



## Special Educational Needs and Disabilities (SEND) Local Offer and School SEN Information Report

### Name of School: Forest Bridge School

Name of Headteacher:	Elizabeth Farnden
Name of SEN Co-ordinator (SENCO):	Elizabeth Farnden
Name of SEN Governor:	All Governors as SEN school
School address:	Braywick Park, Braywick Road, Maidenhead SL6 1BN
Contact telephone number:	01628 202030
School email address:	admin@forestbridgeschool.org.uk
School website:	www.forestbridgeschool.org.uk
Type of school:	Free School Special School Reception to Year 11

### 1. Identifying special educational needs and disabilities (SEND)

#### a. What kinds of special educational needs and disabilities does the school provide for?

All pupils attending Forest Bridge School have a primary diagnosis of autism and statements of Special Educational Needs (SEN) or an Education Health and Care Plan (EHCP). There are a range of cognitive abilities within the school. We always look to make sure we have an appropriate peer group for a pupil before offering a placement.

#### b. How does the school know if children and young people have special educational needs and disabilities and need extra help?

This information will be provided in referral paperwork, including a pupil's EHCP or Statement of SEN

#### c. What should I do if I think my child/young person may have special educational needs/disabilities?

All pupils at Forest Bridge have special educational needs. If a parent has additional concerns we encourage them to speak to their child's Class Teacher and/or ABA Supervisor in the first instance. Otherwise a pupil's case worker, General Practitioner or Paediatrician may be able to make appropriate referrals.

### 2. Support the school provides for children and young people with SEND

#### a. What teaching strategies do you use to support children with special educational needs and disabilities?

The school employs a variety of evidence based teaching strategies to support its pupils. Underpinning all teaching is the use of Applied Behaviour Analysis (ABA). This is complimented by visual timetables, PECS, Makaton, assistive communication technology and other strategies deemed appropriate to best meet the individual pupil's needs.

**b. What additional support is available to help my child with their learning including specific interventions provided and adaptations to the curriculum and learning environment?**

We have a highly trained staff working at the school, including 7 Board Certified Behaviour Analysts (BCBAs) and an independent Board Certified Behaviour Analyst – Doctoral (BCBA-D) who provide ongoing support to our pupils. They all work as part of a multi-disciplinary team that includes Speech and Language Therapists, Occupational Therapists, Drama Therapist Art Therapist and Music Therapist to provide additional support when needed.

Each pupil has their individualised curriculum overseen by a teacher and a supervisor. There are small class numbers and each supervisor has an average caseload of 12 pupils.

All the classroom tutors also complete a new to ABA sequence of training in their first term at the school along with weekly coaching by their team leaders. The school also has quiet rooms, an OT gym and specific spaces for therapies.

Providing individualised curriculums and high staff to pupil ratios also allows for regular breaks and adapted timetables.

**c. How is the decision made about what type and how much support my child/young person will receive?**

When a placement request is received an assessment takes place which will indicate if more or less support is necessary. This can also be reviewed at any time by the school team who might put in a request for additional support. Approximately, 65% of our pupils have 1:1 support with the rest of the pupils working in a 1:2 ratio or some pupils have 1:1 for half of the week.

At a minimum we will provide the SALT and OT which is outlined in a pupil's statement/EHCP.

**d. How will I (the parent) be involved in planning for and supporting my child/young person's learning?**

Parents are consulted when setting personalised pupil objective plans (PLO's –these will include the areas of the Forest Bridge School curriculum which are most important to the pupil at that time). There is regular home school communication and there are also regular meetings so that parents and carers can meet the team involved in their child's teaching.

The school's family support worker also organises regular events which provide information and advice on different issues in response to parent requests.

Other training courses are run from the school on a regular basis, which parents are invited to attend such as, "Social communication strategies," "Behavioural Strategies," and "Keeping Children Safe Online."

There is also a regular parent survey where parents and carers can provide feedback to the school.

**e. How will my child be involved in his/her own learning and decisions made about his/her learning?**

Pupils are invited to attend Annual reviews (where appropriate) and comments on their achievements are sought in a child-friendly manner appropriate to their age and cognitive ability.

Wherever appropriate pupils are included in their PLO plans (the school's personalised curriculum plans) and behavioural targets.

Regular home school communication provides information around pupil successes, social and personal development and other key information about their well-being.

### 3. Children and young people's progress

#### a. How do you check and review my child/young person's progress?

Each child has an PLO plan, which documents targets and successes across a number of criteria and areas (including Academic, Behaviour, Independent Skills, Communication, all the areas of Preparation for Adulthood and Social Skills) so that tracking and progress can be monitored in detail. Bi-annual assessment is done tracking progress against each pupils PLO's, we also assess across the entire Forest Bridge School Curriculum on an annual basis.

