

SEND Information Report

Date of Review: 23rd February 2024

Due Review Date: Autumn 2024

SEN Information Report Updated February 2024

Name and contact details for key staff in school:

Chris Evans, Headteacher & Designated Safeguarding Lead: cevans@nexusmat.org

Gayle Bowmer, Deputy Designated Safeguarding Lead: gbowmer@nexusmat.org

Dan Machin, Deputy Headteacher & Designated Teacher for Looked After Children: dmachin@nexusmat.org

All teachers share responsibility for maximising the achievement of all pupils and making individual arrangements accordingly.

The kinds of Special Educational Needs which are provided for in our school	<p>Fountaindale is an all age special school for pupils aged 3 to 18 years. The school provides specialist educational facilities on a day basis.</p> <p>The school meets the needs of pupils who:</p> <ul style="list-style-type: none">➤ Have significant or severe or profound learning difficulties➤ Have attainments well below the expected age range of their peers, with additional difficulties that may include physical disabilities, complex medical needs, life limiting conditions, speech and language difficulties, sensory impairments, under developed social skills. <p>All pupils have an Education, Health and Care Plan (EHCP).</p> <p>We fully comply with:</p> <ul style="list-style-type: none">➤ SEN Code of Practice January 2015➤ Equality Act 2010➤ Children's and Families Act 2014
Our school's arrangements for identifying children and young people with SEND and assessing their needs.	<p>As a special school all pupils who attend Fountaindale have an EHCP identifying their special educational needs, aspirations, strengths and needs, provision and arrangements. Each pupil's EHCP is reviewed at a minimum annually during an EHCP Annual Review Meeting. At this meeting the pupil's strengths and needs, progress</p>

	<p>against outcomes and the provision put in place to support the pupil are discussed. Annual Reviews take place with parents and carers, teachers and other professionals from Health and Social Care to ensure that the provision put in place supports the pupil.</p>
<p>Our school's arrangements for assessing and reviewing children and young people's progress towards outcomes.</p>	<p>We believe that all pupils at Fountaindale achieve; they all make progress so we use assessment tools to monitor, track and celebrate progress.</p> <p>The school is currently embedding its whole curriculum and assessment processes, which have been specifically designed to meet the needs of all pupils in school.</p>
<p>How our school evaluates the effectiveness of its provision for children and young people with SEND.</p>	<p>The monitoring and evaluation of the effectiveness of our provision is carried out in the following ways:</p> <ul style="list-style-type: none"> ➤ Discussions with pupils and their parents or carers ➤ Deep Dives ➤ Learning walks ➤ Lesson observations ➤ Internal and external moderation ➤ Pupil progress meetings ➤ Tracking and analysing pupil progress using our bespoke assessment framework ➤ Monitoring EHCP outcomes ➤ Analysing attendance records
<p>Our approach to teaching pupils with SEND including how adaptations are made to the curriculum and learning environments.</p>	<p>We are committed to providing a curriculum that is relevant and meaningful for all of our pupils and work hard to ensure it is developmental and progressive in nature; reflecting areas important to each cohort of pupils in our school. As a consequence our curriculum is bespoke, meeting the specific needs of pupils at Fountaindale. Our curriculum is designed to provide opportunities for pupils to develop the skills, knowledge and understanding that will enable them to be successful lifelong learners, with appropriate balance between the academic and personal aspects of development. Whilst our curriculum is developmental and progressive in nature we ensure that our teaching and learning practices enable our pupils to be active</p>

