2026-27

SEND INFORMATION REPORT

Abigail Carr – Deputy Headteacher/ SENDCo

THE FOUNTAINS HIGH SCHOOL

Review date: September 2027

part of the esteem Multi-Academy Trust

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Stronger Together...

Part of the Staffordshire Local Offer for Learners with SEND and Esteem Multi-Academy Trust

At 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 and make a successful transition into adulthood.

What types of SEN do we provide for?

Fountains High School is a generic Special School catering for young people from Year 7 to Year 14 (Age 11-19 years old).

Our pupils have a wide range of needs including:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

How do 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.

Who is our special educational needs co-ordinator (SENCO) and how can she be contacted?

Fountains High School Deputy Head/SENCo is Abigail Carr. She is contactable via the main school office on 01283 247580 or email acarr@fountains-high.staffs.sch.uk

What is our approach to teaching pupils with SEN?

We organise our classes by Pathways (Nexus, Mosaic and Kaleidoscope) and Key Stages; they are grouped together according to ability and types of support need which enables us to ensure appropriate numbers of staff and facilitate different approaches to learning. This is highly personalised and teachers use a wide range of strategies to enable pupils to access the curriculum, this might include using:

- Personalised Literacy & Numeracy Interventions – Maths Mastery, Thinking Schools Approach, Read Write Inc.
- Social and Emotional Learning interventions – GRIT Curriculum, Forest School
- Student Support and well-being offer – HOPE (Helping Our Pupils' Emotions), Thrive
- Visual timetables, Work Stations
- I-pads, lap tops or other alternative technological devices
- Positive behaviour rewards system
- Makaton
- VI training for all staff
- Alternative communication systems (AAC), Objects of reference
- Sensory integration programmes and equipment, Sensory Diets
- Structured and Precision Teaching
- Switch operated equipment, Big Macs
- Intensive interaction
- Rebound Therapy
- Educational Visits, Duke of Edinburgh Award(Bronze, Sliver, Gold)
- Community based learning e.g. college, enterprise projects, travel training, student run businesses, environmental awareness and horticulture
- Supported Internships
- Self-regulation (Thrive/ Zones of Regulation)

How do we adapt the curriculum and learning environment?

Our curriculum is designed to promote learning and to prepare pupils for the next steps in their lives. At all ages there is an emphasis on enabling pupils to be as independent as possible. We view Personal, Social and Health Education, including careers, as a core subject along with English, maths and science.

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, and adaptive IT equipment including desk tops, laptops, iPads and switch operated equipment. Outside there are range of recreation areas, outdoor gym equipment, Multi-Use Games Area, Forest School and memorial sensory garden. We have a school Buddy Dog, initially guide dog trained, named Cracker.

Inclusive learning is central to our school ethos through promoting a culture of success and belonging. The school challenges student's independence through the Duke of Edinburgh Award Scheme which has included opportunities such as a residential sailing, volunteering at National Trust locations and camping. Adventurous activities are offered on a wide range of educational visits and residential opportunities in this country and abroad. School has a newly built fully accessible sports hall offering Rebound therapy and a wide range of inclusive sports.

A variety of work experience placements are undertaken by our pupils including experience in our own micro-businesses; The Coffee Bean Café, The Potting Shed a horticultural project run in collaboration with East Staffordshire Borough Council. Year 14 pupils have opportunity to take part in supported internships at Hobby Craft or Derby Royal Hospital.

Pupils aged 14-19 follow courses that are recognised nationally and for which they receive external accreditation for their achievements. Our pupils can take a range of examinations such as GCSEs, Entry Level Certificates and Level 1 qualifications. We use the ASDAN Personal Progress and Life Skills Challenge for pupils at Key Stage 4 and 5 who are within our complex learning needs department (Kaleidoscope).

At Year 12 students with the Nexus and Mosaic pathways are supported to move off site to the Fountains Post-16 provision based within Burton & South Derbyshire college. The Post-16 curriculum offers Functional Skills qualifications as well as a range of vocational, community and work-related opportunities including work experience and enterprise projects.

How do we consult parents of pupils with SEN and involve them in their child's education?

