

SEND Information Report for Fountains High School 2019
Part of the Staffordshire Local Offer for Learners with SEND and Esteem Multi-Academy Trust

Introduction

At The Fountains High School we are committed to working together with all members of our school community to provide the best opportunities for our pupils.

Our aim is that all pupils

- achieve their best
- become confident individuals living fulfilling lives as independently as possible
- make a successful transition into adulthood

How we identify SEND

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

Have a significantly greater difficulty in learning than the majority of others of the same age.

or

Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

All our pupils have an Education, Health and Care Plan which clearly details their special education needs, approaches to meeting these needs and required provision.

The Needs of our Pupils

Our pupils have a wide range of needs including:

Sensory and/or physical needs

Social, emotional and mental health difficulties

Cognition and learning

Communication and interaction

Parent involvement in your child's education

The success of our pupils relies on strong links between school staff, governors, pupils, parents/carers and other professionals.

Parents/carers have the opportunity to consult:

- On a daily basis via home school diaries (if appropriate to the pupil's needs)
- At any time by telephoning and/or making an appointment with the relevant member of staff
- At parent/teacher interviews twice a year
- Annually at the EHCP review

We also offer a number of parent information events through our Inclusion Manager to enable parents to meet with other local providers of services to children and young adults with SEND who form part of the Staffordshire Local Offer.

Pupil's involvement in their education

Pupils have the opportunity to consult about their education through:

- Parents/Progress evenings twice per year
- Individual tutorial work
- Individual careers meetings from Y9-14
- Discreet careers education from Y9 and within PSHE in Y7/8
- Giving their views for Statement/EHCP Annual reviews and where appropriate attending.
- Working on their person centred plan with the professional from the careers service
- Through their Personal Learning Plan and Transition Plan
- During Personal, Social and Health Education lessons
- Through the Student Council and school buddy system

The Statement/EHCP Annual Review

The Annual Review will give the opportunity for parents, carers, pupils, teachers and other professionals to review progress over the year towards previously identified outcomes, to identify ones for the future and to plan who and what will need to happen to achieve success.

Approaches to teaching to meet pupils' needs

In general we organise our classes by year group, however because we have a mixed intake of pupils they are grouped together according to ability in curriculum lessons due to the fact that they have similar needs and approaches to learning. This is highly personalised and teachers will use a wide range of strategies to enable pupils to access to the curriculum, this might include using:

- Personalised Literacy Interventions
- Personalised Numeracy interventions
- Social and Emotional Learning interventions
- Student Support and well-being offer
- Visual timetables
- I-pads, lap tops or other alternative technological devices
- Positive behaviour rewards system
- Work stations
- Reward Systems
- Makaton
- VI training for all staff
- Symbol based communication programmes
- Programmes for tactile learners – sensory diets
- Structured Teaching
- Precision Teaching
- Conductive Education
- Voice output devices
- Switch operated equipment
- Intensive interaction
- Hydrotherapy
- Rebound Therapy
- Sensory Integration
- Objects of reference
- Sensory Approaches

- Educational Visits
- Community based learning e.g. college, enterprise projects, student run businesses, environmental awareness and horticulture
- Duke of Edinburgh Award
- Supported Internships
- Project Search

A Curriculum to meet pupils' needs

Our curriculum is designed to promote learning and to prepare pupils for the next steps in their lives. The curriculum is adapted to remain relevant, have high expectations, be challenging, fun, innovative and flexible for our pupils. At all ages there is an emphasis on enabling pupils to be as independent as possible and so much of the learning takes place in practical ways such as cooking, shopping or in the community. We view Personal, Social and Health Education, including careers, as a core subject along with English, Maths and Science. Some learning will be subject based as well as through themed days and project work across the curriculum. Learning in the community will include visiting shops and cafes locally and in Burton town centre. Swimming, and sports sessions are held at The Meadowside Leisure Centre and cycling at Shobnall Leisure Centre. Adventurous activities are offered on a wide range of educational visits and residential opportunities in this country and abroad. The school challenges student's independence through the Duke of Edinburgh Bronze/Silver Award Scheme including a residential sailing opportunity on a tall ship, skiing, surfing and camping. In addition a variety of work experience placements are undertaken by our pupils including experience in our own micro-businesses The Coffee Bean Café, Potting Shed garden centre, Cracking Eggs company and supported internships at Hobby Craft and Derby Royal Hospital

