

London Borough of Haringey: SEND Information Report 2021

Fortismere School

This document is designed to demonstrate how Fortismere supports children/young people with Special Educational Needs or Disabilities and students who are vulnerable within our school. This is a working document and will be continually updated and developed.

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 since 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 for students whatever their needs and talents, we create a learning environment that is responsive, flexible and enables all to flourish. Our principles are guided by our school ethos, 'transforming lives through education'.

Type of school we are

Fortismere School is a high achieving and dynamic mixed secondary Foundation School with multiple specialisms in Maths, Foreign Languages, Music and Computing. 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 issue of identification of special needs can be a contentious issue. The current debate in education between the medical and social models of disability raises arguments on both sides. At Fortismere we take a balanced view and use both qualitative and quantitative evidence to inform decisions. The criteria for making judgements is based on the Equality Act, 2010 where by difficulties go beyond the differences that may exist between people, are substantial, long term and impact on normal day to day activities <http://odi.dwp.gov.uk/docs/wor/new/ea-guide.pdf> .

Data and information is reviewed throughout the year and at each key stage in line with our Assessment Calendar; this coincides with public examinations and deadlines set by regulating bodies such as the Joint Council of Qualifications <http://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/regulations-and-guidance>

Ongoing assessment and monitoring complies with the Assess, Plan, Do and Review cycles of the Graduated Approach as set out in the SEND Code of Practice, and includes a combination of the following:

- Close liaison with primary schools and educational providers, particularly at transition points
- In class lesson observations
- Book reviews and sample work
- Parent/Pupil/Teacher/TA feedback
- School data; curriculum and pastoral (CloudSchool)
- Yearly school reports
- CATs screening for all pupils
- Baseline literacy and numeracy assessment in Year 7 for all students
- Termly curriculum assessment
- Fortnightly Inclusion Panel meetings with SENDCo and Head of Year
- Diagnostic assessment for students who are unable to meet the demands of the curriculum and their personal targets
- Liaison with external professionals and agencies when and where appropriate i.e. Educational Psychologists (EPs)

How parents/carers can help and raise their concerns

The SEND Code of Practice is child and family centred and we work hard to build this approach into our practice. Fortismere encourages parent/carer dialogue and creates regular opportunities for this to happen.

- Students are assigned a Tutor Group and Form Tutor, these groups include pupils from Years 7 -11. Form Tutors will take a personal interest in their tutees and are responsible for reviewing progress over time. They are a key point of contact for the LINC department.
- All EHCP students are assigned a Key Worker, who is responsible for ongoing and thorough home/school communication. In addition to which Annual Reviews and termly update meetings are built in to the calendar.
- A Pupil Profile (Student Passport) will be written as and when necessary. This is updated regularly and shared with parents so they have the opportunity to review and update the information that is being circulated to our staff. This also provides the opportunity for any concerns to be communicated.
- Regular informal coffee mornings are held in the library for parent/carers to meet with the LINC team; any concerns raised are recorded and responded to within seven working days.

There are of course occasions and times in the year when issues present that cannot be met by the above. In such circumstances parents/carers are encouraged to contact the SENDCo in the first instance. This initial communication should be concise and include supporting attachments/documentation that evidences your concerns. These might include medical/professionals reports or work samples/school feedback etc.

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

Fortismere aims to provide a transformative education whereby child development is seen as an implicit part of teaching and learning. Our focus is on moving students on from scaffolding and targeted support to independence. Whilst some lessons will have other adults in the room i.e. specialist TA's/Learning Facilitators, these work collaboratively with the class teacher to ensure learning is maximised.

Under the SEND Code of Practice, the progress of all students, including those with SEN, is the responsibility of the class teacher; this is known as High Quality Teaching and is a requirement of all qualified teachers. Fortismere teachers receive regular CPD in order to ensure they can set effective learning goals, have a range of strategies at their disposal and can differentiate work appropriately. To support this emphasis on teaching and learning, systems are in place to ensure that teachers regularly refer to Pupil Passports and the Inclusion and Access Arrangement Registers.

We use CloudSchool to monitor progress across the curriculum. If a student falls significantly below expected levels, concerns are raised at fortnightly Inclusion Panel meetings; this triggers the first step of the Assess, Plan, Do and Review cycles of the Graduated Response. If after two cycles the student has not made sufficient progress, evidence based interventions will be considered and put in place. These may be small group or one to one, depending on the need and resources available. During this period a range of reports will be drafted i.e. Behavioural/Pastoral Support Plan etc. and from time to time external professionals will be consulted. On the rare occasions when wave two and three interventions have failed the SENDCo will work with a team around the child to consider making an application for an EHCP.

