

**What is the SEND Information Report?**

Our SEND Information Report is information for parents/carers of children who have Special Educational Needs (SEN) and all those who support children with additional needs. This information outlines the support and provision they can expect to receive, if they choose Fortismere School for their children.

**Fortismere School**

**HOW WE SUPPORT CHILDREN/YOUNG PEOPLE WITH SPECIAL EDUCATIONAL NEEDS OR DISABILITIES**

**Our vision and how we hope to achieve it**

Inclusion is fundamental to the philosophy of Fortismere and the school is proud of the diversity of its intake and its increased success in integrating students with identified needs so that their potential can be fully realised. Not only is this of benefit to the identified students themselves but also to the whole school community. The success, progress and well being of the most vulnerable students is a shared responsibility and our aspiration as a school is to take care of the ‘hearts and minds’ of students and staff alike. We also recognise that in investing in the carefully tailored support by all staff for students whatever their needs and talents, we create a learning environment that is responsive, flexible and enables all to flourish.

**Type of school/college we are**

Fortismere School is a high achieving and dynamic mixed secondary Foundation School. It is highly regarded by the local Muswell Hill community that it serves.

We have a strong focus on outstanding attainment and progress for all of our students as well as diverse cultural enrichment. It has an outstanding Sixth Form with a strong focus on academic excellence.

**Our Ofsted rating**

In our last Ofsted Inspection, Fortismere School was found to be an outstanding school.

### **How we know if a child/young person has special educational needs**

The assessment and monitoring of students' educational needs is on-going:

- We believe that early identification and support is key and aim to identify students' educational needs at transfer from primary school through close liaison with the primary school. This can include the primary class teacher(s), SENCo and parents/carers at transfer;
- We screen all students after transfer through carrying out CATs and baseline reading assessments;
- We assess students in all years in all curriculum areas through the use of assessments linked to the National Curriculum and in accordance with the school's policy on assessment;
- We monitor students through the fortnightly Intervention Panel meeting working closely with Heads of College and other relevant members of school staff where necessary;
- We monitor students through diagnostic testing;
- Liaison with external agencies (i.e.: Educational Psychology) where applicable.

### **How parents/carers can help and raise their concerns**

We work hard to maintain good home/school links and parents are always welcome to speak to us if they have any concerns. We encourage parents/carers to let us know if their child has a disability or they feel their child has a special educational need so that we can discuss this and ensure the right support is in place for their child.

Students are assigned to a Tutor Group, where the Form Tutor will take a personal interest in their development and progress over time. Parents/carers will get to meet their child's tutor as part of the transition process to Fortismere School. Parents/carers can raise any concerns they have with their child's Form Tutor who will be happy to discuss this with them. Parents/carers also have the opportunity to speak to the Form Tutor about their child's progress at the Deep Learning Conversations, which are held once a year.

### **What we do to help children/young people with special educational needs**

Fortismere has developed a wide range of ways in which we support students with different special educational needs and disabilities.

The Head of Linc / SENCo oversees all support and progress of any student requiring additional support across the school. Class teachers will

oversee, plan and support each student with SEND in their class to ensure that they make progress and the work is differentiated to their specific needs.

Where there is an agreed programme of support, this is carefully targeted on the particular area of difficulty and reviewed with parent/carers, the student and any relevant professionals within a specific time frame. Modifications are made to further support the individual's needs.

Student's progress is monitored through tracking and close liaison with teaching staff.

### **How we adapt our teaching for children/young people with special educational needs**

Lessons are designed so that all students in the class learn and make progress. This is achieved through differentiated lessons where different learning goals are set within the lesson to support the needs and level of the individual student.

Every teacher is involved in planning, monitoring and providing support for students within their class including students with special educational needs. This is carefully tracked and monitored through a whole school system, Go4Schools, where data is used to inform the learning goals that are set for each individual student. This is further supported by the use of Student Profiles, which clearly outline the special educational needs of the individual, their areas of difficulty and strategies that can be used to support their learning in class.

