

# SEND Annual Statement

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# 1. Context

1.1. Fountainsdale School is a special school which offers provision for children and young people (aged 3-18) with complex physical needs, medical and sensory needs and profound and multiple learning difficulties. Some pupils have additional sensory and / or communication needs associated with their primary need.

1.2. **Mission Statement:** Belong... Engage ... Enjoy

1.3. **The Vision**

## **Our Vision... 'the why'**

We truly believe it takes a village to raise a child at our school and with that we ensure that the children and young people are at the core of all we do. It is important that not only the children feel a sense of belonging in our school but the families, staff and multi-professionals do also. We are continually growing a curriculum so that children and young people are engaged in their learning experiences at whichever level they are working within developmentally. We are committed to ensuring that children and young people are excited by what they learn and experience in school and that every day as a new day develops and grows them as individuals.

## **Our values... 'the how'**

Ensure we build memories  
Ensure we thank each other every day.  
Ensure we challenge ourselves and others to be better.  
Ensure we are genuine partners with all.  
Ensure we grow potential interest, ability and talent

## **Our Aims... 'the what'**

To ensure the voice of pupils and families are central to all school development as unrelenting family champions  
To ensure we use a child centred approach that is personalised to each child and offers a school environment that is vibrant and rich in opportunities.

To demonstrate exceptional teaching across the curriculum that will prepare pupils for their next stages in life whilst being fun and enjoyable for all.

To exist as a beacon of learning that promotes a sense of belonging, ambition and pride for all that is shared across the SEND community.

To apply inspirational, visionary and exceptionally strong leadership at all levels

## 2. Admissions

- 2.1. As per the school's Admissions Policy, all pupils who attend Fountaindale School will have had a Statutory Assessment of their SEND by the Local Authority. Following this assessment 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.
- 2.2. Prospective parents/carers are encouraged to visit the school as part of the preparation of their contribution towards their child's special needs assessment.
- 2.3. Subsequent to Fountaindale School being named in the child's (EHC) and the school receiving a copy of this, the school will arrange a pre-admission meeting to collate the schools Admissions Information alongside the medical team supporting your child.
- 2.4. The child will start their transition into school as soon as is practically possible following the Admissions information being completed and transport arrangements being made. Admissions are usually in September of each year at the beginning of the academic year.

## 3. Areas Served

- 3.1. Children are admitted from the whole of the Nottinghamshire area. Currently some children and young people living in Derbyshire attend Fountaindale School where the journey would be shorter than that to similar schools in Derbyshire.

## 4. Pupil Numbers

- 4.1. The school has planned places for up to 80 pupils. Currently it has 79 pupils on roll.

## 5. School Organisation

- 5.1. For teaching and organisational purposes the school has four area:

✦ Lower School – key stage 1 and 2 including foundation stage ✦  
Upper School – key stage 3 and 4 including Post 16

- 5.2. Staff work in departmental teams. Pupils are in class groups of 10 children generally. On a day-to-day basis parents/carers and other professionals link with the teacher and educational support staff responsible for a child's base group.

- 5.3. The Assistant Headteachers are accountable for day-to-day matters within their departments. The first point of contact for financial and administrative matters is the School Office Manager.

## 6. Staffing Structure

### 6.1. Senior Leadership

Level	Number	Full Time Equivalent
Executive Headteacher	1	1.0
Head of School	1	1.0
Assistant Headteacher	2	2.0

### 6.2. Teaching

Level	Number	Full Time Equivalent
Teachers	9	8.4
Unqualified teacher	0	0

Post-16 Tutor	0	0
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### 6.3. Teaching Support

Level	Number	Full Time Equivalent
HLTA	0	0
Band G	2	1.9
Band F	5	4.8
Band E	29	22.7
Band D	15	11.7
Band B	1	0.8
Band B Apprentice	1	0.8

### 6.4. Administration

Level	Number	Full Time Equivalent
Band H	1	1.0
Band F	0	0
Band E	2	1.6
Band D	0	0

