



## **SEND at Fulford School – SEND Information Report 2018/19**

This document details what we offer at Fulford School for pupils with Special Educational Needs and Disabilities, fulfilling the schools aim of 'Realising Potential, Creating the Future' for all students within our care.

### **Support and Provision**

#### **I want to talk to somebody about SEND at Fulford School.**

The school's temporary SENDCo is Sarah Moran and she is able to discuss the provision we will make for your son/ daughter at school. She can be contacted on 01904 633300 or [morans@fulford.york.sch.uk](mailto:morans@fulford.york.sch.uk)

The school has an Enhanced Resource Centre catering to the needs of 10 young people with a diagnosis of ASC. Ms Victoria Pearson is the lead teacher and can be contacted on 01904 633300 or [pearsonv@fulford.york.sch.uk](mailto:pearsonv@fulford.york.sch.uk)

#### **Who else will work with my son / daughter?**

All our teaching staff have received training on a range of SEND strategies to meet the differing needs of individual students within our school. Specific training has been given on differentiation, hearing and visual impairment, dyslexia, specific physical disabilities and autistic spectrum conditions. Our teaching staff have been trained in maximising the effectiveness of the teaching assistants they work with. Our experienced and qualified teaching assistants have a wide experience of working with children and young people who have varied barriers to learning. As well as supporting in class, each teaching assistant is also involved in delivering small group or individual programmes and interventions which may be used with a range of targeted students.

In addition to supporting students with their academic success at Fulford School we also have a strong pastoral support team who may work with your child. This includes a school Wellbeing worker, Higher Level Teaching Assistants, Student Support and Heads of House. Pupils with Autism who do not have a place in the ERP can benefit from support from Ms Pearson in the form of training for staff, support for delivering strategies and the writing of social stories and other bespoke interventions.

#### **What special educational needs are catered for students at Fulford?**

We currently cater for students with a wide range of special educational needs and disabilities. These include students with: hearing or visual impairments; physical disabilities; specific to moderate learning difficulties; autistic spectrum conditions; speech language and communication needs and a range of social or emotional needs. In addition to the mainstream provision Fulford School has an Enhanced Resource for autism on site. This has ten places that are allocated in consultation with the Local Authority.

#### **What information do we use to identify students with SEND?**

We use a range of data and information to identify students with SEN. In the first instance we use Key Stage 2 data and teacher information from our partner primary schools during the Year 6 into Year 7 transition process. In September of Year 7 all students will undertake Cognitive Ability Tests (CATs). The data from these CATs produces standardised scores, for which a score of 100 would be average. Students who score 85 or below could, subject to further testing during Year 9/10 qualify for exam access arrangements in external examinations.

Year 7 students sit a standardised reading age test in their first half term. This assessment identifies those students whose reading ability is below, in line or above their chronological age. This information is used to identify any students who would benefit from intervention support to boost their progress and attainment. Throughout the year assessment data is scrutinised for all students. Those children who are falling behind expected progress are identified and steps taken to secure improvements. In addition, all parents and teachers can log concerns about possible additional needs with the SENDCo at any time. A range of other diagnostic tests can then be carried out to drill down and analyse into the needs of the pupil. These are carried out by the SEND team at Fulford.

### **What interventions have we in place to support students with SEND?**

Fulford School prides itself on offering a broad and balanced curriculum to all students including those with SEND. At Fulford School we believe in quality first teaching for all students and support is put in place to implement this. All teachers receive a copy of the confidential special education needs and disabilities register and the access arrangement list. This information includes pen portraits of individual young people's learning needs and guidance as to how best to meet their needs and overcome any barriers to learning. Pen portraits are created by the SENDCo and then sent out to parents for amendments to improve the usefulness. They form a key operational tool to support pupils' individual needs.

Year 7 students who are working below expected levels in reading, writing or numeracy in the first half term at Fulford School will be identified to receive additional 'Catch Up' numeracy or literacy sessions which are delivered through small group work by the higher level teaching assistants.

