



Special Educational Needs (SEN) Annual Statement

Date Published	November 2024
Version	2
Approved Date	July 2025
Review Cycle	Annual
Review Date	July 2026

An academy within:



“Learning together, to be the best we can be”

1. What types of SEN does the school provide for?

- 1.1. Fountaindale is special school for pupils aged 3 to 18 years. The school meets the needs of pupils who:
- 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 and sensory impairments.

2. Which staff will support my child, and what training have they had?

- 2.1. Staff are trained in how best to teach and support the pupils who attend Fountaindale School.
- 2.2. Staff training and development features consistently in the school improvement plan and annual schedule of continuous professional development.
- 2.3. Specific training needs are identified and met through the appraisal process.
- 2.4. All teachers share responsibility for maximising the achievement of all pupils and making individual arrangements accordingly.
- 2.5. As a minimum requirement we train all our staff (with regular refreshers) in:
- Health and Safety
 - Safeguarding including Online Safety, FGM, Prevent Duty
 - Moving and Handling
 - Cyber Security
 - Equality and Diversity
 - GDPR and Data Protection
 - Feed training
 - Team Teach

- 2.6. Some staff have received training (with regular refreshers) for the specific needs of pupils including:
- Administering enteral feeds
 - Administering emergency medication
 - Managing catheters
 - Managing asthma
 - Administering an Epipen
 - Shallow and deep suction
 - The use of nebulisers
 - Administering chest physio
- 2.7. We have a team of staff who are trained to administer First Aid including Paediatric First Aid and Mental Health First Aid.
- 2.8. Staff have also been trained in:
- Intensive Interaction
 - Sensory approaches to learning
 - Phonics
 - Zones of Regulation
 - Current Ofsted Framework requirements
 - Attention Autism
- 2.9. All staffing appointments are carried out in accordance with equal opportunities legislation, employment law, safer recruitment guidelines and best practice. All vacancies are advertised to ensure our school employs staff of a high calibre.
- 2.10. We have on-site speech and language, physiotherapy and occupational therapy provision. Therapies are mainly carried out in class and are integrated into learning.
- 2.11. We seek to respond quickly to emerging additional need and work closely with other agencies including:
- 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

2.12. 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 our Parent Liaison Worker.

2.13. We also have other visitors in school to support the learning of pupils.

3. How will the school know if my child needs SEN support?

- 3.1. As a special school all pupils who attend Fountaindale have an EHCP identifying their special educational needs, aspirations, strengths and needs, provision and arrangements.
- 3.2. 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 against outcomes and the provision put in place to support the pupil are discussed.
- 3.3. Annual Reviews take place with parents and carers, teachers and other professionals to ensure that the provision put in place, supports the pupil.

4. How will the school measure my child's progress?

- 4.1. We believe that all pupils at Fountaindale achieve and make progress, so we use assessment tools to monitor, track and celebrate progress.
- 4.2. The school is embedding its whole curriculum and assessment processes, which have been specifically designed to meet the needs of all pupils in school.

5. How will I be involved in decisions made about my child's education?

5.1. The school works in partnership with parents and carers by:

- 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
- Giving parents and carers opportunities to play an active and valued role in their child's education- whole school events, pre and post Admission meetings, 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
- Instilling confidence that the school will listen and act appropriately
- Focusing on the child's strengths as well as areas of additional needs
- 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

5.2. The school has embedded the use of Seesaw to engage with parents and carers electronically. Teachers contact parents and carers regularly to update them on their child's progress and learning experiences for the day. The school website is also updated regularly.

6. How will my child be involved in decisions made about their education?

6.1. We recognise that all pupils have the right to be involved in making decisions and exercising choice.

6.2. 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 School Council meetings, during the EHCP review meeting or during a LAC review.

7. How will the school adapt its teaching for my child?

- 7.1. 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.
- 7.2. 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.
- 7.3. Whilst our curriculum is developmental and progressive in nature, we ensure that our teaching and learning practices enable our pupils to be active 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.
- 7.4. We embed specific approaches and programmes including:
- Sensory approaches
 - Warm water swimming
 - Indoor and outdoor enabling environments
 - Intensive Interaction
 - Outdoor learning
 - Safe environments with structure and routine
 - Visual communication systems
 - Access to offsite educational visits
 - Tailored communication: objects, photographs, symbols, token and or symbol exchange, Makaton signing
 - Specialist support from Physiotherapists, Occupational Therapists, Speech and Language Therapists.
- 7.5. 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. All pupils have a Positive Relationship Plan to help them access their learning and to ensure a consistent approach.

