



FULLHURST SEND INFORMATION REPORT

1. What is the ethos of our school?

Fullhurst is a 'Good School' (OFSTED 2012).

Our vision is for all of our students, whatever their needs or abilities, to be the best that they can be. We want to provide as many opportunities as possible to support the development and achievement of the child. We recognise that all children are different and we believe that if a child is not learning the way that we teach, then we must adapt what we do to the way that the child learns. Our ethos is to "Transform Lives" and support all of our children, whatever their needs to exceed all expectations.

2. What kinds of special educational needs does the college provide for?

Fullhurst has been purpose built to suit the needs of 21st century learners. We welcome students with special educational needs as defined by the SEND Code of Practice 2014. This is an exciting period of development for the SEND department as we constantly strive to strengthen our provision to meet the needs of SEND students.

The SEND faculty at Fullhurst have access to various rooms for students with SEND, one room is accessible to all SEND students at break and lunchtimes and other rooms are used for small group sessions and one to one sessions. We expect students to access mainstream lessons and activities, with support and as appropriate depending on individual need. We believe in high quality teaching for all students, but where students require additional support we adapt resources and differentiate lessons to ensure expected progress or better for all SEND students.

Students with a Statement for Special Educational Needs or Educational Health Care Plan have access to our specialist provision with extra-curricular activities built in.

As an inclusive learning environment, we are committed to meeting the needs of all students with Special Educational Needs and Disability. We recognise the four broad areas of need:

Cognition and Learning (CogL)
Social Emotional and Mental Health (SEMH)
Sensory and Medical (Sens/Med)
Communication and Interaction (CommsInt)

Where students require greater support than in school staff can provide, we have access to a range of external stakeholders to ensure that we are able to provide the very best support.

3. How does the school know if a student needs extra help and what should I do if I think my child/young person may have special educational needs?

Progress and achievement is rigorously tracked and the data is used to identify both underachievement and lack of progress. Assessment week data is scrutinised throughout the

year to identify and then to address concerns early, ensuring the provision of prompt intervention.

We gather information from a wide range of sources, including: primary schools, Speech and Language therapists, ASD therapists, Special Educational Needs Service, Educational Psychologists and a variety of external stakeholders.

We welcome communication and involvement from parents as we fully recognise that no one has greater awareness of the needs of your child/children. Throughout each academic year we invite parents of children with SEND needs into school three times a year to review and develop provision as required.

If you feel your child is struggling in a particular subject area you can contact the class teacher for initial support. For cases where you feel your child is experiencing difficulties in more than one area, please contact the Senco (CMurphy@fullhurst.leicester.sch.uk or telephone 0116 2824326).

4. How will both you and I know how my child/young person is doing?

Monitoring and tracking progress is vital to ensure positive outcomes for all of our students and we recognise the importance of keeping you informed of your child's progress. We monitor and track progress as follows:

Regular communication of assessment week data

Parent's evenings and progress meetings

EHCP (Education Health Care Plans) reviews and applications

Meetings to discuss the deployment of funding for Elements Two and Three

Liaison between the Special Educational Needs Department and faculties to monitor progress and challenge underperformance

Assess, Plan, Do, Review meetings to ensure all stakeholders have their voices heard, including the students themselves. These meetings support monitoring of progress and planning of next steps

The availability of Pupil Passports (an individual document for each child explaining what works for them) to all staff in school, ensuring that effective teaching strategies and reasonable adjustments are provided. (Extra planning, resources and support that your child may need to allow them full access to their lessons)

5. How will the curriculum be matched to my child/young person's needs?

At Fullhurst we recognise the importance of providing opportunity to achieve a range of appropriate qualifications. Students with special educational needs have access to our 'enhanced provision'. Here they follow a bespoke and supported curriculum with additional opportunities to improve their literacy, language and numeracy skills. We also offer practical life skills such as working on our farm. Based on site, this provides students with an invaluable opportunity to work with animals and grow their own produce.

