

Special Educational Needs and Disabilities (SEND) Information Report 2018 - 19

1 How does the school know if children need extra help and what should I do if I think my child may have special educational needs?

Fullbrook School is committed to early identification of need and intervention. It pays due regard to the graduated approach and the process of Assess, Plan, Do, Review recommended by the SEND Code of Practice and detailed in the SEND Policy 2016-17. For further details contact the SENDCO at bunces@fullbrook.surrey.sch.uk or the inclusion manager willimase@fullbrook.surrey.sch.uk on 01932 349301 X 245.

Fullbrook identifies students as having SEND if they meet the definitions as set out in the SEND Code of Practice: 0 – 25 years.

This defines SEND in the following way;

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age

Special educational provision is 'provision different from or additional to that normally available to students of the same age.' (SEND Code of Practice 0- 25 2015 - 6.12)

The school provides for students whose special educational needs broadly fall into the 4 areas of need:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health difficulties
4. Sensory and/or physical needs

Identification of Need

- Much useful information comes through liaison with Feeder Schools which takes place during the summer term, although we also welcome direct contact from parents at any time including events such as Yr 6 Open Evening and Yr 7 Information Evenings.
- Based on this information an assessment is made as to how Fullbrook can meet the student's needs.
- A member of the Learning Support faculty attends Statutory Reviews of students expected to transfer to Fullbrook.
- There is a transition programme for students already identified with SEND.
- Students known to have SEND will have their needs made known to staff ready for their arrival.
- All Year 7 students who come into Fullbrook are screened using Cognitive Ability Tests (CATs) which give a profile of strengths and weaknesses. Standardised tests are used to assess reading comprehension and spelling. The results of these tests, together with the Key Stage 2 (KS2) results, are scrutinised by the SENDCO or Inclusion Manager.
- Records are provided for students transferring to the school other than at the age of transfer. These students also have assessments for their reading and spelling and undergo tests in the core subjects.

		<ul style="list-style-type: none"> • Observation from subject teachers reinforces the information from feeder primary schools and from testing, as well as revealing any further problems needing investigation. Concerns can be referred to the SENDCO or Inclusion Manager. • Subject and pastoral staff continually monitor progress of students with SEND and raise concerns if progress is not in line with expectations. • Further, more detailed, diagnostic testing may be used in some areas to clarify the indications suggested by the above. An Educational Psychologist and specialist teacher are able to carry out specialist testing if this is deemed appropriate. • Referrals are made to outside agencies for more complex diagnoses. • Staff, parents and outside agencies may refer a student for assessment at any time. In addition students can and do refer themselves. • If you feel your child may have SEND, please make contact with Mrs Bunce, SENCO or Miss Williams Inclusion Manager.
2	<p>How will school staff support my child?</p>	<p><u>Accessing the curriculum</u></p> <ul style="list-style-type: none"> • Meeting special educational needs is the responsibility of all teachers. An Additional Needs Register (ANR) is available to all staff and identifies students with specific inclusion needs including SEND, English as an Additional Language (EAL) and medical needs, as known. It is updated regularly and is strictly confidential. • In line with the principles laid out in the SEND Code of Practice 0 – 25 2015, the needs of the majority of students with SEND are addressed in mainstream classrooms through quality first teaching and an appropriately adapted curriculum. • We take a holistic approach to supporting students; subject teachers, support staff, pastoral staff (including form tutors) and members of the Senior Leadership Team are all involved with supporting our students.