## 7. Pedagogy, curriculum and assessment

- 7.1. We understand that the priority outcomes for individual children and young people will be different dependent upon their needs, learning styles and aspirations.
- 7.2. In order to identify this starting point an individual is assessed academically and holistically within the first 4 weeks. A baseline record sheet is then produced and fed into the school assessment system.
- 7.3. This identifies the learning priorities for each pupil / young person and covers 3 main areas.
- 7.4. **Core curriculum** means learning the National Curriculum subjects following a linear model of assessment.
- 7.5. **Alternative curriculum** means learning through alternative provision, additional support and intervention within and out of the classroom setting. Fountaindale School does not use alternative providers to place children in for their education.
- 7.6. Each pupil/young person is allocated to a educational pathway; pre-formal learning, semi-formal learning or formal learning pathways. The children are grouped so that they have similar needs within each pathway.

## 8. Curriculum Content

- 8.1. At Fountaindale School we provide an immersive curriculum that is led by enquiry based learning opportunities. The curriculum encompasses life skills and prepares pupils for their next steps by valuing childhood and making memorable moments.
- 8.2. We jointly work with families and other professionals to increase the opportunities that our pupils/young people are given.
- 8.3. We promote the moral, cultural, spiritual, mental and physical development of pupils and prepare them for the opportunities and responsibilities of later life. We also acknowledge the importance of developing life skills and that fun and enjoyment is essential to well-being, emotional development and a passion for learning.
- 8.4. In addition, pupils will require a range of opportunities to develop key learning skills. They will need to acquire, develop, practise, apply and extend these skills in a range of contexts across the curriculum. Without the opportunity to



practise and apply such skills our pupils would be unable to access their curriculum and participate in meaningful learning experiences.

#### 8.5. These skills include:

A range of communication skills.

Physical development (at the level of the child developmentally)

Personal learning and thinking skills (learning to be independent enquirers, creative

- ✦ thinkers, reflective learners, team workers, self-managers and effective participants).
- ✦ Personal, social, emotional development (including self-help, independence,
- ✦ hygiene, self-esteem, working with others, readiness to learn and feeding skills)
- ✦ Sensory awareness (making sense of auditory, taste, tactile, visual and olfactory experiences).
- ✦ A rich and varied curriculum is offered to all pupils. The whole curriculum includes National Curriculum programmes of study modified to meet individual needs, as
- ✦ well as therapies and planned multi-sensory experiences. Communication and personal, social and emotional development are core areas of the school's
- ✦ curriculum.

#### 8.6. Specialist resources found within the sites:

Staff with a range of relevant experience and training in SEND.

Adapted hygiene areas and specialist equipment.

Horticulture gardens and sensory outdoor spaces.

Computers in every classroom including interactive smartboards and ipads. School

- ✦ dinners prepared on-site catering for individual dietary requirements where
- ✦ required.
- ✦ Extensive grounds for forest school activities.
- ✦ Access to a School Mini bus.
- ✦ Specialist Food Technology room.
- ✦ Specialist Science Lab.
- ✦ School Library and careers centre.

- ✦ 8.7. Access to a broad and balanced curriculum, which includes the National Curriculum, adapted to an appropriate level. The National Curriculum does not constitute the whole of their curriculum – individual pupils will have additional priorities including communication, independence, personal / social identified within their Education, Health and Care Plan and Pupil Premium targets.

#### 8.8. Pupils will be expected to develop understanding of concepts, acquire knowledge and learn skills. They will be provided with opportunities to



- ★ consolidate, reinforce and transfer knowledge, skills and understanding in preparation for the next stage of learning.

- 8.9. "I can" statements in pupils electronic learning journals are used to inform next steps and are readily available for all to read.

