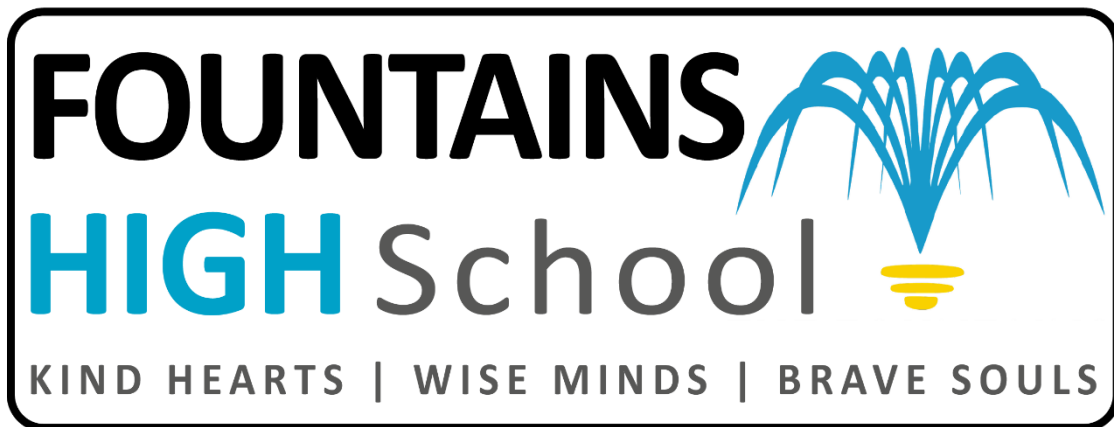




SEND Policy 2026-27

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1. Vision, Values and Aims

At Fountains High School - Mission & Values, our mission is:

"To build each student's autonomy, belonging and skills to succeed."

Our SEND provision is underpinned by the belief that every child and young person can learn, achieve and make meaningful progress when provided with the right support, opportunities and relationships. As a generic special school, we celebrate individual strengths and recognise that successful outcomes look different for every learner. All pupils attending Fountains High School have an Education, Health and Care Plan (EHCP).

Our curriculum and SEND provision are informed by principles of self-determination, supporting pupils to develop:

Kind Hearts (Relatedness)

Developing positive relationships, empathy, communication and social understanding. We work collaboratively with pupils, families, staff and external professionals to create a safe, supportive and nurturing environment where every learner experiences a strong sense of belonging.

Wise Minds (Competence)

Developing academic, practical and problem-solving skills through a broad, balanced and ambitious curriculum. We recognise and celebrate progress in all its forms, helping pupils to achieve their personal best.

Brave Souls (Autonomy and Skills to Succeed)

Encouraging independence, resilience, self-advocacy and informed decision-making. Through personalised learning and preparation for adulthood, we support pupils to develop the confidence and skills required for adult life.

We strive to ensure every pupil experiences a sense of belonging, achievement and success through participation in a broad, balanced and inclusive curriculum that is built around their individual strengths, interests and aspirations.

Our Aims

The school aims to:

- Ensure all pupils receive high-quality, personalised special educational provision.
- Promote high aspirations and positive outcomes for all learners.
- Develop communication, independence, emotional wellbeing and resilience.
- Remove barriers to learning and participation.
- Support successful preparation for adulthood.
- Work in partnership with families, governors, trustees and external agencies.
- Promote equality, inclusion and respect for diversity.
- Ensure all pupils feel safe, valued and able to succeed.

2. Legal Framework

This policy is informed by:

- Children and Families Act 2014.
- SEND Code of Practice: 0-25 Years (2015).
- Special Educational Needs and Disability Regulations 2014.
- Equality Act 2010.
- Public Sector Equality Duty.
- Keeping Children Safe in Education.
- Staffordshire Local Offer.
- Esteem Multi-Academy Trust policies and procedures

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3. Equality, Inclusion and Accessibility

Fountains High School is committed to ensuring that pupils with SEND have equal access to educational opportunities, enrichment activities, educational visits and preparation for adulthood opportunities.

Reasonable adjustments are made where required to enable pupils to participate fully in school life. Accessibility is promoted through specialist facilities, adapted equipment, communication systems, assistive technology and personalised approaches to learning. The school's Accessibility Plan should be read alongside this policy.

4. Roles and Responsibilities

Executive Headteacher

The Executive Headteacher has overall responsibility for ensuring the school fulfils its statutory duties relating to SEND and that appropriate provision is available for all pupils.

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Deputy Headteacher/SENDCo

The SENDCo is responsible for:

- Overseeing SEND provision across the school.
- Coordinating EHCP reviews and transition planning.
- Liaising with pupils, families, professionals and the Local Authority.
- Monitoring pupil progress and outcomes.
- Supporting staff development and training.
- Evaluating the effectiveness of provision and interventions.
- Maintaining the school's SEND Information Report.

Governing Body

The Governing Body is responsible for:

- Monitoring compliance with SEND legislation.
- Monitoring the effectiveness of SEND provision.
- Ensuring equality of opportunity and accessibility.
- Receiving information regarding outcomes and areas for school improvement relating to SEND.

Staff

All staff are responsible for:

- Delivering high-quality personalised teaching and learning.
- Implementing EHCP provision.
- Monitoring pupil progress and wellbeing.
- Working collaboratively with families and professionals.
- Contributing to reviews and transition planning.