- Where a student is identified as having SEND a one page profile (called a Profile for Success) is produced, where useful and appropriate, together with the student. This is done in consultation with the student so that teaching staff have a clear view of their needs and how best to help them. Parents/carers are also consulted where possible and a copy is sent home.
- Information on specific difficulties (e.g. Dyslexia, ADHD) is available to all staff via the shared area of the intranet. Information and training on individual conditions is made available as necessary.
- For students with Physical Difficulties and medical needs liaison takes place with concerned agencies which allows the Learning Support Faculty to ensure the student's needs are met. The SENDCO liaises with other staff, makes appointments with outside agencies for the student to be seen at school and offers physical assistance where appropriate. (e.g. organising adaptations for students with physical difficulties such as visual impairment or mobility difficulties).
- Students with SEND are taught the National Curriculum with suitable differentiation and support. In some cases the curriculum is modified.
- Learning Support Assistants (LSAs) may help to support students in class in accordance with the information given by the SENDCO and their level of need.

ICT

- Some students with Education, Health and Care Plans (EHCPs) have individual laptops and specialist software provided by the Local Authority. This service will only be continued for students with physical difficulties. The Learning Support Faculty has laptops that can be used by some students in selected lessons when available. The same laptops are loaned to students in temporary need due to injury.
- There is also specialist software to support literacy such as Read and Write Gold and Literacy Toolbox.

Inclusion

- Students with SEND and Additional Needs are fully integrated into the life of the school and may hold positions of responsibility and represent the school in a variety of ways e.g as school council reps.
- Celebrating Success identifies the diverse successes of students.
- Ill health, bereavement, problems at home and various other influences may seriously affect a student's performance at school. Relevant pastoral staff are made aware of these students and Learning Support or Eikon may be called upon to offer assistance by offering sanctuary, in class support, mentoring or 1-1 tuition.
- There are also inclusion initiatives aimed at students who lack self-esteem or are perceived not to be fully integrated into the life of the school.
- There are links with a liaison worker in the Asian community who is able to ensure that parents have understood communications from school and may support parents at meetings.

Provision for students with social, emotional and mental health difficulties

Behavioural difficulties do not necessarily mean that a child or young person has a SEND and would not automatically lead to a student being registered as having SEN. However, consistent disruptive or withdrawn behaviour can be an indication of unmet needs and would normally result in an assessment to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues.

- Also refer to the school's Behaviour for Learning and conduct policies.

		<ul style="list-style-type: none"> • Students who regularly fail to conform to the Code of Conduct are made known to the Heads of Learning and may be put on report. Should the situation continue, Learning Support may be involved. This may be through in house support, group work provided in conjunction with Eikon or, with parental permission, the involvement of external specialists for further assessment and advice. • When students are also supported by other agencies such as the Paediatrician, CAMHS, ADHD nurse, ASD Outreach, A2E, Short Stay School, Social Care or Youth Justice, a multi-agency meeting with the parents/carers may be arranged to formulate a SEND Support Arrangements Plan (see section 12). <p><u>Access Arrangements</u></p> <ul style="list-style-type: none"> • Students are screened in preparation for public examinations and if they meet the criteria for Access Arrangements, and the students give their permission, application is made for the Access Arrangements (e.g. extra time, a reader, use of a laptop etc.). • The Examinations Officer is made aware of students with Access Arrangements so that staff and rooming can be organised.
3	How will the curriculum be matched to my child's needs?	<ul style="list-style-type: none"> • All teachers are provided with information on the needs of individual students via the ANR so that they can plan the learning within our curriculum to ensure that all students are able to make progress. • Information on individual students' needs, and strategies teachers can use to help them, are provided on the Profiles for Success. • Liaison takes place between Learning Support staff and subject teachers to plan and advise as necessary. • All staff have a seating plan which includes details of students with additional needs. • There are staff 'drop in 'meetings to discuss individual learner needs.