### **Communication, including AAC, within the school curriculum at Fountaindale School**

- 8.10. Augmentative and Alternative communication (AAC) refers to any way in which spoken communication is replaced. AAC describes methods of communication which can be used by children, or adults who find communication difficult, it adds to (augments) or replaces (is an alternative for) spoken communication. AAC can also help the user's understanding, as well as provide a means of communication. There are two types of AAC – aided and unaided, most AAC users combine both methods.
- 8.11. Unaided communication does not require additional equipment; People use many unaided methods to communicate, for example body language, pointing, eye pointing, facial expressions, vocalisations, gestures, and basic signing (Makaton).
- 8.12. Aided communication requires additional equipment This equipment may range from simple photographs, symbols, switches, computers, and or high tech electronic equipment. Aided methods may be low technology or high technology. Low technology devices include anything which is not powered, for example everyday objects, charts, communication books with pictures, symbols or photographs, (PEC's), objects of reference and simple switches. High technology devices refer to more complex systems such as specialised programmable electronic devices and computes which speak and or print.
- 8.13. Helping people to communicate improves their quality of life.
- 8.14. Pupils have access to a NHS speech and language therapist whilst in Fountaindale School; access to which is done through the NHS referral system in co-operation with the family and the professionals educating the child.

## **9. Staff Training and development**

- 9.1. All staff have access to a programme of Continuing Professional Development which includes mandatory training in safeguarding, moving and handling, safer seating and eating, teaching and learning strategies and Team Teach positive behaviour management. Where applicable, staff are supported to access the National Professional qualifications such as NPQH, NPQSL, NPQML. In addition, all staff have annual Professional Development Reviews which identify bespoke training needs. Training needs are a key area of the School

Improvement Plan and the school is committed to staff development. The School has a number of staff who have specialist knowledge in specific areas of learning or needs and these staff share best practice and lead elements of the schools work.

## 9.2. Examples of Specialist knowledge and training include:

- ✦ Multi-sensory
- ✦ Intensive interaction
- ✦ Key worker training
- ✦ Sleep training
- ✦ Attachment and Trauma Informed
- ✦ Picture Exchange Communication (PECS)
- ✦ Sex, health and Relationships Education (SHRE)
- ✦ Child Protection
- ✦ Mental Health Lead
- ✦ Medication administration
- ✦ Behaviour Management
- ✦ National Professional Qualification in (Middle/Senior/Headteacher) Leadership

# 10. Meeting individual need

10.1. Teachers and support staff receive training and support to ensure that they are able to meet individual needs within their classroom through Quality First Teaching and personalised learning approaches. However, occasionally these approaches will not be sufficient to address barriers to learning any progress may be affected.

# 11. Pupil Voice

11.1. The term pupil voice refers to a way of listening to the views of children and young people and/or involving them in decision making; at Fountaindale School we promote the use of modified and adapted devices to ensure ALL pupils are provided with the opportunity to express opinions and to communicate, in all aspects of their own lives.

11.2. The aim of Fountaindale School is to ensure that all pupils are given equal opportunities to communicate, in all areas of their school day, that all pupils have access to the school curriculum at the level appropriate to their development, and taking into account their individual communication needs

and preferences, where appropriate they will have access to AAC resources and teaching approaches.

- 11.3. We aim to provide a communication rich environment where all modes of communication are equally valued and pupils are given opportunities to make choices, initiate conversations, and express their own ideas and opinions. Staff are trained to be confident using a wide range of communication strategies that are often unique and personalised to the child.

## 12. Partnerships with other schools

- 12.1. As a member of a Multi Academy Trust the school has positive partnerships with the other schools within the Trust which enables sharing of practice, knowledge and resources.
- 12.2. We have strong links with other local and regional schools through the sharing of the Executive Headteacher with 2 other special schools. Informal and formal network meetings are a core offer for our staff.

## 13. Partnerships with families

- 13.1. We believe that pupil's families are key partners in the education of their child. The views of families are actively sought and respected in order that a trusting partnership can be developed in the best interest of the child. The school believes that the annual review meetings form the foundation of the personalised programme for each child and therefore family meetings are arranged to suit the parents /carers and may take place during a home visit if this is requested.
- 13.2. In addition, contact is maintained with families through SeeSaw and telephone calls / emails.
- 13.3. Wider school information is sent to families via a text message service or the school website. The school twitter page also contains family friendly information. It is the policy of this school to actively engage with families and involve them as much as is practical in the life and work of the school and the teaching and learning of their child.

