

## **5. Area of Excellence**

Special Educational Needs and/or Disabilities (SEND)

### **Accredited**

#### **5.1 Why has this area been identified as a strength? What actions has the school taken to establish expertise in this area?**

The senior deputy principal, responsible for whole school teaching and learning, is the senior leader for SEND. This has ensured that the vision for SEND has been at the heart of whole school provision. The SENCO is a member of the senior leadership team and is assistant principal for SEND/EAL/LAC and vulnerable pupils. The school has seen a significant reduction in the waiting times for students in need of external assessments, as staff have the expertise to deliver many in house. There are two assistant SENCOs, significantly increasing the school's capacity. One leads the specialist Learning Centre provision and the other is responsible for supporting teaching and learning for SEND students accessing mainstream provision.

The school has two primary trained specialist SEND teachers, who deliver a bridging curriculum between Key Stage 2 and Key Stage 3 in a primary classroom environment for the most vulnerable students in Years 7 and 8. The school also has a specialist inclusion manager, trained in social, emotional and mental health (SEMH) interventions and a LAC mentor who leads provision for the school's large cohort of looked after children.

The specialist Learning Centre provides 80 students with very complex needs with bespoke curriculum offers, smaller class sizes, specialist adult support, targeted intervention groups and access to life skills provision. While students in Years 7 and 8 benefit from a primary curriculum, students in Years 9 to 11 are taught core subjects in the Learning Centre.

The school has designated ASD and SEMH groups. They access a broad, yet bespoke curriculum, differentiated to meet their very individual needs. The school also has a sensory room, providing a safe area for young people in crisis and opportunities for motor skills and anxiety based therapeutic interventions.

All SEND students have access to curriculum pathways that meet their wide ranging needs. The Learning Centre provides many bespoke curriculum provisions. The school also has a dedicated Year 7 classroom on the Fosse site. Leaders ensure that students with difficulties in one subject area are not held back from accessing higher



## QUALITY ASSURANCE REVIEW

### REVIEW REPORT FOR FULLHURST COMMUNITY COLLEGE

classes in their areas of strength and reading interventions are also accessed as part of their curriculum offer.

SEND is the first agenda item on weekly whole school teaching and learning meetings. This has facilitated an increased awareness of SEND and has increased the priority of SEND provision across all teaching and learning leaders. A weekly SEND bulletin ensures all staff receive consistent messages and up to date information on a wide variety of SEND matters.

The assistant SENCO for SEND works with individuals and faculties, providing bespoke CPD sessions, visiting lessons and offering strategies to support staff with SEND students. Over the past three years the school has secured a substantial amount of additional funding through its extensive commitment to the statutory assessment process.

#### **5.2 What evidence is there of the impact on pupils' outcomes?**

No students with EHCPs in 2018 or 2019 were not in education, employment or training (NEET) compared with the national average of 18%. Only one student with SEN support was NEET in 2019.

The attendance of SEND students is above the national average for this group of students. The proportion of these students with persistent absence is much lower compared with the national average.

There has been a reduction in incidents of poor behaviour and a significant drop in the number of pupils who are either at risk of exclusion, or who have been excluded. There have been no permanent exclusions.

The progress scores of students with EHCPs and SEN support were considerably stronger than the national averages for these students.

Students who join the school significantly below average make significant gains in Year 7. In 2019 no student with SEND was more than a year behind where they should be by the end of the year.

#### **5.3 What is the name, job title and email address of the staff lead in this area?**

Name: Catherine Murphy



**QUALITY ASSURANCE REVIEW**  
**REVIEW REPORT FOR**  
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Title: Assistant Principal for SEND, EAL, LAC and vulnerable pupils

Email: [cmurphy@fullhurst.leicester.sch.uk](mailto:cmurphy@fullhurst.leicester.sch.uk)

**6. What additional support would the school like from the Challenge Partners network, either locally or nationally?**

Leaders would like time to reflect on the review findings.

**This review will support the school's continuing improvement. The main findings will be shared within the school's hub in order that it can inform future activities.**