In addition to the above Fortismere offers a vast range of support beyond the curriculum. These include homework and revision clubs as well as a range of interventions that harness the benefits of assistive technologies. We are looking to expand this area however, we currently offer: Reading Wise, Independent Dyslexia Learning (IDL), Read Write Gold, Lexia Learning and Touch Type Read and Spell (TTRS).

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. For EHCP students where there is additional funding, the emphasis is on long term goals and outcomes. Families will work with their Key Worker and relevant professionals in order to decide the most effective provision, this process is managed by the SENCo to ensure outcomes are achieved and all statutory obligations are met.

Home school communication

In addition to the Deep Learning Conversations, weekly newsletter, Parent/Carer Evenings, full and interim reports, coffee mornings and Key Worker liaison we are actively seeking to build and extend our community; this moves beyond the narrow focus of SEN and includes all aspects of inclusion. We regularly invite outside speakers and professionals, as well as drawing on the expertise of our own staff, so that we can come together and engage with a breadth of topics that touch our lives. These events are tailored around the needs of our students, pending and planned topics include: LGBTQ, Improving Working Memory, Mental Health, Managing Adolescence, Autism and Dyslexia We are of course open to creative ideas as to how we can improve this platform, and welcome feedback from parents and carers who would like to work with us on our mission to create a truly inclusive community.

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

Supporting our students' health and well-being is something we are passionate about. This is fully integrated into the school's pastoral curriculum and in the planning and delivery of lessons. Students are informed about all of the support the school can offer,

both internally and externally and these services are used by a significant number of our cohort.

Students meet four days a week with their tutor and the tutor will be in close contact with parents when required.

We have a learning mentor and an KS4 academic coach and these staff work closely with our students. We share information with colleagues to ensure they are aware of any issues which may impact on them, so that we have a collegiate approach, especially when it comes to our vulnerable students. We have professionals from Place2be and Place2talk working on site as well as counsellors. The SENDCo and Heads of Year meet fortnightly for Inclusion Panel meetings, which is a vital aspect of our practice and assess, do, review system. This informs us as to how we will intervene with individual students.

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, Place2be, 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.

Training for staff in relation to SEN

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development throughout the year. The training needs for the staff for SEN are identified

through appraisal reviews and the school development plan.

The training is delivered through whole staff INSET as well departmental meetings. These are delivered by members of staff and outside professionals as well as experienced LINC staff. There is a strong focus on special educational needs and disabilities to ensure that every teacher:

- Has a greater awareness of the different areas of 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.

Within LINC, the team follow a comprehensive CPD programme, regularly attending courses at Haringey Learning Partnership 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 is fully skilled to support the needs of every individual.

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

We are a fully inclusive school and when considering and planning school trips we 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 to ensure the student feels safe and if a child is feeling particularly anxious we will work with them prior to the trip to help prepare them. We always consult with parents/carers before arrangements are finalised.

Our school environment

Our school has a large site which can sometimes be daunting for students when joining the school. Transition days are crucial for ensuring that students become familiar with the site in a supported way. We have maps of the school and clearly signposted areas of the school, to support students with this. The school has single use toilets in both Wings and a lift in south wing. In year admissions are given a tour of the site. We use a buddy system when they join the school to support students in learning

about the environment and ensuring they cope with the large site.

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 Transition Days. Students will spend two days with us and will be fully immersed in school life throughout the day with opportunities to become familiar with our site, staff and students. We also organise an additional SEND specific Transition day to provide an additional opportunity for student and staff to meet and familiarise themselves with each other.

Whilst there is a curriculum dimension and key focus for the day, we also see the day 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. The Inclusion Assistant Head and Head of Year 7 attend all of our main feeder primary schools and speak to year 6 teachers to ensure that we are as knowledgeable about our students as possible. Information requests are sent to all schools that we do not personally visit. This information is shared with staff in order to facilitate a smooth transition.

We aim to 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 Assistant Headteacher (Inclusion), the SENDCo or a delegated representative 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

We have a fantastic Fortismere School Association (FSA), which is run by the parents. They host events throughout the year and raise a significant amount of money for the school. We host regular events evenings to work with parents and provide as much information and support as we can. We also host a regular LINC coffee morning in the library. We strongly believe in forging relationships with parents and working collaboratively to achieve the best outcomes for all of our students.

Who to contact for more information or to discuss a concern

- Subject teachers; if the issue is subject related
- Your child's Form Tutor; if the issue is pastoral / across subjects;
- Head of year;
- The SENDCo, Nofer Fari;
- The SEND Teacher/Access Arrangement Coordinator, Ms Saira Carrim; if the issues relates to interventions or assessments of students
- The Lead HLTA, Ms Alex Dutton; if the issues relates to Teaching Assistants and Key Workers;
- The Assistant Head (Inclusion), Emily Brooks
- SEND Governor, Rachel Haworth and Mark Chapman

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 September 2021. It will be reviewed in September 2023