		<ul style="list-style-type: none"> • Most subjects set students according to ability. • At KS 4 there are alternative Options Pathways which cater for students' different preferences, abilities and needs.
4	<p>How will both you and I know how my child/young person is doing and how will you help me to support my child's/young person's learning?</p>	<ul style="list-style-type: none"> • Progress reports • Achievement assemblies • Options Evenings and guidance • Phone calls and postcards home • Student Record Books • Behaviour log – parent log in • Subject staff and tutor feedback • Focus groups e.g. punctuality/study skills • Formal and informal meetings with parents (e.g. parents' Consultation Evenings/ad hoc meetings) • Parent Information Evenings (e.g. Yr 7 information Evening and the C/D borderline meeting for students in Key Stage 4) • Community family liaison officer (Mrs M Musa) • Newsletters • Information on the school website (e.g. ADHD Parent support Groups) and The Parent Portal • Educational Welfare Officer (EWO) for problems with school attendance • Principal's parent drop in sessions • Individual meetings can also be arranged with the SENDCO to help support parents/carers and students with SEND.
5	<p>What support will there be for my child's/young person's overall well-being?</p>	<ul style="list-style-type: none"> • The school's Educational Welfare Officer (EWO) closely monitors attendance and liaises with families and other agencies as appropriate. • Regularly updated Child Protection training for all staff. • A Child Protection team works closely together to ensure the welfare of all our students.

		<ul style="list-style-type: none"> • Smaller sized tutor groups to facilitate Learning Conversations between tutors and students. • Themed assemblies. • The Spiritual, Moral, Social and Cultural (SMSC) agenda delivered through subjects, citizenship, assemblies and Deep Learning Days. • The School Council represents the views of our student body. • Eikon (linked on site charity providing a range of youth support services from youth counselling to specifically targeted focus groups). • The school has achieved the Anti-bullying Charter mark. • Year 6/7 transition days (including additional transition days for students with SEND). • Transition days to prepare all students moving between Key Stages. • The school works closely with CEIAG to help students with careers advice. • Use of external mentors, e.g. Petrofac. • Learning Support mentors for students with statements or EHCPs. • Year 11 mentors to assist with Yr 7 students' integration. • The Respecting Individuality agenda (e.g. whole school initiative to raise awareness of LGBTQ issues and combat homophobia). • The Pastoral Support Team consisting of Heads of Learning and student support staff, who have a thorough overview of the students in their care. • Careers advice. • Alternative Learning Programmes co-ordinator who works closely with other education and training providers to ensure high quality provision for students who are unable to attend school for a variety of reasons. • Regular discussions with focus groups of students with SEND as part of the school's self- review procedures.
6	<p>What specialist services and expertise are available at or accessed by school?</p>	<p>Contact is maintained with external agencies including:</p> <ul style="list-style-type: none"> • Educational Psychologist • School Nurse • Education Welfare Team • Special Needs Management Team

