



2022 -2023

SEND INFORMATION REPORT

Abigail Carr – Assistant Headteacher/ SENDCo

Review date: September 2023



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:

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



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 Assistant Head/SENCo is Abigail Carr. She is contactable via the main school office on 01283 247580 or email acarr@fountains.staffs.sch.uk



What is our approach to teaching pupils with SEN?

We organise our classes by Key Stage; 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
- Social and Emotional Learning interventions – GRIT Curriculum
- Student Support and well-being offer
- 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
- Structured and Precision Teaching
- Switch operated equipment
- Intensive interaction
- Hydrotherapy (based off site @Stanton Vale), Rebound Therapy
- Educational Visits, Duke of Edinburgh Award
- 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)
- Attention Autism



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.

Swimming sessions are held at Stanton Vale school, for students who have EHCP outcomes relating to hydrotherapy. Cycling opportunities are accessed 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 Award Scheme which has included opportunities such as a residential sailing, volunteering at National Trust locations and camping.

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 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. Our pupils can take a range of examinations such as GCSEs, Entry Level Certificates and Level 1 qualifications. We use the ASDAN Personal Progress for pupils at Key Stage 4 and 5 who are within our Enhanced Learning Provision department (Kaleidoscope).

At Year 12 some students 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, enterprise projects, college options, **community PE**, applied learning in the community and Supported Extended Work Placements at Hobby Craft and Derby Hospital.

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



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 parent/teacher interviews twice a year
- Annually at the EHCP review

We also offer a number of parent information events through our DSL (Designated Safeguarding Lead) 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:

- Parents/progress evenings twice per year
- Daily focussed learning lessons
- Individual careers meetings in transition years and Post 16 (Year 9, Year 11 and Post 16)
- Discreet careers education following the My Futures programmes of study
- Giving their views for EHCP Annual reviews and where appropriate attending
- Through their Personal Learning Plan and Transition Plan
- Through the Student Council and School Buddy system



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 daily Focused Learning sessions and recorded on Earwig each half term. These are also reviewed annually at the EHCP review. This process is overseen by the SENCo and Data Manager. 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 provision, 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.



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The transition process from school to adulthood 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 Entrust 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 three trained HOPE (Helping Our Pupils' Emotions) practitioners and has direct access to the Esteem Family and Student Support.



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
- Social Emotional Learning curriculum in our Learning Pod
- 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
- Girls' and boys' clubs, sessions to support in the development of social groups
- Wide range of class-based resources to support pupil well-being e.g. zones of regulation displays in each classroom
- School Council
- School Buddy System and lunchtime monitors
- 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
- 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 (Small Talk – funded by school)
- Physiotherapy NHS
- Occupational Therapy (Children’s Choice - funded by school)
- School Nurse
- 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, Headteacher or Abigail Carr, Assistant Head/SENCo

More information about the Staffordshire Local Offer is available on their website

Our SEND Information will be reviewed and updated annually