



## **SEND at Fulford School – SEND Information Report 2021-2022**

This document details what we offer at Fulford School for students with Special Educational Needs and Disabilities, fulfilling the 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 SENDCO is Mrs Anna Mehta 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 [mehtaa@fulford.york.sch.uk](mailto:mehtaa@fulford.york.sch.uk). The school also has an Enhanced Resource Provision catering to the needs of ten young people with a diagnosis of ASC. If you have any questions or queries about the ERP please contact Mrs Mehta. We also have a Deputy SENDCO and an ERP Lead Practitioner who may get in contact with you.

### **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. Our teaching assistants work in teams to support students in the classroom, and some teaching assistants may also be involved in supporting small group interventions with targeted students.

When possible, all teaching assistants are involved in delivering small group or individual programmes and interventions with 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 Higher Level Teaching Assistants, Learning Mentors, a school counsellor and Pastoral Support which includes Heads and Assistant Heads of Years.

### **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 learning difficulties; autistic spectrum conditions; speech language and communication needs and a range of social, emotional or mental health needs.

In addition to the mainstream provision Fulford School has an Enhanced Resource Provision 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 take part in further testing.

Year 7 students also 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 Literacy intervention support to boost their progress and attainment.

During Year 9/10 identified students are internally assessed by our qualified Access Arrangements Assessor, Mrs Weller, to ascertain if they will qualify for exam access arrangements in external examinations.

Throughout the school year assessment data is scrutinised for all students. Those children who are not making 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.

### **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.

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 teaching assistants, working under the direction of the class teacher.

At KS3 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, Rapid Plus, Catch-Up literacy programme, paired reading (when possible), Accelerad-Accelwrite and handwriting support. Numeracy interventions include a Catch-Up booster programme and individual targeted support on areas of identified weakness. In addition to this some students may be disappled from a language lesson to participate in a weekly literacy/numeracy group, Catch Up sessions or a bespoke programme of work with the Deputy SENDCO. Additional help can also be accessed in the weekly homework support sessions which are run by the Learning Support team at break times.

At Key Stage 4 a small number of students access bespoke packages of support which include individual personalised timetables and one-to-one or small group work providing opportunities for pre-learning and overlearning material for GCSE subjects. Alternative qualifications including BTEC WorkSkills are delivered by the SENDCO and Higher Level Teaching Assistants.

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

The Learning Support department has a department area which includes three teaching spaces and smaller breakout rooms that are used for timetabled lessons and for working with students 1:1. There is also a small sensory room which is used by identified students.

Students accessing the Enhanced Resource Provision receive 1:1 or small group teaching in 'The Base' and are always able to access this space at times of crisis.

Homework support is available at break times or before school in B7. Within Learning Support teaching assistants run a 'nurture space' and Games Club which students can access before school or at break time.

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. There are also reading pens available for students to use. Some students may be provided with specific equipment to access the curriculum if this has been recommended through their EHCP or by the Specialist Teaching Team.

### **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 with an EHCP 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 pastoral support 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.

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. Within school there is additional support available from Emotional Literacy Support Assistants (ELSAs) and the school counsellor. 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 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 Years and the Senior Leadership Team. The SENDCO also considers the assessment data for SEND students. 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 and School Learning Plans.

### **How are teachers trained to support SEND students 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 different special educational needs. In addition to this the SENDCO, in collaboration with the specialist teaching team, delivers bespoke training for specific staff around their students' individual needs and how these can be met in the classroom. Teaching assistants this year have received training on The Zones of Regulation and Emotion Coaching and are strategies which are regularly used in classrooms.

### **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 their strengths and needs. We work closely with inclusion staff at York College, Askham Bryan College 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 this young person and what their potential barriers to learning are.

Students with Education Health and Care Plans are able to access support from the Learning and Work Advisor once they are in Key Stage 4.

### **Extra-curricular provision**

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

All SEND students are able to take part in the wide range of clubs, trips and extra-curricular activities. In addition there are some specific activities such as Homework Club, Games Club and activities in the Enhanced Resource Provision which are specifically targeted to support SEND 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 Learning Support 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.

All students with an EHCP are supported through the Annual Review process and parental input is encouraged 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. These meetings may take place virtually.

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 on their pen portraits that are shared with class teachers. At Fulford School we also have a SEND student voice group which usually meets 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 Mehta, 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 Associate Head Teacher, Mr Harris. If the matter is still unresolved you should seek a meeting with the Head Teacher, Mr Lewis. Further to this, a complaint can 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.

You may also feel it useful to contact the Parent Partnership Officer at Education Support services.

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.

Contact:

York SENDIASS, West Offices, Station Rise, York, YO1 6GA Tel: 01904 554312

Email: [yorksendiass@york.gov.uk](mailto:yorksendiass@york.gov.uk)

Further appeals can be made to the Special Educational Needs tribunal, which is an independent body that hears parents' appeals against LA decisions on statutory assessments, statements and education health care plans.

### **Where can I find additional information about SEND in York? What is York's Local Offer?**

Further information, support and guidance about SEND in the City of York can be found on the Yor-OK website at <https://www.yor-ok.org.uk/families/Local%20Offer/sendlocaloffer>