The success of our pupils relies on strong links between school staff, governors, trustees, 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 Progress Evenings twice a year
- Annually at the EHCP review

We also offer a number of parent information events through our DSL (Designated Safeguarding Lead) and Family Support Team 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.

How do we consult pupils with SEN and involve them in their education?

Pupils have the opportunity to consult about their education through:

- Progress evenings twice per year
- Timetabled focussed learning lessons
- Individual careers meetings in transition years and Post 16 (Year 9, Year 11 and Post 16)
- Careers opportunities throughout the year meeting Gatsby Benchmarks
- Giving their views for EHCP Annual reviews and where appropriate attending
- Through the Student Council, Student Eco Committee and Student Online Safety Committee

How do we assess and review pupils' progress towards their outcomes?

We continually monitor pupil progress in a number of ways.

Short term targets and agreed outcomes from Annual Reviews are monitored by teachers through Focused Learning sessions and recorded on Arbor and Evidence for Learning. These are also reviewed annually at the EHCP review. This process is overseen by the SENCo and senior leadership team. We ensure our standards of judgement by moderating work in school, with other Staffordshire/ local special schools and Esteem Multi-Academy Trust schools. We scrutinise the work of pupils throughout the year to ensure that pupils' learning is challenging, relevant and accessible.

How do we support pupils with transitions and preparation for adulthood?

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 our Post-16 setting another school, college, training provider or moving into employment.

The Fountains High School is committed to working in partnership with young people, 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 to adulthood begins early in year 9 with supportive discussions about hopes for the future as a focus at each EHCP Annual review. Pupils will investigate different settings from Year10/Year11 onwards with consultation from the Staffordshire careers service.

How do we support pupils with SEN to improve their emotional and social development?

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

The school has trained HOPE (Helping Our Pupils' Emotions) and Thrive practitioners and has direct access to the Esteem Family and Student Support Team (FASST). When necessary referrals can be made for further support from the Mental Health Support Team or CAMHS.

How do we support pupils with SEN to improve their emotional and social development? Continued…

Pupils are supported through:

- An emphasis on developing GRIT – resilience and perseverance in relation to their school work and building positive relationships
- Personal, Social and Health Education lessons. Weekly PSHE linked assemblies.
- 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
- Emotion Coaching where staff model appropriate behaviour and use positive reinforcement
- Small class sizes which enables pupils to feel confident in speaking out
- Regular opportunities to access the community enabling pupils to learn appropriate social behaviours
- High quality assessments of pupils' social and emotional needs leading to design of intervention resources. Use of RCADS to provide a base-line assessment which supports the appropriate interventions
- The Thrive Approach - a dynamic, developmental and trauma-sensitive approach to meeting the emotional and social needs of children and young people
- Wide range of class-based resources to support pupil well-being e.g. zones of regulation displays in each classroom
- School Council
- Lunchtime clubs to support social interactions including – Well Being Club, Games club, Football, Basketball
- Active house system using Epraise to reinforce positive achievements
- PSHE themed Key Stage assemblies on current issues
- Speech Therapy small group Lego Therapy/social skills sessions/Drawing and Talking/Forest School Nuture
- Opportunities for further learning and development of independence and social skills in a residential setting have included the D of E expeditions, overnight stays at Outdoor Education Centres and sailing challenges

How do we involve other organisations in meeting the needs of pupils with SEN and supporting their families?

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 NHS/Speech Therapy (Conscious Therapies – funded by school)
- Physiotherapy NHS
- Occupational Therapy (Children's Choice - funded by school)
- School Nurse NHS
- Community Paediatrician
- Children's Disability Social Work Team
- Education Psychologist
- Sensory Support - Visual Impairment and Hearing Impairment Support
- Mental Health Support Team in Schools
- Child and Adolescent Mental Health Services (CAMHS)
- Dietician
- Epilepsy and Diabetes Nursing Teams
- Community Learning Disability Team
- Esteem FASST – Family and Student Support Team
- If necessary we are able to call on more specialist advice if a need arises

Who can young people and parents contact if they have a query or concern?

The success of our pupils relies on strong links between school staff, Governors, Trustees, 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:

Gareth Allen, Executive Headteacher or Abigail Carr, Deputy Head/SENCo
More information about the Staffordshire Local Offer is available on their website
Our SEND Information will be reviewed and updated annually