Students are provided with individualised support when choosing options subjects and during their later years with us, access quality careers support and guidance.

Students with speech, language and communication needs and/or autism have additional specialist support as part of our specialist provision. We want to equip all of our students for independent and fulfilling futures.

6. How will school staff support my child/young person?

At Fullhurst, the SEND team support classroom teachers to provide an inclusive learning environment. The Senco attends Inclusion and Teaching and Learning meetings and holds weekly training sessions that teachers can attend to support team work and developing a best practice approach for your child. This includes providing high quality teaching through

differentiation, effective feedback and marking and ensuring that student's needs are met within the classroom. "Overall, quality first teaching and a graduated approach are embedded throughout the new code, which states that SEN provision goes beyond the differentiated approaches and learning arrangements normally provided as part of high-quality personalised teaching". (www.sec-ed.co.uk).

Subject teachers are responsible for all of the students that they teach, "Adapting teaching to respond to the strengths and needs of all pupils". (www.sec-ed.co.uk). For those students identified with additional needs, the SEND department provide additional guidance, resources and access to intervention as appropriate.

We also value student voice in ensuring that needs are supported appropriately, encouraging students to share their views on their Pupil Passports, engaging fully with their own education and planning for the future.

We ensure that progress of any timed and structured interventions is tracked by relevant staff and successes are shared and celebrated with parents and carers.

Our interventions include:

Catch Up Literacy – Reading

Accelerated Reader

Paired reading with our School Governor

Volunteer reading with external business partners

Small group literacy and numeracy

Handwriting group

Let's Talk

Anxiety and teenage issues

Basketball provision

Bike Club

Soft Touch Arts

Peer reading

Kindle group

Lunchtime and afterschool clubs

Accelerated English group

Lean together- after school group for parents and children together

Magic Breakfast- children read and borrow books whilst enjoying breakfast

Tutor time reading groups

7. How is the decision made about what type and how much support my child/young person will receive?

During the three assess, plan, do, review meetings needs and provision will be reviewed. At these meetings all interested parties including parents are fully involved in that process to ensure the best for their child.

All students attend mainstream lessons as appropriate, with a number of students following an adapted/alternative curriculum. They are supported individually, in small groups or in mainstream lessons.

For students with a statement or EHC plan, support will be allocated according to need and the demands within a subject area or activity. Students at SEN SUPPORT access high quality first teaching which is differentiated and matched to need. Teaching assistants are available to support students if required.

8. How will my child/young person be included in activities outside the classroom including physical activities and school trips?

We provide an extensive range of activities, trips and visits for all of our students. It is important to enable students to develop their confidence in a range of activities outside of the classroom. Parents will be notified in advance of any events, including reward and celebration events. The school is committed to putting in place any additional support that may be required to ensure full participation of all students with SEND in all areas of school life. Students with SEND are not excluded from any aspect of school life. The school will liaise with parents as appropriate with issues such as additional requirements for school trips. It is important that we provide the maximum opportunity for all of our children to engage.

9. What support will there be for my child/young person's overall wellbeing?

We are aware that students may need additional support for health reasons or for their emotional and general wellbeing. All staff are alert to SEMH needs of our students. We ensure prompt responses and engagement with parents to resolve any issues that may impact negatively on the well-being of our students. The school has worked tirelessly to raise awareness of the issue of bullying and has been recognised externally for our efforts in that area.

Students have access to the following support:

A well-structured and differentiated tutorial programme.

Meet and greet at the start of each day and also a brief goodbye at the end of each day to ensure your child/children can discuss any issues in a comfortable environment if necessary

Student mentors, school nurse, Safe Guarding Officer and access to counselling

Support staff to provide personalised programmes

Small group communication and problem solving

Provision of a room for any vulnerable students at break and lunch

Named key worker, usually the Assistant Senco for parents to contact on a weekly or even daily basis as appropriate

Support with revision and examination skills

If the school remains concerned that individual students are experiencing significant issues that negatively impact upon their well-being, we will refer them to outside agencies for additional support. Advice and guidance is then filtered through to subject teachers and relevant staff.