All students with Statements of special educational needs, Education Health and Care Plans and/or disabilities are allocated a Linc Worker from the Linc department. Their role is to oversee the provision and support for individual students, liaising regularly with teaching staff and helping to differentiate the curriculum to meet their specific needs. They also act as a key contact for parents/carers and will regularly meet with them to review and monitor their child's progress.

At Fortismere, we aim to create a learning environment that is responsive, flexible and enables all to flourish. We ensure that time is built in to the school year for every department to plan and review the curriculum.

### **How we decide what resources we can give to a child/young person with special educational needs**

Part of the school's budget is for support for students with special educational needs and disabilities. This is a fixed amount and so we have to use the money as cost effectively as possible and make sure we can give help to all the students who need it.

Decisions about which support programme is best for a student are made by the Head of Linc/SENCo in consultation with parents/carers,

teaching staff and, where applicable, external professionals. Parents/carers are invited to contribute to planning through a meeting and, where the needs of a student are more complex, Team Around the Family meetings.

In exceptional circumstances, where we feel we are not able to meet a student's needs from our own funds, we will apply to the Local Authority for additional support for a child. Parents/carers can do this too. We are happy to discuss all of this in more detail with parents/carers.

### **How we check that a child/young person is making progress and how we keep parents informed**

We work hard to maintain good home/school links with parents/carers and to improve the way we communicate to ensure that it is as frequently as possible so that everyone is kept informed.

Our weekly newsletter, ParentMail, is sent home every Friday and posted on the School website to keep everyone up-to-date with latest news and developments.

We hold Deep Learning Conversations once a year; this is an opportunity for parents/carers to meet with their child's Form Tutor to discuss their overall progress and any areas of concern they may have.

We hold Parent's Consultation evening once a year and we send all parents/carers a report about their child's progress in the following way: an interim report and a full report.

Close communication with Parents/carers is important to the school; parents/carers are invited to attend a range of events at the school. The Linc Faculty also offers half termly events where outside professionals are invited to speak on a wide breadth of topics to support parents/carers such as Managing Adolescence, Autism and Dyslexia. These will be tailored around the needs of the students.

### **Support we offer for children's/young people's health and general wellbeing**

It is important that students are happy and experience school positively. Fortismere School prides itself on pastoral care and has developed a Vertical Tutoring system, which contributes to our school vision of creating a "dynamic learning environment". Each Vertical Tutor group comprises of about sixteen students from Year 7 to Year 11 and two members of staff to support them: the Form Tutor and Co Tutor from teaching to non teaching staff. At Fortismere, we believe that all adults within the school community should contribute to the development of a young person.

The role of the Form Tutor is integral as they act as a pastoral and academic guide to the students, providing holistic care and getting to know them well. They are the first port of call for parents/carers, meeting them for Deep Learning Conversations and regularly corresponding through email and telephone calls.

Vertical Tutoring also provides leadership skills for the students through the opportunity to become School Ambassadors and participate in peer mentoring. It also helps the students to develop a sense of community by participating in inter-college events and competitions. Siblings are placed in the same Colleges to strengthen their sense of unit and belonging.

Fortismere School has a clear Behaviour policy, Anti-Bullying policy and Cyber Bullying reporting policy.

The school has developed a Learning Mentor Team who are based within the Linc Faculty. They support students with particular problems. For example, if a student has particular behavioural difficulties, a member of the Learning Mentor Team may support them. Their progress is tracked closely with parents/carers and, where applicable, a Behaviour Support Programme is designed to identify the cause of the problem and to support the student to avoid disrupting their own learning or others' learning and to prevent exclusion.

We also have Academic Mentors for both Key Stage 4 and Key Stage 5.

#### **Specialist external services we use when we think extra help is needed**

Within the Linc Faculty, they are a number of specialist staff working with students: Counsellor, Specialist Teacher, Home School Liaison Officer and Careers Advisor.

