



Fulbridge Academy

SEND Information Report

2019/2020

At Fulbridge Academy we believe that every child has the right to achieve their full potential. We aim to raise the aspirations of, and expectations for all pupils with Special Educational Needs.

In this brochure you will find out how we identify children with SEND and the provision that we put in place to help meet their needs.

We have a dedicated Inclusion team. The Special Educational Needs Co-ordinators in school are Mrs Bass and Mrs Wright. If you have any questions about SEND then please do not hesitate to come into school to arrange to speak to our Inclusion Team.

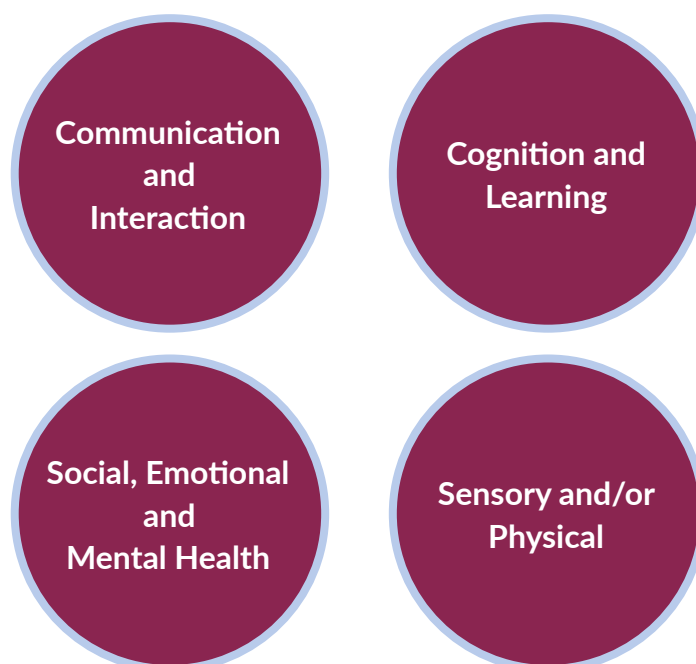


What are special educational needs?

A child has special educational needs or disabilities (SEND) if they have a learning difficulty or disability which means that they find it significantly harder to learn, or to do activities which children the same age are able to do.

These children need extra help or support, or special provision made for them to enable them to access their learning.

The four main areas of SEND; as detailed in the code of practice (2014 p.86) are:



Communication and Interaction

This includes children with speech, language and communication needs (SLCN) and those who fall on the autistic spectrum (ASD).

Cognition and Learning

This includes children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties such as dyslexia, dyscalculia and dyspraxia.

Social, Emotional and Mental Health

This includes children who may be withdrawn or isolated, displaying disruptive or disturbing behaviour and underlying mental health difficulties, e.g. anxiety, depression. Other children may have features of hyperactivity, concentration difficulties and/or impulsive behaviours or attachment disorder.

Sensory and/or Physical

This includes children with sensory impairment, visual impairment, hearing impairment or multi sensory impairments and physical difficulties which may require ongoing support and specialist equipment.

Are disabled children also SEN?

The Equality Act (2010) states that a disability is:

'...a physical or mental impairment which has long term and sustainable adverse effect on their ability to carry out normal day to day activities.'

This definition includes sensory impairments such as those affecting sight or hearing and long term health conditions. Children with a disability that impacts on their learning and therefore requires special Educational provision will also be covered by SEND definition.



Who can I contact in school to discuss my child's difficulties with learning, special educational needs or disability?

Please speak to your child/s class teacher if you are concerned about your child or you can speak to the Inclusion Team to make an appointment. You can call the team on 01733 566990 to make an appointment.

If you are concerned your child may have a neurodevelopmental disorder, such as Autism, please ask the Inclusion team for information about the pathway for an assessment made by a medical professional.

What kinds of SEN do we provide for?

We adapt our provision to meet the needs of the children in our school. We are committed to providing quality first teaching so that all children can make good progress within their learning, whatever their starting point.

In addition, we currently provide for children with the following special educational needs:

- Physical Disabilities.
- Hearing Impairments.
- Visual Impairments.
- Specific Learning Difficulties (SpLD) e.g. Dyslexia, Dyspraxia, Dyscalculia.
- Autistic Spectrum Disorders (ASD)
- Social, Emotional and Mental Health Difficulties.
- Mild to Moderate Learning difficulties.
- Speech and Language disorders.
- Global Developmental difficulties.

How does the Academy identify if my child has a special educational need?