Students who have an Education Health and Care Plan (EHCP) and some students at Band 2 on the City of York SEND threshold will receive some in-class support from a teaching assistant, working under the direction of the class teacher.

A number of additional small group and individual interventions also take place in form time or in small group withdrawal from lessons for a fixed amount of time. Provisions supporting literacy include: ReadWrite Inc Fresh Start, Catch-Up literacy programme, paired reading, Accelerated-Write, handwriting support. Numeracy interventions include a Catch-Up booster programme, paired and individual targeted support on areas of identified weakness and support for students working towards the Level 1 Award in Number and Measure. In addition to this some students may be disapplied from a language lesson to participate in a weekly literacy/numeracy group.

For students struggling with the demands of the secondary curriculum they may access support through a bespoke Study Support programme. Additional help can also be accessed in the daily homework support sessions which are run by the teaching assistant team every break and lunch time. At Key Stage 4 a small number of students access a personalised package of support which includes individual personalised timetables and one-to-one or small group work which provides opportunities for pre-learning and overlearning material for GCSE subjects.

### **What additional equipment and facilities are available to support my child?**

The Learning Support department has two teaching spaces that are used for timetabled lessons and for working with students 1:1. Teaching assistants run a before school 'nurture' space and a daily homework support club at break and lunch time. In addition to this there is also a Games Club that students can attend at lunch time. The Enhanced Resource Centre is also open to all students at break and lunch times.

The Learning Support department have a number of alpha smarts and laptops that are available to identified students to use in lessons. The school has site wide licenses for: text to speech software: Dolphin SaySo; predictive text software: Co-writer. The school also uses the following software: Clicker 6 and speech to text software. There are also reading pens available for students to use.

## **What additional support from outside agencies is available for my child with SEND?**

The school works closely with the Specialist SEND teaching teams within the City of York. Some students with EHCPs or at Band 2 will access support from the Deaf/Hearing support teachers, Visual Impairment support team, Physical and Health needs team or the advisory teacher for complex needs. Some students may be referred to the York Independent Living and Transport Service (YILTs).

Where a young person is receiving support from the physiotherapy service, occupational therapist or speech and language therapist the SENDCo will liaise with these agencies to ensure that at school we are providing the appropriate support to enable the young person to make progress in the identified areas.

The SENDCo also meets on a termly basis with the Educational Psychologist.

## **How will my child get support for their social and emotional needs?**

At Fulford we have a very strong proactive team who work alongside the Learning Support department in supporting students in their social and emotional development. Our students thrive emotionally and socially because of the care and nurturing approach of the teaching staff, teaching assistants and support staff who monitor activities from lesson to lesson and alert other staff to potential issues in the earliest stages. Moreover, we have a dedicated and qualified Well-Being Worker, Mrs Doherty, who can provide regular support for emotional well-being. Drop-in support is also available. Mrs Doherty works in conjunction with the Well-Being Service for the Local Authority and also the school Safeguarding lead, Ms Jess Penn.

The school has a strong anti-bullying policy and there is a clear policy that staff follow to report any concerns. Students are able to receive pastoral support through their daily registration sessions and time with their tutors. Where it is deemed necessary, the pastoral support teams in school may make referrals to other services within York who are able to support young people experiencing social or emotional difficulties.

Student individuality is celebrated and promoted within the school. There have been campaigns to raise awareness of homophobia and raising awareness of different students' needs.

## **Progress and Achievement**

### **How do we measure impact and track progress?**

Assessment Data is received from teaching staff through the reporting cycles and is analysed by Curriculum Leaders, Heads of House and the Senior Team. The SENDCO also considers the assessment data for students with SEND separately. If any child is falling behind expected progress according to their targets, a strategy for accelerating progress will be planned and reviewed. Curriculum Leaders and class teachers will track the progress of the SEND cohort as part of their ongoing assessment of all groups. Student voice and parental feedback is also used to assess the progress of students, in particular during reviews of EHCPs / My Support Plans.