Sometimes a student will have needs that will benefit from additional help from a specialist outside the school. Depending on a student's individual needs, we may draw on support from:

- Educational Psychology;
- Child & Adolescent Mental Health Service;
- Speech and Language Therapy;
- Occupational Therapy;
- Education Welfare;
- Hearing Impaired Service;
- Visually Impaired Service;

- Behaviour Support Service;
- Social Services;
- Police Community Support.

We always communicate with parents/carers if we think additional Support is required and before we contact other professionals outside of school.

### **The training our staff have had or are getting**

Every year we have staff training days as well as regular whole staff meetings, departmental meetings and training delivered by our Quality Teaching & Learning team. There is a strong focus on special educational needs and disabilities to ensure that every teacher:

- Understands the different special educational needs;
- Knows how to plan and teach their lessons in a way that is appropriate for students with special educational needs knows how to support the emotional needs of students with special educational needs;
- Understands how important it is to work closely with parents/carers.

All staff, including non-teaching staff, are required to attend training.

Within the Linc Faculty, the team follow a comprehensive CPD programme, regularly attending courses at Haringey Professional Development Centre as well as training delivered in school by external professionals. This is very much focused on the needs of the students so that the team are fully skilled to support the needs of every individual.

Every year members of staff within the Linc Team work towards accredited courses with two members of staff completing the ELKLAN course this year and another member of staff gaining accreditation to deliver Independent Travel Training to our students.

### **How we include children/young people in activities and school trips**

Any trips or outings we plan always include students with special educational needs and/or disabilities. We use part of our budget to ensure that any support needed can be provided. We always consult with parents/carers before arrangements are finalised.

### **Our school environment**

Fortismere School has a large site. There are disabled toilets available in South Wing and North Wing as well as the Science block. There are

Medical Rooms in both wings of the school with a changing couch.

In school we have a range of equipment designed to support the development of student's coordination and motor skills in class but if any student needs additional equipment we will obtain this through specialist services such as Occupational Therapy.

Where appropriate, students follow a personalised programme devised by the Occupational Therapy Service to support the development of their physical skills; this can be delivered in the gym within our PE department.

### **How we prepare for children/young people joining our school and leaving our school**

Students joining our school from primary school will be invited to attend three Transition Days. Students will spend each day with us and will be fully immersed in school life throughout the day with opportunities to become familiar with our site, staff and students.

Whilst there is a curriculum dimension and key focus for each of the three days, we also see the days as a critical opportunity to enable the students to get to know the school, feel comfortable and confident in their new environment and allay those 'summer holiday' nerves. We work hard to welcome our new, Year 7 students to Fortismere and hope they enjoy the experience and that it leads to an even happier and smoother transition to secondary school for them all.

We invite all parents/carers of students joining the school to meet their child's Form Tutor during the summer term before their child starts the school. We also ask parents/carers to let us know if their child has a disability or they feel their child has any special educational needs so that we can ensure the right support is in place for their child.

Where appropriate, the Head of Linc / SENCo will attend Transition Review meetings at primary schools to ensure that the student is well supported through their transition. If necessary, we also arrange additional visits to the school for individuals and provide a Transition Booklet with information about the school which they can refer to

We help older students to prepare for their transition to further education through support from their Form Tutor. Our more vulnerable students and students with special educational needs are given support from our Careers Advisor and, where appropriate, the Learning Mentor Team.

**How parents are involved in school life**

At Fortismere School we believe in working in partnership with parents/carers and we hope that our parents/carers will share this belief. We are always happy to speak to parents/carers about any concerns they may have about their child.

There is an active FSA and parents/carers are represented on the school's Governing Body.

**Who to contact for more information or to discuss a concern**

- Your child's Form Tutor;
- Head of College;
- Head of Linc Faculty / Special Educational Needs Co-ordinator
- SEN Governor

If in doubt, contact the school Reception. The school telephone number is 0208 8365 4400.

**Our offer to children with special educational needs and disabilities was prepared in February 2016**

**It will be reviewed in February/March 2017**