10. What specialist services and expertise are available at or accessed by the school?

- Special Education Service (supporting families and schools)
- Educational Psychology (meets with students, families and key workers to assess and discuss student needs)
- School Health including Hearing and Visual Impairments and School Medical Team
- CAHMS (Child and Adolescent Mental Health Service)
- Learning Support Team – CLCI (Complex Learning Communication Interaction)
- ADHD solutions (Attention Deficit Hyperactivity Disorder)
- Ashfield Special School – Micro Technology assessments
- Specialist Assessments for Access Arrangements (Support in exams)
- Virtual School Team (Supporting Looked After Children)

Additional support is provided on an individual basis and close, regular communication with parents and carers is essential

11. What training have the staff supporting children/young people with SEND had?

All teachers at the college are teachers of students with special educational needs. Our SEND team work with faculties across school to ensure that teachers have access to the most up to date resources and information required to successfully provide an inclusive environment.

SEND department staff qualifications include:

Language and Learning across the Curriculum

NASENCo qualification

Embedding Language, Learning and Numeracy across the Curriculum

Level Five in Ethnic Minority Achievement

SEND diploma

Lead Practitioner for Literacy status

SEND team staff have daily briefings ensuring they are equipped to provide daily effective and impact measured support

Relevant staff members have accessed ASD and ADHD training

12. How accessible is the school environment?

Lifts provide access to all areas and the building is fully wheelchair accessible. Disabled toilets are in place throughout the building and we have a hygiene room.

We also have a designated room for students with speech language and communication needs. Where a child has a specific disability or special need we will liaise with parents, carers and relevant agencies, to ensure that a transition plan is in place and to secure necessary equipment and ongoing advice.

The school has a commitment to improved accessibility and our plan is always under review. We recognise that accessibility applies to more than simply the physical environment and ensure that we continuously develop our provision of inclusive classroom environments and access for all SEND students to external support and additional intervention to ensure that all students are supported in achieving their individual goals and targets.

13. How are parents and young people themselves involved in the education they receive?

We encourage both students and parents to be involved in learning and the life of the college. We run a number of events involving parents and students throughout the year; the aim being to provide parents with a range of information and strategies to support students with learning at home. We have a student council and many additional extra-curricular opportunities for students to become involved in the wider life of the school.

We are striving to develop our links with parents and ensure that parents are involved in planning and the assess, plan, do, review work identifying and addressing needs. We welcome parental involvement and endeavour to consult with them on identification of need and consultation regarding support.

As part of our commitment to person centred planning, students are encouraged to contribute to their Pupil Passports and participate in surveys to establish their opinions. Students are also invited to discuss the effectiveness of the intervention and support that they are receiving.

14. Who can I contact for further information?

In the first instance, please contact the school and ask to speak to Catherine Murphy (Senco). This is our staff member responsible for ensuring effective transition for you and your

child/children during the move from primary to secondary school. She will be happy to talk with you, arrange additional visits and answer any questions that you may have.

Contact details for external support services:

Complex Learning, Communication and Interaction Support Team [CLCI]
Special Education Needs and Disability Support Service [SEND Support Service]
New Parks House
Pindar Road
Leicester
LE3 9RN

Educational Psychologist
Collegiate House
College Street
Leicester LE2 0JX
Tel (0116) 454 5470.

ADHD Solutions CIC
St Gabriel's Community Centre
Kerrysdale Avenue
Rushey Mead
Leicester, LE4 7GH
Telephone: 0116 261 0711

15. How will the school prepare and support my child/young person to join the school, transfer to a new school or the next stage of education and life?

Fullhurst is committed to ensuring a smooth and welcoming transition process for our students with SEND. Our Senco visits primary schools and provides "Bridging Units" of work to support preparation for a move to the school. In addition to our whole year six transition day, vulnerable students are invited for additional visits and sessions. Parents are also invited to attend a meeting with Senior Leaders and other relevant staff members to address potential concerns and support planning. We recognise the importance of sharing information between schools.