Fulbridge follows a graduated approach to identifying SEN. More information on this can be found in our SEND policy. Pupils with SEND are identified in a variety of different ways, including the following:

- Close liaison with pre-schools and or previous school.
- Rigorous tracking of pupil progress.
- Lesson Observations.
- Concerns raised by Parents/ Carers.
- Concerns raised by Teachers/ adults within school.
- Individual assessments in school or by external professionals such as an educational therapist, occupational therapists, speech and language therapists or paediatrician.



How will Fulbridge Academy let me know if my child has a Special Educational Need?

You are the person who knows your child best and we value working in partnership with you. We strongly believe that a partnership approach with parents/carers is the best way to support a pupil's learning and needs.

- Your child's class teacher may contact you to discuss the progress of your child in a specific subject area.
- The class teacher may also talk to you about any issues during parent consultation evenings.

The SENCo, may contact you regarding concerns about your child's learning.

What support is available for my child?

Support is adapted to meet the individual needs of the children at Fulbridge. Here are some examples of what we currently have in place.

Communication & Interaction

- Weekly visit from the Speech and Language Therapist.
- Speech and Language Programmes.
- PECs.
- Opportunities for Oracy in most lessons.
- Oracy expectations.

Physical and Sensory

- A team of Care Assistants to support the physical, medical and care needs of children.
- Support from the Occupational Therapy Service.
- Support from the Physio.
- Sensory Circuits.
- Specialist PE staff providing a broad range of PE activities such as archery, roller skating, scooters, football, tennis.
- Dance Lessons.
- Soundfield hearing systems in several classrooms.
- Visits from Teacher of the deaf.
- Write from the start programme.
- Pencil grips.



Cognition and Learning

- ICT including access to ipads with programmes such as Clicker7 and TT rockstars.
- A Teaching Assistant or Higher Level Teaching Assistant in every class.
- Explicit approach to teaching.
- Pre teach groups.
- Retrieval sessions.
- Specifically designed curriculum to support retention of knowledge.
- Experiences that provide a kinaesthetic approach to enhance and embed understanding.
- Story time phonics and additional phonic sessions.
- Additional resources in class such as: letter mats, word banks, number lines, numicon, etc, coloured overlays.

Social, Emotional and Mental Health

- Pause 4 Thought sessions every day.
- Citizenship and Ethics.
- Holistic Intelligences.
- Individual or group sessions with and ELSA trained member of staff.
- Support for children and families from the Inclusion Team.
- Free Breakfast Club.
- Opportunities for pupils to voice their worries either in Class or through the worry plaque and box.

How will Fulbridge Academy know that the additional support my child has received has made a difference to their learning and how am I and my child included in this review?

In collaboration between you, your child and the SENCO an individual Learning Plan may be created. Learning Plans follow an Assess - Plan - Do - Review model where we ASSESS your child's strengths and barriers to learning in the four areas of SEND. This allows us to PLAN and set specific outcomes that you want your child to achieve based on their areas of difficulty. We then look at what we need to DO to achieve this and what provision needs to be in place. At the end of the term, we will meet again to REVIEW the progress made and start the cycle again by assessing what we need to do next.

Your child's progress will also be monitored through class assessment that help to inform the review process of their Learning Plan.

Where pupils have not made adequate progress the Inclusion Team may decide to ask for more specialised help from external agencies, if not already involved.

You and your child will be kept informed and encouraged to be actively involved in all stages of this plan.

As a parent, we welcome your support and feedback. You can, at any time, arrange a suitable appointment to speak with the Inclusion Team regarding your child's progress.

LEARNING PLAN

NAME: _____ DOB: _____

| Child 1 | | Child 2 | |
|--------------|--|--------------|--|
| Relationship | | Relationship | |
| Name | | Name | |
| Address | | Address | |
| Phone | | Phone | |

| | | | |
|-------------------|--|-------|------------|
| SEND Stage | | INSET | Year Group |
| SEND Primary Area | | | Class |
| Teacher | | | Teacher |

Name: _____ DOB: _____ Learning Plan (2019-2020)

ALL ABOUT ME

What I am good at:

What I find Difficult:

What I like:

How my Teachers can help me:

My Dreams and Aspirations:

Name: _____ DOB: _____ Learning Plan (2019-2020)

| Area of Need | Strengths | Barriers to Learning | Classroom Strategies |
|---------------------------------|-----------|----------------------|----------------------|
| Cognition and Learning | | | |
| Communication and Interaction | | | |
| Basic, Emotional, Mental Health | | | |
| Sensory and or Physical | | | |

Name: _____ DOB: _____ Learning Plan (2019-2020)

| Area of Need | Long Term Outcomes | Short Term Objectives | Provision | Review Length/Frequency | Review |
|--------------|--------------------|-----------------------|-----------|-------------------------|--------|
| A | | | | | |
| U | | | | | |
| T | | | | | |
| M | | | | | |
| N | | | | | |
| E | | | | | |
| R | | | | | |
| M | | | | | |

Self-Ref Outcomes:

Review Dates:

Final Date:



What is an EHCP?

