



The Fountains Federation


# SEN Information Report

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The Fountains Primary School 2019  
Part of the Staffordshire Local Offer for Learners with SEN

Introduction

[www.fountainsfederation.co.uk](http://www.fountainsfederation.co.uk)



At The Fountains Primary School we are committed to working together with all members of our school community to provide the best and fully inclusive 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 SEN

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 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
- 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
- At any time by making an appointment with the relevant member of staff
- At parent/teacher interviews at least twice a year
- Annually at the EHCP review

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

## Pupil's involvement in their education

Pupils have the opportunity to consult about their education through:

- Individual tutorial work
- Giving their views for EHCP Annual reviews and where appropriate attending.
- During Personal, Social and Health Education lessons
- Through the Student Council


## 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

Because we have a mixed intake of pupils we do not always organise classes by year but by grouping pupils together who 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
- Visual timetables


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- I-pads, laptops or other alternative technological devices
  - Positive behaviour rewards system
  - Work stations
  - Reward Systems
  - Makaton
  - Symbol based communication programmes
  - 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
  - Tactile cues
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- Writing frames

## A curriculum to meet pupils' needs

Our curriculum is designed to promote learning and to prepare pupils for the next steps in their lives. Where possible we follow the Early Years and Foundation Stage Curriculum and the National Curriculum but adapt it to remain challenging, fun and relevant to 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 as a core subject along with English, Maths, Science and Computing. High quality Early Years and KS1 Education makes a positive contribution to children's early development, enabling them to build on this foundation throughout their lives, so providing a sound basis for lifelong learning. Pupils follow a topic themed approach which allows for child initiated learning.

Primary age pupils follow the National Curriculum which is delivered using a topic based approach. There will be a large emphasis on their literacy, numeracy, communication, personal and social skills. They will have regular opportunity to learn in the community including shopping, horse riding, swimming lessons in our own swimming pool or at The Meadowside Leisure Centre.



The school is purpose built to meet the needs of pupils with SEN, it has spacious classrooms, wide doors and corridors, well equipped hygiene rooms, ceiling hoists and many specialist facilities such as a swimming/ hydrotherapy pool, sensory room and soft play room and excellent IT equipment from computers, iPads, cameras and switch operated toys and equipment. Outside there are range of play areas and gardens with specialist playgrounds for the Early Years and pupils with Complex Learning Needs. Outside we have play equipment, bikes, trikes, scooters, sports equipment and games. We have also employed a specialist to deliver PE and Sport throughout the school.

## 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 individual education plans each half term and can involve the child, parent and other professionals. These are also reviewed annually at the Statement/EHCP review. This process is overseen by the SENCO.

Pupil's academic progress in Maths, English, Science, PSHE and ICT are assessed every term and is compared against progress of similar pupils nationally at the end of the year. All other subjects are assessed annually.

We ensure our standards of judgement by moderating work in school, with other Staffordshire special schools 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.

We also monitor the success of other provision in school such as rebound therapy, alternative communication methods, use of technology etc...

## 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 Well Being

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 Senior Family Support Worker as well as a part time Well Being TA. Pupils are supported through:


- An emphasis on Personal Learning and Thinking Skills throughout the school day
- Personal, Social and Health Education lessons
- The inclusion of lunch and playtimes as part of the taught day where pupils are supported to learn and practice social skills.
- 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.

## 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:

- NHS Speech and Language Therapy
- NHS Physiotherapy
- Occupational Therapy (1 OT Therapist 2x weekly funded by school)
- NHS Occupational Therapy
- Speech and Language Therapy (1 SALT Therapist 1x weekly funded by school)
- NHS Speech and Language Therapy
- NHS School Nurse
- School Health Care Assistant (funded by school)
- Community Pediatrician
- Education Psychologist
- Sensory Support
- Senior Family Support Worker (funded by school)
- Child and Adolescent Mental Health Services (CAMHS)

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- Dietician
  - Epilepsy Nurse

If necessary we are able to call on more specialist advice if a need arises.

## Funding for SEN

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. The Fountains Primary 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. For transition to High School a future place will be decided by parents with the support of relevant professionals. The transition process to High School begins early in year 6 with the pupils having a range of supported visits. Pupils transferring to Fountains High School have at least one lesson per week at Fountains High School and stay for lunch.

## 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 please contact:

Alison Revill (SENCO), Nicola Price (Head of School) or Sarah Gilraine (Executive Head Teacher)

Click on the link below for more information about the Staffordshire Local Offer.

<http://www.staffordshiremarketplace.co.uk/marketplace/the-local-offer.html>



## Review

Our SEN Information will be reviewed and updated annually.