Fullhurst is also committed to ensuring effective transition between year groups as students progress with us and move onto different challenges and opportunities for development. All relevant staff access information to ensure consistency in supporting student needs.

We also support transition to Further Education and support links with colleges and providers. Planning for this will begin earlier for students with Educational Healthcare Plans and will form part of discussions at annual review meetings with relevant external parties invited to attend. For students with SEND additional preparation visits to colleges and access to support from specialists to support with transition are in place.

Our SEND Governor, Steve Martin, is committed to supporting best possible outcomes for our SEND students and the school constantly reviews our provision to ensure that it is effective and continually developing.

We encourage parents to raise any concerns or complaints with us to ensure that they are promptly addressed and that we can continue to work together to support your child during their time with us.

We will ensure that all relevant information and data is shared with stakeholders

We will ensure that all reasonable adjustments and additional resources are provided to ensure smooth transition.

We will meet with all interested parties to ensure that the voices of everyone are heard.

16. The SEND Faculty 2016/2017

Assistant Principal – Line Manager for SEND – Christina Bailey

| Senco | | | | |
|--------------------------------|--|--|--|--|
| Leader SEND Faculty | | | | |
| Catherine Murphy | | | | |
| SEND Administrator: Donna Relf | | | | |

The Heads of Year have responsibility for managing the day to day issues of their pupils and work closely with the Senco.

| Head of Year 7 | Head of Year 8 | Head of Year 9 | Head of Year 10 | Head of 11 |
|----------------|----------------|----------------|-----------------|---------------|
| Gilly Gaskell | Verity Kenney | Emma Jennings | Trupti Desai | Rachel Buckle |

Within each Faculty there are Teaching Assistants who are specialists in their subject areas:

| Communications | Maths and ICT | Science | Humanities | PACA |
|-------------------------------|------------------------------|-----------|--------------|-------------|
| Sharon Postles Hannah Bach | Angela Graham Karen Hoone | Ellie Day | Katie Cooper | Hira Odedra |

There is a team of specialist teaching assistants with specific responsibility for areas of need working primarily with those students with persistent and severe needs on personalised programmes.

| Communication and Interaction | Cognition and Learning | Sensory and Medical | Social Emotional and Mental Health needs |
|--|--|---|--|
| Autistic Spectrum Disorders (ASD) Speech, Language & Communication Needs (SLCN) | Dyslexia Dyspraxia Dyscalculia Learning disability | Hearing or Visual impairment (HI or VI) Physical disability (PD) | Anxiety Attendance Reintegration Attachment |
| Michelle Alner Carl Perry Sita Stigner | Lesley Redpath Janine Scouta Sonia Sarpal Katie Cooper Jodi Spicer | Sita Signer Michelle Alner | Inclusion Team |

17. Complaints

Parents and carers have the legal right to seek clarification with regards schemes of work, Religious Education, relationships and sex education and procedures for collective education.

Planning takes place to ensure that all pupils have their needs met by removing the barriers to their learning. This may mean making reasonable adjustments and providing access arrangements.

If at any time parents are unhappy with the provision at the College with regards to SEND, there is a complaints procedure. In the first instance, parents and carers are invited to discuss their

concerns with the Senco, Catherine Murphy. Parents and carers are advised to do this as soon as they have a cause for concern so that issues can be resolved quickly. If parents are still dissatisfied they are invited to discuss their concerns with the SLT link for SEND, Mrs Christina Bailey. If the dissatisfaction continues they should contact the Head teacher or the Chair of Governors (contact details are on the website) and from the Office Manager at the school reception.

Local Offer

The Children and Families Bill was enacted in September 2014.

From this date Local Authorities (LA) and schools were required to publish and keep under review information about services they expect to be available for children and young people with Special Educational Needs (SEN) aged 0-25.

The LA refer to this as the 'Local Offer'. You can find all the information you need about services for children in Leicester on Leicester's Local Offer site:

www.localofferleicester.org.uk