For children that require a very high level of ongoing support the Academy will apply for an Education, Health and Care plan (“EHC plan”). This is a legal document which describes a child or young person’s special educational needs, the support they need, and the outcomes they would like to achieve. It can provide support for a child or young person in education up to the age of 25.

How does Fulbridge Academy support children with medical conditions?

Pupils at the Academy with medical needs are fully supported so they have full access to education, and enjoy the same opportunities as any other child.

Where children have physical or medical needs, the academy will work collaboratively with parents, carers, healthcare professionals, academy nurse and/or our attendance officer, and where necessary will create an individual health care plan to ensure pupil’s needs are met.

If you have any concerns regarding support for your child’s medical needs please contact the inclusion team.

What are the arrangements for supporting children and young people who are looked after by the Local Authority and have SEN?

Over a third of looked after children have an identified special educational need. Fulbridge Academy recognises that for looked after children, many of whom may have difficult circumstances to overcome, it is imperative that their needs are quickly and efficiently assessed and provided for so that the effects of any instability on their education is reduced to a minimum.

At Fulbridge we liaise closely with the relevant professionals, listen to both the pupil and their carers wishes and support the Local Authority in implementing a Personal Education Plan (PEP) with focused outcomes as part of the child's care plan. The wellbeing and progress of the child are closely monitored and reported back during PEP meetings to inform future outcomes and support. We also acknowledge the positive impact regular contact between school and carers can have for looked after children. At Fulbridge we believe it is important to have high aspirations for all children including looked after children and those with special educational needs. The Designated Teacher for Looked after Children is Karen Burton.

What is The Fulbridge Academy's approach to teaching children with SEND?

At Fulbridge we have a fully inclusive ethos. Our curriculum offer is broad and balanced and taught with an explicit and repetitive approach to enhance the retention of knowledge and skills for all children. We provide quality first teaching with a balance of experiences, visual models, worked examples and lots of opportunities to support learning ensuring success for all children.

The SENCO ensures that teachers are aware of pupil's individual needs and advises and supports them to provide the necessary resources and tools to enable these children to access their learning.

How does Fulbridge Academy ensure teachers and support staff have the expertise and training to support my child's special educational need or disability?

We carry out regular training within the academy in areas such as autism, hearing and impairment, speech and language, Epi-pen, first aid, asthma and tube feeding. We also invite external specialists in from various areas of SEN, depending on the current needs of the children in school.

How does Fulbridge evaluate the effectiveness of the provision made for each child with a Special Educational Need or Disability?

All teachers map the provision for children in their class using provision mapping software. The progress of the children targeted through this provision is reviewed every term. This allows them

and senior leaders to not only monitor the progress of the children but also evaluate how effective the provision was overall and make any necessary changes going forward.



How will Fulbridge support the happiness and wellbeing of my child and what measures are taken to prevent bullying?

We believe the School has a key role in promoting children's positive wellbeing.

Fulbridge Academy has developed a range of strategies and approaches including:

Pupil-led activities

- Pupil Wellbeing Ambassadors.
- Early identification of children to staff.
- Peer mediation and peer mentoring.
- Weekly after school club lead by the school's Inclusion Officer.
- School Council campaigns and assemblies to raise awareness of topical issues such as mental health and bullying.

Transition programmes

- Transition Programme to secondary schools.
- Topic focus - Healthy minds; healthy bodies.
- New Child Buddy Programme for all new children to Fulbridge. Particular attention to the child's spoken language and culture to help limit the feelings of isolation through not understanding.

Class activities

- Star of the Week - children nominate their peers based positive work, behaviour or a kind gesture.

Whole school

- Worry Box - children have the opportunity to write down any worries or concerns which will be confidential reviewed by the Inclusion Team.
- Wellbeing week – whole school focus on doing things which make us feel good.

- Display area in school for information about school wellbeing, positive mental health and where to go for help and support.
- Through PSHE (Citizenship and Ethics and P4T) we teach the knowledge and social and emotional skills that will help children to be more resilient, understand about mental health and be less affected by the stigma of mental health problems.