8. How will the school evaluate whether the support in place is helping my child?

8.1. The monitoring and evaluation of the effectiveness of our provision is carried out in the following ways:

- 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
- External support and challenge days

9. How will the school resources be secured for my child?

9.1. 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 a fundraising programme, which is coordinated by our "Fountaindale Family" parents' group.

10. How will the school make sure my child is included in activities alongside pupils who don't have SEND?

10.1. The school publishes an accessibility plan which covers the following 3 areas:

- Increasing the extent to which pupils with disabilities can participate in your curriculum

- Improving the physical environment to increase the extent to which pupils with disabilities can take advantage of the education, benefits, facilities and services you provide or offer
- Improving the delivery to pupils with disabilities of information that is readily accessible to pupils without disabilities

11. How does the school make sure the admissions process is fair for pupils with SEN or a disability?

- 11.1. All pupils who attend Fountaindale School will have had a Statutory Assessment of their SEND by the Local Authority. Following this, the school will be consulted as part of the Education, Health and Care (EHC) planning process, if it is agreed at panel that it can meet the needs of the child.
- 11.2. Prospective parents/carers are asked to visit the school as part of the preparation of their contribution towards their child's special needs assessment.
- 11.3. ICDS will make a decision about the school placement of children with an EHCP in liaison with local schools and the family.

12. How does the school support pupils with disabilities?

- 12.1. 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:
 - Interactive sensory areas
 - A sensory based swimming/hydrotherapy pool
 - Outdoor play areas
 - Fully adapted food technology, multimedia and medical/therapy rooms
 - All classrooms are equipped with interactive boards and hoists
 - Fully adapted hygiene suites and specialist equipment stores

13. How will the school support my child's mental health and emotional and social development?

- 13.1. We are committed to supporting the emotional wellbeing and safety of each pupil.
- 13.2. 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.
- 13.3. 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.
- 13.4. We 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.
- 13.5. 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. 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 close, yet professional relationships.
- 13.6. Our school has a thriving School Council which gives pupils the opportunities to give their views and ideas regarding the organisation of the school.
- 13.7. Pastoral support is offered by all members of staff. The school is training an Emotional Literacy Support Assistant (ELSA) who supports pupils across the school. In addition, music and art therapy may be used to develop communication skills, self-esteem and emotional regulation.
- 13.8. Staff are trained to a high standard of safeguarding. There are clear behaviour and anti-bullying policies that are used consistently within the school.

14. What support will be available for my child as they transition between classes or settings, or in preparing for adulthood?

- 14.1. 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.
- 14.2. When a pupil has accepted a place at Fountaindale, 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.
- 14.3. 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.
- 14.4. Preparing for adulthood and independent living: Pupils transitioning out of Fountaindale (and their parents and carers) receive support in identifying future placements and with the application process, through working with designated staff in school, our independent careers advisor and their Social Care Transitions Worker (where appropriate).

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- 14.5. The Designated Teacher for Children Looked After will work, to make sure that all teachers understand how a child looked-after or a child previously looked-after's circumstances and their SEN might interact, and what the implications are for teaching and learning.
- 14.6. Children who are looked-after or previously looked-after, will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

15. What should I do if I have a complaint about my child's SEN support?

15.1. 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 on the school website.

16. What support is available to me and my family?

16.1. If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

16.2. Our Family Liaison Worker, can provide pastoral support, family support and signposting. They also oversee interventions within school such as music therapy and ELSA, HI/VI, Lego therapy and communication play.

16.3. To see what support is available to you locally, have a look at your local authority's local offer. Each local authority publishes information about the services that support children with SEND and their families. You can find the Nottinghamshire local offer at [Nottshelpyourself | Nottinghamshire's SEND Local Offer](#)

16.4. National charities that offer information and support to families of children with SEND are:

- [IPSEA](#)
- [SEND family support](#)
- [NSPCC](#)
- [Family Action](#)
- [Special Needs Jungle](#)

17. Key Contact Details

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