	<p>learners. We aim to teach skills and then provide opportunities for pupils to use these skills in a variety of contexts. Our enabling environments are designed to encourage pupils to use their skills in a variety of contexts. This helps pupils to consolidate and generalise their skills and understanding.</p> <p>We embed specific approaches and programmes including:</p> <ul style="list-style-type: none"> ➤ Sensory approaches ➤ Warm water swimming ➤ Indoor and outdoor enabling environments ➤ Intensive Interaction ➤ Forest School ➤ Safe environments with structure and routine ➤ Visual communication systems ➤ Access to offsite educational visits, both day and residential, local and national ➤ Access to holiday clubs ➤ Tailored communication: objects, photographs, symbols, token and or symbol exchange, Makaton signing ➤ Specialist support from Physiotherapists, Occupational Therapists, Speech and Language Therapists. <p>We have a supportive and nurturing approach in relation to supporting our pupils who, from time to time, find it difficult to engage in learning and whose behaviour for learning may need further development. Some pupils have a Behaviour Support Plan to help them access their learning and to ensure a consistent approach.</p>
<p>Support for improving emotional and social development including extra pastoral arrangements for listening to the views of pupils with SEND and measures to prevent bullying.</p>	<p>We are committed to supporting the emotional wellbeing and safety of each pupil. As many of our pupils have a range of personal and medical needs, plans are drawn up in consultation with parents and carers, the child and other professionals. These plans are then integrated within the school day in order to support rather than detract from a child's learning opportunity. Staff work tirelessly to connect and engage pupils through a playful approach promoting each pupil's ability to self-regulate their emotions and behaviour. When necessary staff help pupils through co-regulation. We</p>

	<p>pay great attention to personal development and weave this into our curriculum. Pupils are encouraged to be as independent as possible, to emotionally regulate and develop their communication skills. We encourage a respectful relationship between staff and pupils so that pupils feel comfortable to express their feelings or concerns with staff of their choosing. Our school has a thriving School Council which gives pupils the opportunities to give their views and ideas regarding the organisation of the school. Each class in school has its own staff team who get to know the needs of each pupil in the group very well and build up close, yet professional relationships. Pupils are always encouraged to be as independent as possible in their learning and personal skills for example personal care and eating.</p> <p>Pastoral support is offered by all members of staff. In addition Music Therapy is used to develop communication skills, self-esteem and emotional regulation.</p> <p>The school also has a fully trained Emotional Literacy Support Assistant (ELSA) who supports pupils across the school.</p> <p>Staff are trained to a high standard of safeguarding. There are clear behaviour and anti-bullying policies that are used consistently within the school (see Behaviour and Anti-Bullying Policies).</p>
<p>Information about the expertise and training of staff in relation to pupils with SEND and how specialist expertise will be secured.</p> <p>AND</p> <p>How our school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations in meeting the needs</p>	<p>Staff are trained in how best to teach and support the pupils who attend Fountaindale School. Staff training and development features consistently in the school improvement plan and annual schedule of continuous professional development. Specific training needs are identified and met through the appraisal process.</p> <p>As a minimum requirement we train all our staff (with regular refreshers) in</p> <ul style="list-style-type: none"> ➤ Fire Safety ➤ Safeguarding: Child Protection and On-line safety ➤ Moving and Handling ➤ Cyber Security <p>Some staff have received training (with regular refreshers) for the specific medical needs of pupils including:</p> <ul style="list-style-type: none"> ➤ Administering enteral feeds

of pupils with SEND and their families

- Administering emergency medication
- Managing catheters
- Managing asthma
- Administering an Epipen
- Shallow and deep suction
- The use of nebulisers
- Administering chest physio
- Team Teach

We have a team of staff who are trained to administer First Aid including Paediatric First Aid.

Staff have also been trained in:

- Intensive Interaction
- Sensory approaches to learning
- Prevent Duty
- FGM
- Phonics
- Health & Safety at work
- Zones of Regulation
- Current Ofsted Framework requirements

We have onsite speech and language, physiotherapy and occupational therapy provision. Therapies are mainly carried out in class and are integrated into learning. All staffing appointments are carried out in accordance with equal opportunities legislation, employment law, safer recruitment guidelines and best practice. All vacancies are competitively advertised to ensure our school employs staff of the highest calibre.