Citizenship and Ethics, and P4T

Our Citizenship and Ethics curriculum includes:

- Health and Wellbeing; keeping safe, growing and changing, healthy lifestyles.
- Relationships; feelings and emotions, valuing difference, positive healthy relationships, acceptable and unacceptable physical contact, growing and changing, difference and similarities, others feelings, stereotypes, discrimination, teasing and bullying.
- British Values and Living in the Wider World; looking after the local environment, where money comes from and how to use it, respecting the needs of others, groups and communities we belong to, human rights, anti-social behaviour, cultural practices, British Law and human rights.

The P4T Programme covers topics events and relevant issues that relate to our students and our community.

The Fulbridge Way

We have a list of holistic intelligences that are embedded throughout our ethos and link our anti-bullying and behaviour policy. This is the foundation for how we treat each other across the school; adhered to by students and staff.

What are the arrangements for handling complaints from parent and children with SEND about the provision made at the school?

The Academy works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils needs. If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by yourself by speaking to a member of the Senior Leadership Team or the Office Manager (Mrs Wilson) who will be able to offer advice on formal procedures for complaint if necessary.

All complaints are taken seriously and are heard through the Academy's complaints policy and procedure.

What is the Local Offer and where can I find it?

The Children and Families Act (March 2014) requires Local Authorities to. "Publish a local offer, setting out in one place information about provision they expect to be available for children and young people in their area who have special educational needs".

www.peterborough.gov.uk/residents/special-educational-needs/local-offer

Where else can I get advice and support for my child?

SEND Partnership Service:

SEND Partnership Service Offers impartial information, advice and support to parents/carers of and children/young people with Special Educational Needs and Disabilities.

Telephone 01733 863979

Email: pps@peterborough.gov.uk

Website: fis.peterborough.gov.uk/kb5/peterborough/directory/localoffer.page?familychannel=8-3&loboolean=1

SCOPE

Funded separately by the government as a voluntary service to support parents/carers and young people through the assessment process.

Telephone: 07966 994704

Email: maxine.mculloch@scope.org.uk

Website: www.scope.org.uk/



What other agencies does Fulbridge Academy work with to meet the special educational needs of the children and also support families of these children?

Attention Deficit Hyperactivity Disorder (ADHD) Advisory Teaching Service
01733 864009

Autism Advisory Teaching Service
01733 864009

Early Years SEN Specialist and Portage Service
01733 864720

Educational Psychology Service
01733 863689

Peterborough City Council Statutory Assessment & Monitoring Service (SAMS)
01733 863996 - 01733 863934

