtuelschool.org.uk/about/about-us/</p> <p>If the child is looked after by the local authority they will have a Care Plan including a Personal Education Plan (PEP) and a Health plan. The senior leader responsible for Looked After Children (LAC) will co-ordinate these plans and will involve parents, carers, foster carers, social workers and colleagues from the SEN team where appropriate.</p>	
<p>What do you do at FHS if you have a complaint about the provision for your child?</p>	<p>We welcome feedback from parents. If you are unhappy about your child's provision you should speak with the class teacher first. If you are unhappy about a pastoral or behavioural issue you should contact the tutor or Head of House. If the issue is not resolved then you can speak to Miss Sheehan (SENCO) or Mr Haresign (Deputy Head for Inclusion and Behaviour). It is hoped that a solution will be reached between the parents and the school but if you are still concerned you may also contact the Headteacher (Mike Sullivan) or the school's SEN governor through the school's complaints procedure:</p> <p>https://foresthill.lewisham.sch.uk/wp-content/uploads/2018/05/FHS-Formal-Complaints-Procedure.pdf</p>	
<p>Where can I get further help, information and support?</p>	<p>Lewisham Local Authority has published its own Local Offer, which can be accessed by the link below: www.lewishamlocaloffer.org.uk</p>	<p>Lewisham Special Educational Needs, Kaleidoscope Child Development Centre, 32 Rushey Green SE6 4JF, Tel: 0203 049 1475 Email: sen@lewisham.gov.uk</p>
	<p>ASD Support, Drumbeat Brockley School, Revelon Road, London SE4 2PR Tel: 02076359022 Email: outreach.admin@drumbeat.lewisham.sch.uk</p>	<p>Contact a Family, Contact a Family Lewisham supports families who have disabled children between the ages of 0 and 19. They offer a wide range of services to families with disabled children including GRAPEVINE a regular, free, newsletter which is available from their website: www.cafamily.org.uk</p>
	<p>SEND Information, Advice and Support Services (SENDIASS), offers independent support for parents and families who have children with SEND, Lewisham Central Hub, Leemore Centre 29-39 Clarendon Rise, SE13 5ES, tel: 0203 319 2163 Email: lewisham@kids.org.uk</p>	<p>MENCAP Advice, Mencap and the Department for Education produce easy read guides to explain the changes to special educational needs and disabilities support. www.mencap.org.uk/advice-and-support/children-and-young-people/education-support</p>

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23 November 2020