Tools specific to ABA may also be used to supplement the Forest Bridge School Curriculum – assessment tool. Including VB-MAPP, ABLLS-R, Essentials for Living (EFL), Assessment of Functional Living Skills (AFLS), Social Skills Inventory Scale (SSIS) will also be used where appropriate to the pupil's level and learning.

#### b. How do you involve my child/young person and parents in those reviews?

Pupils and families are invited to attend Annual reviews where appropriate and comments on their achievements are sought in a child-friendly manner appropriate to their age and cognitive ability.

#### c. How do you know if the provision for children and young people with SEND at your school is working?

Progress is monitored regularly across a number of areas, (through the PLO plans). Data is regularly collected and assessed by external and internal moderation, including Governors and independent School Improvement Partners.

### 4. Support for overall well-being

#### a. What support is available to promote my child/young person's emotional and social development?

Personalised pupil objectives (PLO's) fully incorporate targets that focus on emotional and social development. Life skills activities are integrated into school, as well as there being a timetabled focus on enrichment activities.

The school has a good connection with the school nursing service provided by Berkshire Healthcare.

Our in-house Drama, Music and Art therapist also provide targeted psychotherapy support for pupils who need it.

As part of our commitment to supporting our pupils their individual (PLO) plans may include targets and programmes to address, for example: toileting, self-help skills or broadening a diet.

### 5. Preparation for new and next steps

#### a. How will you help and prepare my child to join your school?

The school will organise home, nursery, school or other institutional visits by our staff.

Admissions meetings between parents and professionals will be organised.

Transition dates will be carefully planned and usually include visits to the school prior to pupils officially starting

In preparation for their next setting:

The secondary team will carefully put plans in place for each pupil, with short/medium and long term objectives.  
We organise frequent visits to their next setting.  
We also provide job coaching and work experience.  
We are also developing links with local Further Education providers.

## 6. Accessibility and specialist equipment

### a. How accessible is the school environment?

*(A link to the School's Accessibility Plan can be found in section 8b)*

It is fully wheelchair accessible and we disabled toilets in each section of the school.

### b. What if my child needs specialist equipment or facilities?

We are fully supportive of making sure every child has the equipment that they need. We work in conjunction with medical, SALT and OT professionals to make sure the correct equipment is available to pupils.

### c. How will my child/young person be included in activities outside the classroom including physical activities, school clubs and school trips?

All pupils at school are enabled to participate in all we offer.

## 7. Training for staff, specialist services and further support

### a. With regard to staff who support children with SEND, what expertise do they have and what training have they undertaken?

Training is organised on an annual basis, with specialist training brought in when necessary. All staff attend at least one training a week. These focus on ABA/Autism/Research Methodologies or curriculum/quality of teaching and learning/policies/pupil progress.

### b. What other agencies do you involve to meet the needs of my child/young person and how can I access support from these agencies?

Educational Psychologist – by referral through the Headteacher  
CAMHS – referral via Headteacher, Family Support Worker or Art therapists  
Social Services (including early help) – by referral through Headteacher or Family Support Worker

### c. Who should I contact to find out about other support for parents/carers and families of children and young people with SEND?

You can contact the Information, Advice and Support Service for Windsor and Maidenhead who provide impartial information and advice on matters relating to Special Educational Needs and Disabilities for children and young people aged 0-25 and their families

Tel: 01628 683182

Email: [IAS@rbwm.gov.uk](mailto:IAS@rbwm.gov.uk)

Website: <http://ias-rbwm.co.uk/>

Please follow this link to the Royal Borough of Windsor and Maidenhead's Local Offer for information about other services that might be available to support your child/young person: [www.rbwm.gov.uk/localoffer](http://www.rbwm.gov.uk/localoffer)

[You can also contact PaCIP the local Parent Carer forum](#)

Tel: 07375 993151

Email: [contact@pacip.org](mailto:contact@pacip.org)

Website: <http://www.pacip.org>

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## 8. Policies

**a. Are you aware/familiar with the requirements of the Disability Discrimination Act 1995 (Special Educational Needs & Disabilities Act 2001) and the Equality Act 2010?**

Yes

**b. Where can I find other school policies relating to SEND?**

You can access many of our policies at: <http://www.forestbridgeschool.org.uk/policies/105.html>

## 9. Additional Information

**a. Do you provide any other resources for children and young people with SEND?**

All of our resources are aimed directly at pupils with autism and coexisting conditions.

## 10. Feedback and complaints

**a. What do I need to do if I have a concern or complaint about the school and its provision for my child/young person?**

<http://www.forestbridgeschool.org.uk/policies/105.html>

## 11. Glossary

Terms used in this document	Description/explanation of term
PLO	Personalised Learning Objectives
ABA	Applied Behaviour Analysis

Date of last update of this document: Autumn 2022

Date of next review: Autumn 2023