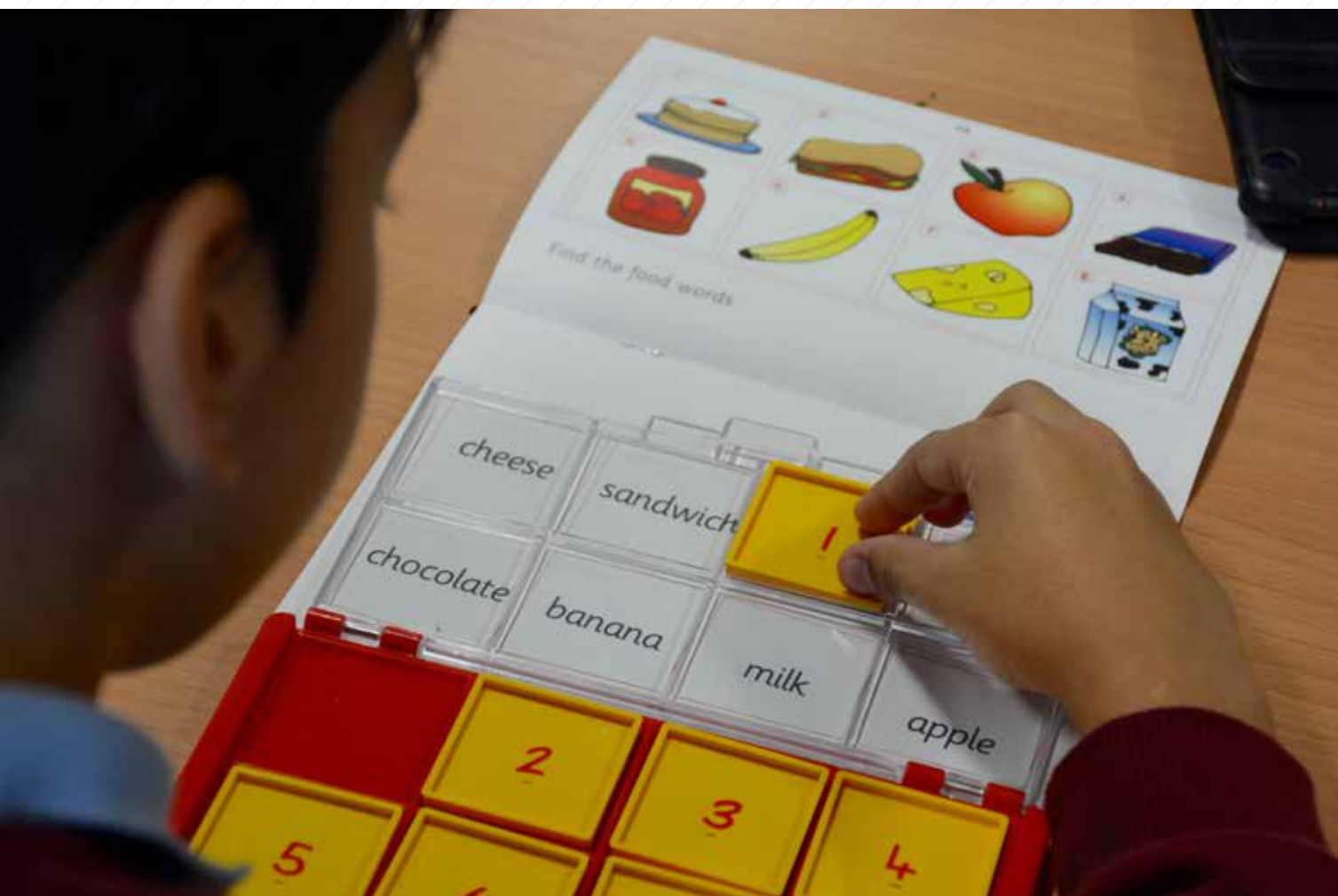
SEND Partnership Service
01733 863979

Sensory (Hearing/Vision) and Physical Support Service (SAPS)
01733 454460

Child and Adolescent Mental Health Service (CAMHS)
01733 777939

CHUMS (Peterborough)
CHUMS Mental Health and Emotional Wellbeing Service for Children and Young People
01525 863924

Emotional Health and Wellbeing Service
0300 555 50 60
Between 9.30 am and 4.30 pm





Keep Your Head

Keep Your Head run a website which is a central point for information on children and young people's mental health and wellbeing in Cambridgeshire and Peterborough.

Peterborough Integrated Neurodevelopment Service including LD CAMH
Service can provide assessments of autism and Attention Deficit Hyperactivity Disorder (ADHD).
01733 777939

Children's Community Nurses
01733 847060

Peterborough Integrated Children's Health Services (Speech & Language Therapy)

Peterborough Integrated Children's Health Service (Community Paediatrics)
01733 777937

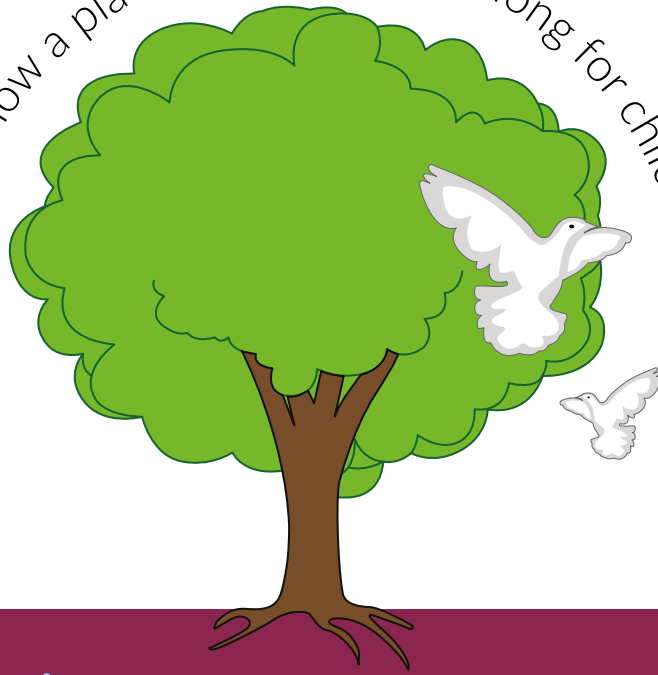
Peterborough Integrated Children's Health Service (Community Paediatric Physiotherapy)
01733 847166

Peterborough Integrated Children's Health Service (Paediatric Occupational Therapy)
01733 847166

Peterborough School Nursing Service (Universal 0-19 Service)
01733 746822

Family Voice
www.familyvoice.org/
Facebook page:
Family Voice

Do you know a place that makes you long for childhood?



Fulbridge Academy

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01733 566990



www.fulbridgeacademy.co.uk