We seek to respond quickly to emerging additional need and work closely with other agencies including:

	<ul style="list-style-type: none"> ➤ Early Help Team ➤ CAMHS ➤ Specialist services for visual and hearing impairment ➤ Educational Psychologist ➤ Social Care Children's Disability Team-social workers and Transition workers ➤ Local NHS services ➤ Multi-Agency safeguarding Hub (MASH) ➤ SCIEO ➤ Physical Disability Support Service ➤ Health Related Education Team ➤ Nottinghamshire Virtual School ➤ Virtual schools from other areas of the country <p>We have a clear point of contact within the school who will coordinate the support from outside agencies. Most often this will be a member of the leadership team or Gayle Bowmer our Parent Liaison Worker.</p> <p>We also have other visitors in school to support the learning of pupils.</p>
Arrangements for consulting young people with SEND and involving them in their education.	<p>We recognise that all pupils have the right to be involved in making decisions and exercising choice. As the majority of our pupils have communication difficulties, we need to structure these opportunities carefully so they are not tokenistic. We use a range of augmentative and alternative communication approaches to enable our pupils to make simple influential choices. This can be during learning or reviewing their performance, during Pupil Parliament meetings, during the EHCP review meeting or during a LAC review.</p>
Arrangements for consulting parents and carers of children with SEND and involving them in their child's education.	<p>The school aims to work in partnership with parents and carers by:</p> <ul style="list-style-type: none"> ➤ Making parents and carers feel welcome in school ➤ Employing a Parent Liaison Worker so that our communication with and support of all our families is timely and efficient, particularly at times of crisis- Gayle Bowmer

	<ul style="list-style-type: none"> ➤ Giving parents and carers opportunities to play an active and valued role in their child's education- Whole school fun days, Pre and Post Admission meetings, termly parent & carer meetings ➤ Encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs their child may have that need addressing- Specific telephone contact line ➤ Instilling confidence that the school will listen and act appropriately ➤ Focusing on the child's strengths as well as areas of additional needs- Pre & Post Admission meetings, termly parent and carer meetings with teachers ➤ Engaging parents and carers in opportunities to discuss ways in which they and the school can help their child ➤ Agreeing outcomes for all pupils ➤ Keeping parents and carers informed and giving support during assessment and any related decision making process ➤ Making parents and carers aware of the Parent Partnership services available as part of the Local Offer ➤ Providing all information in an accessible way, including, where necessary, translated information for parents and carers with English as an additional language <p>The school has embedded the use of Seesaw to engage with parents and carers electronically. Teachers contact parents and carers every day to update them on their child's progress and learning experiences for the day. The school website is updated regularly.</p>
Arrangements for supporting pupils in moving between phases of education and preparing for adulthood.	<p>We aim to ensure smooth transition into our school from the previous phase of education and from our school into the next phase of education.</p> <p>When a pupil has accepted a place at Fountainsdale parents and carers are invited to attend a Pre Admission meeting, which involves meeting all professionals in school, sharing information and creating Moving and Handling Plans and Health Care Plans.</p>

	<p>For pupils transitioning into EYFS it may take several weeks for the pupil to attend school full time. Pupils are invited in for transition visits before their start date.</p> <p>Preparing for adulthood and independent living: Pupils transitioning to college placements and their parents and carers receive support in identifying future placements and the application process through working with designated staff in school and their Social Care Transitions Worker (when appropriate).</p>
<p>Arrangements made by the Governing Body relating to the treatment of complaints from parents and carers of pupils with SEND concerning the provision made by the school.</p>	<p>If there are any complaints these will be dealt with in the first instance by the class teacher and/or a member of the leadership team, then, if unresolved, by the Headteacher. For further information please see the Complaints Policy.</p>
<p>Information about the equipment and facilities to support children with SEND.</p>	<p>Fountaindale is housed within a purpose built single storey building. The building has been specifically designed to meet the needs of pupils with complex physical, medical and sensory needs. As such all areas inside and outside the building are accessible. The school has a range of specialist equipment and specialist areas including:</p> <ul style="list-style-type: none"> ➤ Interactive sensory areas ➤ A sensory based swimming/hydrotherapy pool ➤ An enabling EYFS outdoor play area ➤ Fully adapted food technology, science, multimedia and medical/therapy rooms ➤ All classrooms are equipped with interactive boards and tracking hoists ➤ Each classroom has its own fully adapted hygiene suite and specialist equipment store <p>A large proportion of the school's budget is set aside for the provision of specialist equipment to support the learning and health needs of pupils. In addition the school has an active fundraising programme, which is well supported by our community partners.</p>

Further Information	More information can be found on: <ul style="list-style-type: none">➤ The school's website➤ Nexus Multi Academy Trust website
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