		<ul style="list-style-type: none"> • Teacher for the Hearing Impaired • Teacher for the Visually Impaired • Teacher supporting students with Physical and Sensory Impairments. • Physiotherapy • Occupational Therapy • Speech and Language Therapy Service • Access To Education (A2E) • St. Peter's Teaching Centre • Childrens' Services • Partnership with Parents • Colleges providing vocational training • Local Authority case workers • Careers Advisor • Learning and Language Support Service • Child and Adolescent Mental Health Service • Pyrford Short Stay School • REMA-Race and Ethnic Minority Achievement. • SEN ICT • ASD Outreach • The Kingsway Centre • STEPS • ADHD Nurse • Work experience providers • Catch 22 • ACT <p>In addition the school has the following on site expertise:</p> <ul style="list-style-type: none"> • a part time specialist teacher trained in assessing and teaching dyslexic students. • youth services at Eikon
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7	<p>What training are the staff supporting children and young people with SEND had or are having?</p>	<p>We regularly invest time and money in training our staff to meet the needs of all students and special educational needs are built into our strategic training programme and staff appraisal. INSET is targeted on real needs as perceived by staff and must be relevant to those needs.</p> <ul style="list-style-type: none"> • All Newly Qualified staff are trained in SEN. • There is ongoing training and support through liaison between the Learning Support team and other faculties. Each faculty has a teaching and learning champion and meetings take place to promote developments in this area. • The SENDCO initiates INSET in the Learning Support Faculty and there are scheduled departmental training sessions. There are sometimes speakers from external agencies. • All Learning Support staff have opportunities to attend meetings, courses and conferences to extend their expertise and they then feedback to the team. This is in accordance with identified targets for continued professional development as well as new national and regional initiatives. • The staff of the Learning Support Faculty function as a team, working towards each other's strengths and interests to create a range of specialisms and there are staff with specific focuses on ASD, Physical and Sensory needs and Specific Learning Difficulties (SpLD) such as dyslexia. • INSET on SEND issues is available to all staff often via faculties or voluntary workshops (e.g. sharing of good practice, mental health and CBT training). • Information on all Additional Needs currently relevant at Fullbrook is to be found in the staff shared area with links to further information. There is further information via the Parent Portal. Books and leaflets are also available from Learning Support. • Staff are welcome to seek advice for meeting the needs of their students with SEND and EAL. • We have staff who have received a level of training in the following areas : <ul style="list-style-type: none"> ➤ EAL ➤ Hearing Impairment ➤ Visual Impairment ➤ ASD ➤ ADHD ➤ Dyslexia
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8	How will my child/young person be included in activities outside the classroom including school trips?	<p>Our Learning Support Policy promotes involvement of all our learners in all aspects of the curriculum including enrichment activities (e.g. modern foreign languages exchange trips). Where there are concerns of safety and access, further thought and consideration is put in place to ensure needs are met; where applicable parents/carers are consulted and involved in planning. An example of an adjustment made would be the provision of additional adults to assist on a trip.</p> <p>The participation of students with SEND is recorded and monitored e.g. representation on the school council.</p>
9	How accessible is the school environment?	<p>We have a full Accessibility Plan in place and as such we consider our environment to be largely accessible. However, we currently have no wheelchair access to our Food Technology facilities and Art teaching rooms. Where necessary students have to be taught these subjects on the ground floor. We are vigilant about making reasonable adjustments where possible.</p> <p>Our policy and practice embraces The equality Act 2010 (e.g. Respecting Individuality Programme). When required translators are asked to attend meetings. We also employ a community link worker who assists with family liaison and interpreting functions.</p>
10	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?	<p>We have a robust Induction programme in place for welcoming new learners to our setting both in Year 6, the 6th Form and In Year admissions. Our ANR records information about students' additional educational needs and this information is passed on to staff. (See sections 1 and 5 above.)</p> <p>We have very good relationships with all our main feeder primary schools as well as settings children/young people move onto. The Learning Support team liaise with</p>

		<p>prospective post-16 education providers regarding support that may be required for individual students.</p> <p>Local Authority staff are invited to the annual reviews of students with EHCPs from Year 9 onwards to ensure they have independent advice regarding Options Choices and Careers. The school also runs a variety of careers events, transition days and programmes designed to assist all our students with transitions and options as outlined in earlier sections.</p>
11	How are the school's resources allocated and matched to children's/young people's special educational needs?	<p>Our finances are monitored regularly and we utilise resources to support the strategic aims of our school as well as individual learner needs. We seek to ensure value for money service, so we strive to evaluate the impact and cost effectiveness of all interventions. Our budget allocation is monitored through meetings between the Finance Manager and relevant members of staff. The notional SEND budget allocation is not used simply to provide dedicated in class support from LSAs. It is also used to enable the school to offer a range of targeted interventions, for example sets containing smaller numbers of students, funding interventions from external agencies and specialist teachers and the Eikon charity.</p>
12	How is the decision made about what type and how much support my child/young person will receive?	<p>At Fullbrook we have a wide variety of strategies and mechanism for meeting an extensive range of special educational needs. The school provides SEN support via high quality teaching and differentiation in class and where appropriate there will be specialist LSA support in class, in targeted withdrawal groups and intensive 1-1 individual support.</p> <p>Additional SEND support is varied from student to student and is allocated in keeping with the graduated approach outlined in the SEND Code of Practice (see school SEND policy).</p> <p><u>In Key Stage 3</u></p> <ul style="list-style-type: none"> • In class support is provided in certain circumstances according to need and subject to resources for individual students and foundation sets. • Students identified as being in need of additional support with literacy are offered intensive tuition on a withdrawal basis. This may take place in a small group or individually. The time is negotiated with the student, parents and subject staff to avoid undue disruption.