Pupils aged 14-19 follow courses that are recognised nationally and for which they receive external accreditation for their achievements. We work in partnership with other providers to offer a wide range of courses, to ensure choice and challenge. Our pupils can take a range of examinations such as GCSEs, Entry Level Certificates, Level 1 qualifications. We use the ASDAN Personal Progress for pupils at Key Stage 4 who are within our Enhanced Learning Provision department and who are not yet ready for E1 programmes. There are a range of vocational, community and work related opportunities including work experience, enterprise projects, college options, community PE, applied learning in the community and AIM Awards SEFL qualifications in preparing for working life

The school is purpose built to meet the needs of pupils with SEND, well equipped hygiene rooms, ceiling hoists and many specialist facilities such as a sensory room, outdoor gym equipment and excellent IT equipment from computers, iPads, cameras and switch operated equipment. Outside there are range of recreation areas, a buddy dog, chickens and a sensory garden.

Measuring success

We continually monitor pupil progress in a number of ways. Short term targets and agreed outcomes from Annual Reviews are monitored by teachers through Fountains Skills and Progression Continuum and classroom monitor each half term. These are also

reviewed annually at the EHCP review. This process is overseen by the SENCO and AHT for Assessment

We ensure our standards of judgement by moderating work in school, with other Staffordshire special schools, Esteem Multi-Academy Trust and with our cluster primary schools.

We scrutinise the work of pupils through the year to ensure that pupils' learning is challenging, relevant and accessible.

Equality of opportunity

Our approaches to learning, specialist equipment and staff training ensure that all pupils are able to engage fully in activities. The school has high expectations of what our pupils can do and are always looking to extend this.

Pupil Wellbeing

This is an important area of learning for our pupils if they are to achieve their best and be part of the community

The school employs their own Inclusion Manager and Student Support team

Pupils are supported through:

- An emphasis on Personal Learning and Thinking Skills throughout the school day
- Personal, Social and Health Education lessons
- For some pupils the inclusion of lunch and break times as part of the taught day where pupils are supported to learn and practise social skills.
- Social Emotional Learning curriculum in our Learning Pod
- Staff modelling appropriate behaviour and using positive reinforcement to reward pupils when they get things right.
- Small class sizes which enables pupils to feel confident in speaking out.
- A large amount of learning in the community enabling pupils to learn appropriate social behaviours.
- High quality assessments of pupils' social and emotional ability leading to design of intervention resources.
- Nurture sessions as appropriate
- Wide range of class based resources to support pupil well being
- School Council
- School Buddy System and Lunchtime monitors
- Active House system
- PSHE themed weekly class assemblies on current issues
- Weekly key stage and whole school rewards assemblies
- Our residential curriculum and Duke of Edinburgh Bronze/Silver Award

Working with other professionals

Working with other professionals is crucial in meeting the needs of our pupils. Most of these work directly with our staff so they can deliver programmes of support on a daily basis.

We have access to a number of other professionals, these include:

Speech and Language Therapy

Physiotherapy

Occupational Therapy (funded by school)

School Nurse

Community Paediatrician
Education Psychologist
Sensory Support
Senior Family Support Worker (funded by school)
Child and Adolescent Mental Health Services (CAMHS)
Dietician
Epilepsy Nurse
If necessary we are able to call on more specialist advice if a need arises

Funding for SEND

We receive a fixed sum for each pupil at the school and in addition receive top up funds for some depending on the level of need of the pupil. There are also other sources of funds we are able to use with specific children, such as those that are looked after or in receipt of free school meals. The school also is very successful at fundraising and applying for grants to supplement our income.

Preparing for the next step

Preparing our pupils for the next stages of their life is hugely important. This can be transition to a new class in school, having a new teacher, or moving on to another school, college, training provider or moving in to employment. The Fountains High School is committed to working in partnership with children, families and other providers to ensure positive transitions occur. Transition between year groups and classes involves a range of activities during the summer term so staff and pupils can work together. The transition process from school begins early in year 9 with the start of a Person Centred Transition Plan which will be discussed at each EHCP Annual review. Pupils will investigate different settings from aged 16 onwards with consultation from the careers service including individual sessions and careers lessons from Y9

Have your say

The success of our pupils relies on strong links between school staff, Governors, pupils, parents/carers and other professionals.
We continually develop our practice to improve outcomes for our pupils and welcome suggestions from these groups to enhance our provision.
If you have any questions about our contribution to the Staffordshire Local Offer/Esteem Multi-Academy offer please contact:
Abigail Carr SENCO, Jackie Percy, Head of School or Sarah Gilraine, Executive Head Teacher
More information about the Staffordshire Local Offer is available on their website
Our SEND Information will be reviewed and updated annually

Jackie Percy
September 2020