5. Meeting Pupil Needs

All pupils attending Fountains High School have SEND identified within their EHCP. Provision is personalised according to individual need and aspirations.

Provision is delivered through one of three curriculum pathways:

Nexus Pathway

For pupils working towards greater independence, qualifications, vocational learning and preparation for future employment or further education.

Mosaic Pathway

For pupils requiring a more personalised approach with structured support for communication, learning and emotional development.

Kaleidoscope Pathway

For pupils with complex and significant learning needs requiring highly personalised, experiential and sensory approaches to learning.

Provision may include:

- Specialist teaching approaches.
- Communication support, including AAC and Makaton.
- Speech and language programmes.
- Occupational therapy programmes.
- Physiotherapy programmes.
- Sensory integration support.
- Assistive technology and adapted resources.
- Emotional wellbeing and mental health support.
- Preparation for adulthood programmes.
- Community-based learning opportunities.

For some pupils, SEND provision includes specialist support for complex physical, sensory and medical needs delivered in partnership with healthcare professionals and in accordance with individual healthcare plans. The school reviews pupils' changing needs through annual reviews, ongoing assessment and multi-agency collaboration.

Detailed arrangements for implementing provision are outlined within the school's SEND Information Report.

6. Partnership with Pupils and Families

The school recognises parents and carers as essential partners in securing the best outcomes for children and young people.

Pupils and families are involved through:

- EHCP Annual Reviews.
- Progress Evenings.
- Transition planning.
- Careers guidance and preparation for adulthood planning.
- Ongoing communication with staff.
- Decision-making around provision and outcomes.

The school contributes to and works in partnership with the Staffordshire Local Offer and Esteem Multi-Academy Trust to ensure pupils and families have access to a coordinated range of services and support.

7. Preparation for Adulthood

Preparation for adulthood is central to the curriculum and begins formally through the EHCP review process from Year 9, although skills for adulthood are developed throughout the curriculum from admission onwards. Fountains High School works closely with the Careers and Participation Service and meets all statutory Gatsby Benchmarks.

The school supports pupils to develop skills relating to:

- Employment and volunteering.
- Independent living.
- Community participation.
- Further education and training.
- Health and wellbeing.

This is achieved through personalised transition planning, work-related learning, enterprise activities, community-based learning, college links and supported internship opportunities where appropriate.

8. Safeguarding

The school recognises that children and young people with SEND may face additional vulnerabilities and barriers to communication.

All staff receive safeguarding training and follow the procedures set out within the Esteem MAT Child Protection and Safeguarding Policy 2026-27. Appropriate support is provided to ensure pupils can communicate worries and concerns effectively.

9. Staff Expertise and Training

The school maintains a highly skilled workforce with expertise across a wide range of SEND needs.

Training includes:

- SEND-specific professional development.
- Medical needs training.
- Safeguarding training.
- Communication and interaction support.
- Sensory impairment support.
- Positive behaviour support – Team Teach
- Therapeutic approaches including Thrive and emotional wellbeing interventions.

Training needs are reviewed regularly as part of school improvement and workforce development planning.

10. Working with External Agencies

The school works closely with a range of professionals and agencies including:

- Speech and Language Therapy – NHS and Conscious Therapies (commissioned by school)
- Occupational Therapy – NHS and Children’s Choice (commissioned by school)
- Physiotherapy - NHS
- Educational Psychology – Staffordshire LA
- School Nursing - NHS
- Community Paediatrics.
- CAMHS.
- Mental Health Support Team.
- Social Care.
- Sensory Support Services – Staffordshire Visual Impairment/Hearing Impairment Teams
- Community Learning Disability Team.
- Independent Careers Advisory Service – Staffordshire Careers
- Other specialist services as required.

11. Admissions

Fountains High School is a generic special school for pupils aged 11-19 with Education, Health and Care Plans.

Admissions are determined through the statutory EHCP consultation and placement process. The school complies with relevant admissions legislation and statutory consultation requirements.

See Admissions Policy for further information.

12. Concerns and Complaints

Parents and carers are encouraged to raise concerns at the earliest opportunity with the class teacher, SENDCo or a member of the Senior Leadership Team.

Where concerns cannot be resolved informally, complaints will be managed in accordance with Esteem MAT Complaints Policy. Information regarding disagreement resolution and mediation services can be obtained through Staffordshire County Council.

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13. Monitoring and Review

The effectiveness of SEND provision is evaluated through:

- Pupil progress and outcomes.
- EHCP Annual Reviews.
- Internal quality assurance processes.
- Monitoring of teaching, learning and provision.
- Feedback from pupils and families.
- Governor monitoring and challenge.
- Review of school improvement priorities.

This policy will be reviewed annually by the Governing Body and updated in response to changes in legislation, guidance or school practice.

14. Related Policies

This policy should be read alongside:

- SEND Information Report.
- Accessibility Plan.
- Equality Information and Objectives.
- Positive Behaviour, Anti-Bullying and Restrictive Interventions Policy.
- Attendance Policy.
- Supporting Pupils with Medical Conditions Policy.
- Child Protection and Safeguarding Policy.
- Esteem MAT Complaints Policy.