- The progress of students with SEND is regularly monitored following half termly progress reports.
- Students are assessed by core faculties early in year 7 and placed in appropriate smaller sets as necessary.

Key Stage 4

- There is a Pathway curriculum offer in Key Stage 4 which includes a choice of vocational subjects. Students are guided to the appropriate pathway with advice and support from school staff.
- In class support is provided according to need and subject to resources for individual students and foundation sets.
- Extended work placements are occasionally available for some students.
- As a result of links with other schools and colleges some students have the chance to study part or full-time in other institutions.
- Students with EHCPs are given 1-1 advice regarding their post 16 options. Other students with additional needs are supported through college visits and advice about websites and Open Days.
- In Year 11 there is support available for students who could still be in danger of leaving school without a college placement, training course or employment.

1:1 Tuition

- Students in Key Stage 3 and 4 can benefit from 1:1 tuition where they work with a Maths or English teacher on an intensive basis over 10 one lesson sessions. Students are identified through liaison with the relevant Heads of Faculty and referrals from subject staff. They also can and do refer themselves. These are normally students who need a boost in these subject areas but who do not necessarily have SEN. Priority is given to students eligible for pupil premium funding.

		<p>Where a student's progress is identified as a concern, despite intervention, parents and other agencies as necessary will be invited to contribute to the development of a SEND Support Arrangements Plan which details any further support required.</p>
<p>13</p>	<p>How are parents involved in the school? How can I be involved?</p>	<ul style="list-style-type: none"> • Fullbrook places great importance on partnership with parents and the impact that parental involvement has on student progress. It is recognised that parents hold valuable information, knowledge and experience and they are invited to play an active role in their child's education. <p><u>Involvement for Parents of Students with SEN</u></p> <ul style="list-style-type: none"> • There are extensive opportunities for liaison prior to transfer from Junior school (see section 1). • At every stage of intervention, support and provision is offered in consultation with parents and there is communication with home when a student is identified as requiring additional support either by letter, telephone or email. • For intervention by outside agencies represented by Surrey Children's Services it is essential that parents sign the appropriate consent forms. • The SENDCO and members of the Learning Support team are readily available to meet parents and discuss concerns and needs. • Learning Support staff are always present in the Learning Support area (Room 25) on parents' evenings. • Parents may communicate with the SENDCO via the student's Record Book or any other convenient means. • Parental involvement in education plans is essential and parents are invited to contribute to any review meetings, for example of SEND Support Arrangement Plans. • Profiles for Success are sent home and review meetings arranged with the child's tutor or Learning Support staff at the relevant parents' evenings.

		<ul style="list-style-type: none"> • There is respect for the differing needs of parents and access to an interpreter is sometimes possible. <p><u>Involvement in the wider school</u></p> <ul style="list-style-type: none"> • Fullbrook Parents' Voice • Parents' Evenings • Principal's drop in sessions • Presentation Evenings • Parent Governors • Supporting extra-curricular activities such as sports fixtures/concerts/school productions/sports day • Contact with teaching and pastoral staff via record books/letter/phone/email etc. • Parent Login for the VLE and Insight
<p>14</p>	<p>Who can I contact for further information or if I have a complaint ?</p>	<p>In the first instance, parents/carers are encouraged to talk to their child's tutor, subject staff, Head of Year or Head of Learning with any concerns.</p> <p>Any concerns or requests for further information and support specifically relating to SEND should be communicated to Miss Williams the school's Inclusion Manager, or Mrs Bunce the SENDCO.</p> <p>The complaints policy is located on the school's website.</p>