## 14. Collaboration with other agencies

- 14.1. Collaboration with the families is viewed as essential. Families who are involved in the decision making process are more able to extend use of the school strategies into the child's home and social networks.
- 14.2. Collaboration with other agencies (including SALT) may be required where the scope and experience of the school staff is limited; this collaboration may take the form of a referral for a particular service or an outside agency visiting school to provide support and training.
- 14.3. Provide a communication environment where signs and symbols are used routinely to enhance learning opportunities.
- 14.4. Provide a collaborative approach to assessing and supporting pupils who systems.
- 14.5. Ensure continuity of augmentative and/or alternative communication used within the classroom to support learning.
- 14.6. Ensure pupils have a voice for safeguarding policies and procedures.

## 15. Assessment, recording and reporting

- 15.1. Assessment, recording, and reporting will:
  - ✦ Provide all pupils with opportunities to show what they know, understand and can do and involve them in self-assessment.
  - ✦ Help pupils to understand what they can do and what they need to develop.
  - ✦ Recognise that the National Curriculum does not encompass all learning and ensure that the curriculum offer meets needs.
  - ✦ Advance the learning process.
  - ✦ Enable Teachers to plan more effectively.
  - ✦ Support parents to be involved in their children's learning.
  - ✦ Provide schools with information to evaluate work and set appropriate targets.
  - ✦ Undertake tasks using specific skills and transfer these in new situations.
  - ✦ For pupils and young people at Fountaindale School, our key aims are that they:
    - ✦ Can achieve recognised accreditation based upon their interests and aspirations
    - ✦ Can be self-regulating learners who challenge themselves in an immersive contextualised environment.

- ✦ We ensure our learners are assessed using the most appropriate assessment attached to the pathway they are following for example routes for learning, legend system.
- ✦ Can make informed choices and influence their own life beyond 16
- ✦ To enter further education and / or employment with self-belief and aspirations.

## 16. Transport Arrangements

- 16.1. Every pupil has offered transport to and from school. The relevant Local Education Authority in which the child lives makes transport arrangements. In practice pupils come to school by variety of means, by taxis and minibuses and independently. Generally an escort is provided on home-school transport. Some parents/carers choose to bring and collect their child from school.

## 17. Complaints

- 17.1. Fountaindale School offers a high standard of education and support to its pupils. We welcome comments and suggestions about the education and support provided to our children and young people.
- 17.2. All complaints are seen as an opportunity for the school to evaluate its performance. Complaints can about any aspect of the services provided at the school. In the first instance contact is with the child's teacher, unless a parent/carer feels that it should be with the Head of School or Senior Leadership Team.
- 17.3. Pupils are encouraged to speak to any member of staff regarding any concern or complaint. A specific team of staff are designated to deal with pupils complaints and every pupil has a nominated 'safe person' in which they can speak to. The pupils can also make their complaint known to the school council whereby it will be dealt with by the Executive Headteacher.
- 17.4. Complaints are acknowledged promptly, usually in writing and the appropriate person in school will undertake a full investigation. Generally parents should expect a response within 5 working days. If school staff are unable to resolve the issue then parents are urged to contact the Chief Executive Officer using the Trust Complaints Policy found on the school website.

## 18. Transition

- 18.1. As the majority of our pupils are grouped by age this means most admissions are during the September of a new school year. In order to ease the anxiety of transition, the school has a transition programme each year which allows any pupils moving into a new classroom or new teacher to spend time in this new class before the long summer break. Transition meetings are held between staff and families where they can meet the new teacher and share any information before the Summer Break.
- 18.2. The school ensures that transitions are carefully managed using a multidisciplinary team approach around the child. It is essential that all staff working with the child are training appropriately before the child starts the school.

## 19. Further information

19.1. Nottinghamshire have produced a Local Offer which details services, resources, support, provision and activities for children and young people with Special Educational Needs and Disabilities. This can be found at [Nottshelpyourself | SEND Local Offer](#)

19.2. Nottinghamshire SENDIASS can also give you:

- ✦ information and advice about SEN and disability support and provision
- ✦ more information about local services, organisations, and resources which might help
- ✦ advice and support to get more involved. This can be found at [Home | Ask Us Nottinghamshire \(askusnotts.org.uk\)](#)