### **How are teachers trained to support students with SEND in their classes?**

Each year training is planned that takes into consideration the needs of the students we support in school and how teachers can develop best practice for meeting the needs of all students. Whole school training has been delivered on differentiation, the best use of teaching assistants and barriers to learning. In addition to this the SENDCo, in collaboration with the specialist teaching teams, delivers bespoke training for specific staff who are teaching specific students around their individual needs and how these can be met in the classroom.

## **How will you help my son / daughter when they come to leaving school?**

We have a Sixth Form at Fulford and a number of students with SEND join this each year and benefit from the continued knowledge of the school's staff of these students' strengths and needs. We work closely with Inclusion staff at York College, Askham Bryan and other school Sixth Forms to ensure that, where students transfer there, these institutions have a full and detailed picture of what works best with your child and what their barriers to learning are.

In KS4, pupils with an Education Health Care Plan, benefit from enhanced pathways planning for Post 16 with a Learning and Work Advisor from the Local Authority. This is planned with parents and the pupil at the Year 11 EHCP review, which is held in December to allow for planning time. Some bespoke options for Post 16 are now available for pupils with an EHCP who require personalised packages not supported by the more common college and 6th form pathways.

## **Extra-curricular provision**

### **What activities are open to my son /daughter apart from the curriculum?**

All students with SEND are able to take part in the wide range of clubs, trips and extra-curricular activities, as long as it is safe to do so. In addition there are some specific activities such as Homework Club, Games Club and activities in the Enhanced Resource Centre which are specifically targeted to support those students.

## **Working in partnership with parents and young people**

### **What are your arrangements for consulting with parents of CYP with SEND and including them in the education of their children?**

We operate an open door policy to the SEND Department and are always happy to meet with you, answer a phone query or gather some information at your convenience. The school, similarly, appreciates being kept abreast of outside agency involvement and the involvement of other professionals and encourages parents to collaboratively work between professionals by asking health or social care colleagues to copy us into their correspondence. This now requires GDPR permission. By signing this consent, you allow us to access and share information for the benefit of your child.

Parents are invited to attend the Progress Review meetings with their child to discuss their progress with the young person's form tutor.

Most interventions which we run in school request some parental involvement from daily reading with children to support of spelling or numeracy interventions.

All students with a current EHCP are supported through the Annual Review process and parental input is essential to inform future planning.

### **What about listening to my child's opinions?**

We use student voice to judge the success of our work with students with SEND and we recognise that their opinions will help us meet their needs. Students will be invited to all meetings and reviews to participate in the decision-making processes and always contribute to any Annual Review, either in person or in writing.

Students are encouraged to attend Parents' Evenings with family members to have individual discussions with class teachers and students will also be part of Progress Review meetings with their tutors.

Students who have taken part in interventions, are asked to contribute to the review process at the end of the intervention programme and are also involved in reviewing the information within pen portraits that are shared with class teachers.

At Fulford School we also have a SEND student voice group which meet regularly throughout the year.

**What if I'm not happy with what is offered by the SEN Department with regards to my son / daughter?  
What will I do?**

Initially, if you need advice or need to express some concerns you should make direct contact with the SENDCO, Mrs Moran, at school, who will endeavour to resolve any difficulties. If you require further assistance you should request an appointment to discuss the problem with the Deputy Headteacher, Mr Bodey. If the matter is still unresolved you should seek a meeting with the Headteacher, Ms Savage. Further to this, a complaint should be made to the Chair of Governors if issues still exist. Further details can be found in the Schools Complaints policy on the school website.

If your concern remains unresolved, despite the intervention and best efforts of the school, you are able to pursue it through the LA's procedures, details of which are available from SENDIASS officers:

**York SEN and Disability Information Advice and Support Service:**

York SENDIASS offers impartial advice, information and support for parents and carers of children with Special Educational Needs and/or disabilities.

They can support parents/carers at meetings in school, nursery or with the local authority. They also take an active part in the local Parent Forum.